

## WHAT WILL BE THE OUTCOME OF OBE?

### *An Unpleasant Surprise*

What will be the outcome of Outcome Based Education? Are you ever in for a surprise! Most likely you send your children to school to be *taught*. You know from practical experience that nothing facilitates learning like good *teaching*. Hard experience has taught you that experience may be a good teacher, but she is too slow and painful; it is simply not wise to “reinvent the wheel” every time we do something new. You don’t want your children to have to learn everything in the school of hard knocks. That is why you pay big bucks in taxes to hire *teachers* to teach your children. And you think the public schools are in agreement with you—that they are actually trying to *teach* your children how to succeed in an increasingly technical workplace. Are you ever in for a surprise!

### The Teacher of Our Children’s Teachers

Perhaps the most amazing quote in the annals of history is from Carl Rogers, one of the humanist authors of Outcome Based Education—the new philosophy of education which is being implemented in public schools all across the USA under various names (when opposition to it arises, humanist educators simply change the name of the program, and continue on as before). This quote is found in *The Carl Rogers Reader* (Boston, Houghton Mifflin Company), 1989, pages 301-303, in a chapter entitled “Personal Thoughts on Teaching and Learning” in the Education section of the book. As you read the following words, keep in mind that this is one of the men whose philosophical ideas about teaching are being taught (or already have been taught) to the teachers who are (or will be) teaching your children or grandchildren. This quote is rather long, so I will interrupt it with my comments as appropriate so as to point out the significance of what Rogers says. You will find it interesting to note that the emphasis in this quote is all original to Rogers. Admits Carl Rogers:

I find it very troubling to *think*, particularly when I think about my own experiences and try to extract from those experience the meaning that seems genuinely inherent in them. At first such thinking is very satisfying, because it seems to discover sense and pattern in a whole host of discrete events. But then it very often becomes dismaying, because I realize how ridiculous these thoughts, which have so much value to me, would seem to most people. My impression is that if I try to find the meaning of my own experience it leads me, nearly always, in directions regarded as absurd.

So in the next few minutes, I will try to digest some of the meanings which have come to me from my classroom experience and the experience I have had in individual therapy and group experience...

Rogers finds it “very troubling to *think*.” His thinking even “becomes dismaying” to him because he realizes how “ridiculous” and “absurd” most parents of students would consider his conclusions. In fact, after carefully studying the implications of Carl Roger’s conclusions, most parents will be even more troubled by Roger’s thinking than he is. But remember Carl Rogers is writing to teachers, not to parents. He is trying to influence young college students who want to become teachers. He continues:

I will put each idea or meaning in a separate lettered paragraph, not because they are in any particular logical order, but because each meaning is separately important to me.

a. I may as well start with this one in view of the purposes of this conference. *My experience has been that I cannot teach another person how to teach.* To attempt it is for me, in the long run, futile.

Rogers cannot teach others how to teach! He admits that for him teaching is “futile.” Why then was he made a teacher of our children’s teachers?!!!

Mr. Rogers continues:

b. *It seems to me that anything that can be taught to another is relatively inconsequential and has little or no significant influence on behavior. That sounds so ridiculous I can't help but question it at the same time I present it.*

This sounds ridiculous to Mr. Rogers because it is ridiculous. Thinking people also cannot help but question it, for it is obviously wrong.

Rogers continues:

c. *I realize increasingly that I am only interested in learnings which significantly influence behavior. Quite possibly this is simply a personal idiosyncrasy.*

d. *I have come to feel that the only learning which significantly influences behavior is self-discovered, self-appropriated learning.*

e. *Such self-discovered learning, truth that has been personally appropriated and assimilated in experience, cannot be directly communicated to another. As soon as an individual tries to communicate such experience directly, often with a quite natural enthusiasm, it becomes teaching, and its results are inconsequential. . . .*

f. *As a consequence of the above, I realize that I have lost interest in being a teacher.*

g. *When I try to teach, as I do sometimes, I am appalled by the results, which seem a little more than inconsequential, because sometimes the teaching appears to succeed. When this happens I find that the results are damaging. It seems to cause the individual to distrust his own experience, and to stifle significant learning. Hence I have come to feel that the outcomes of teaching are either unimportant or hurtful.*

Now these are indeed amazing conclusions! Rogers is advocating the abolishment of teaching! He says he has “lost interest in being a teacher.” He says that teaching is “damaging,” “unimportant,” and “hurtful.” He admits that as a result of his past teaching “damage was done,” but he seems oblivious to the fact that it was the *content* of his teaching that caused the damage, not teaching itself. He thinks that it is *the act* of teaching that damaged his students instead of the *incorrect philosophies* he taught them. Therefore, rather than repenting of his perverse philosophies, he opposes the whole concept of teaching! Notice the use of the word “outcomes” in his last sentence above. Note that the outcomes of the educational system he proposes are not to be brought about by teaching but by the lack of it. How could such outcomes possibly be what we want for our children?

Notice in paragraph g above the importance Rogers puts on a student trusting his own experiences. This is very significant. Humanists exalt personal experience above Divine revelation. The problem with this is that personal experience can be very misleading. Things are not always as they appear to be. For example, it appeared to Anaximander (611-547 B.C.) that eels and other aquatic forms are produced directly from lifeless matter, but he was wrong. It appeared to Anaximenes (588-524 B.C.) that primordial terrestrial slime, under the influence of the sun's heat, produced plants, animals and human beings directly in the abiogenetic fashion—but he was wrong. They thought they experienced seeing something, but in fact they were misinterpreting their experiences. And the younger a child the more apt he or she is to misinterpret experiences. That is why children need teachers.

Also, some things cannot be learned by experience since we were not there when they happened (and therefore did not experience them), and since the events will never be repeated. Such things cannot be submitted to the scientific method. We must, therefore, accept them by faith. Personal experience cannot reveal to us how humans came into existence, why we are here, or where we will go upon death. That is why God gave us the Bible.

Rogers continues:

h. *When I look back at the results of my past teaching, the real results seem the same—either damage was done—or nothing significant occurred. This is frankly troubling.*

i. *As a consequence, I realize that I am only interested in being a learner, preferably learning things that matter, that have some significant influence on my own behavior.*

j. *I find it very rewarding to learn, in groups, in relationships with one person as in therapy, or by myself.*

k. I find that one of the best, but most difficult, ways for me to learn is to drop my own defensiveness, at least temporarily, and to try to understand the way in which his experience seems and feels to the other person.

l. I find that another way of learning for me is to state my own uncertainties, to try to clarify my puzzlements, and thus get closer to the meaning that my experience actually seems to have.

m. This whole train of experiencing, and the meanings that I have thus far discovered in it, seem to have launched me on a process which is both fascinating and at times a little frightening. It seems to mean letting my experiences carry me on, in a direction which appears to be forward, toward goals that I can but dimly define, as I try to understand at least the current meaning of that experience. The sensation is that of floating with a complex stream of experience, with the fascinating possibilities of trying to comprehend its ever-changing complexity.

I am almost afraid I may seem to have gotten away from any discussion of learning, as well as of teaching. Let me again introduce a practical note by saying that by themselves these interpretations of my experience may sound queer and aberrant, but not particularly shocking. It is when I realize the *implications* that I shudder a bit at the distance I have come from the commonsense world that everyone knows is right.

Rogers's interpretations of his experiences are indeed queer and aberrant. In fact, they are so obviously wrong as to be shocking! But when any thinking parent realizes the implications, he or she will shudder more than a little bit.

Rogers proceeds to list these implications:

I can best illustrate this by saying that if the experiences of others had been the same as mine, and if they had discovered similar meanings in it, many consequences would be implied:

- a. Such experience would imply that we would do away with teaching. People would get together if they wished to learn.
- b. We would do away with examinations. They measure only the inconsequential type of learning.
- c. We would do away with degrees as a measure of competence partly for the same reason. Another reason is that a degree marks an end or a conclusion of something, and a learner is only interested in the continuing process of learning.
- d. We would do away with the exposition of conclusions, for we would realize that no one learns significantly from conclusions.

I think I had better stop there. I do not want to become too fantastic.<sup>337</sup>

Did you catch what Rogers said? He said that if we accept his philosophy of education "*we would do away with teaching.*" It is obvious in Outcome Based Education that humanist educators want to do away with examinations. But did you realize they intend to do away with *teaching*! The outcome of no teaching will be little or no learning. Furthermore, if humanists get their way, what little learning takes place will not be measured, so will not be known. The fact that there is little teaching done is why they don't want examinations to measure it!

Isn't this a very, very, very, *bad* surprise?! And these people want us to think that they love our children and are concerned about their welfare. How can any sane parent leave his or her children in the public school system under the care of humanist teachers for even a minute?!!

### The Union of Our Children's Teachers

The National Education Association (NEA) is one of the main reasons that reform of the public school system is impossible. The radical left-wing nature of the NEA assures that the outcome is always going to be based on humanism.

The National Education Association (NEA) is the largest labor union in the United States, representing public school teachers and other support personnel, faculty and staffers at colleges and universities, retired educators, and college students preparing to become teachers. The NEA has 3.2 million members and is headquartered in Washington DC. It employs over 550 staff and had a budget of more than \$307 million for the 2006-2007 fiscal year. Reg Weaver, a graduate of Roosevelt University, is the NEA's current president. NEA is both a professional association and a labor union (though it is not a member of the AFL-CIO or other trade

<sup>337</sup> Carl Rogers, "Personal Thoughts on Teaching and Learning," in *The Carl Rogers Reader* (Boston: Houghton Mifflin Company, 1989), 301-3.

union federations).

Because of its size, the NEA has a lot of clot, and it uses that clot to promote the humanist religion and to make Democrat voters and sodomites out of our children. USA Today reports that

... the union has never endorsed a Republican for president and typically spends \$9 out of every \$10 it raises on Democrats.<sup>338</sup>

And OpinionJournal, a web site of the Wall Street Journal, reports that

Under new federal rules pushed through by Secretary of Labor Elaine Chao, large unions must now disclose in much more detail how they spend members' dues money. Big Labor fought hard (if unsuccessfully) against the new accountability standards, and even a cursory glance at the NEA's recent filings--the first under the new rules--helps explain why. They expose the union as a honey pot for left-wing political causes that have nothing to do with teachers, much less students.<sup>339</sup>

For instance, in 2005 the NEA gave

more than \$65 million last year to Jesse Jackson's Rainbow PUSH Coalition, the Gay and Lesbian Alliance Against Defamation, Amnesty International, AIDS Walk Washington and dozens of other such advocacy groups... The NEA gave \$15,000 to the Human Rights Campaign, which lobbies for "lesbian, gay, bisexual and transgender equal rights." The National Women's Law Center, whose Web site currently features a "pocket guide" to opposing Supreme Court nominee Sam Alito, received \$5,000... The partisans at People for the American Way got a \$51,000 NEA contribution; PFAW happens to be vehemently anti-voucher... According to the latest filing, member dues accounted for \$295 million of the NEA's \$341 million in total receipts last year. But the union spent \$25 million of that on "political activities and lobbying" and another \$65.5 million on "contributions, gifts and grants" that seemed designed to further those hyper-liberal political goals.<sup>340</sup>

There are two very important facts to notice in this quote. First of all,

### *The NEA Promotes Teaching Sodomy*

The teaching of sodomy in the public school system is the number one danger facing American families today. With the public school teachers giving millions to promote sodomy, it is obvious that they are to a very large extent the cause of the problem. Not that all of the public school teachers are humanists; there are some good people teaching in public schools. But the vast majority of public school teachers are humanists, and electing a new president for the USA, or even succeeding in passing a new amendment to the Constitution to define marriage as heterosexual, will not change these teachers. Humanism is their religion, and they are not going to stop teaching what their humanist religion says about sex or what it says about anything else.

In 1997 there were approximately 100 gay-straight alliances (GSAs)--clubs for gay and gay-friendly kids--on U.S. high school campuses. Today there are at least 3,000 GSAs--nearly 1 in 10 high schools has one--according to the Gay Lesbian Straight Education Network (GLSEN, say "glisten"), which registers and advises GSAs. In the 2004-05 academic year, GSAs were established at U.S. schools at the rate of three per day.

The appearance of so many gay adolescents has, predictably, worried social conservatives, but it has also surprised gay activists, who for years did little to help the few teenagers who were coming out. **Both sides sense high stakes.** "Same-sex marriage--that's out there. But something going on in a more fierce and insidious way, under the radar, is what's happening in our schools," says Mathew Staver, president of Liberty Counsel, an influential conservative litigation group that earlier this year won a court order blocking a Montgomery County, Md., teachers' guide that disparaged Evangelicals for their views on gays. **"They"--gay activists--"know if they make enough inroads into [schools], the same-sex-marriage battle will be moot."**<sup>341</sup>

The war in Iraq is just a minor skirmish compared to the all-out war being waged against us in the public school system of America. Social conservatives in America are in for certain defeat if the teachers of the NEA

<sup>338</sup> "NEA Endorses Kerry for President," *USA Today*, 2005 July 2004, [http://www.usatoday.com/news/politics/elections/nation/president/2004-07-05-nea-kerry\\_x.htm](http://www.usatoday.com/news/politics/elections/nation/president/2004-07-05-nea-kerry_x.htm).

<sup>339</sup> "Teachers' Pets: The NEA Gave \$65 Million in Its Members' Dues to Left-Liberal Groups Last Year," *OpinionJournal*, 2006, 1 March 2006, <http://www.opinionjournal.com/editorial/feature.html?id=110007761>.

<sup>340</sup> Ibid.

<sup>341</sup> Cloud, "The Battle Over Gay Teens."

and their radical, humanist friends are allowed to continue to teach America's children. Recent history shows that most children seduced into becoming sodomites are going become adults who vote pro-sodomy.

*The NEA Produces Democrat Voters*

Conservative Republican parents and Republican leaders need to wake up the fact that the teachers in the public school system are hell bent on making radical, socialist, humanist Democrat voters out of our children, and they are being extremely successful. As OpinionJournal puts it: "It's well understood that the NEA is an arm of the Democratic National Committee."<sup>342</sup> So,

the trend is clear: according to Kevin Jennings, who in 1990 founded a gay-teacher group that later morphed into GLSEN [Gay, Lesbian, Straight Education Network] many of the kids who start GSAs identify themselves as straight. Some will later come out, of course, but Jennings believes a majority of GSA members are heterosexuals who find anti-gay rhetoric as offensive as racism.

**"We're gonna win," says Jennings, speaking expansively of the gay movement, "because of what's happening in high schools right now ... This is the generation that gets it."**<sup>343</sup> [Emphasis added.]

Children only find anti-gay rhetoric offensive if they are deceived about sodomy. The whole purpose of the "gay bash" claims is deception.

Federal law prohibits unions from using dues money or other assets to contribute to or otherwise assist federal candidates or political parties, in accordance with their tax-exempt status,<sup>344</sup> but the NEA violates this law openly every election. Why are our Republican congressmen allowing this? Why are theists everywhere not rising up against the unholy public school of sodomy?

**The Lawyers of Our Children's Teachers**

The ACLU is assisting the NEA in assuring that the outcome of public education furthers the humanist plan to conquer America. The rapid establishment of the thousands of Gay Straight Alliances mentioned above was not spontaneous, but took place with zealous guidance and encouragement by the ACLU. The ACLU web site has a special section titled "Lesbian Gay Bisexual Transgender Project—Youth and Schools." The page starts out like this:

The LGBT Project's Youth & Schools program has a ton of online information for students, but also for parents, teachers, and school administrators. Here's how to get around:

"What's Your Problem?" contains information to help you better understand your rights, what steps you should take to fight back, and how we might be able to help

- \* "Change Your School" gives you the tools you need to make your school a safer, more welcoming place for lesbian, gay, bisexual, and transgender students
- \* "Library" is a huge collection of information about schools issues for LGBT youth and links to handouts, letters, and legal briefs from both the ACLU's website and elsewhere on the web
- \* "Get Help" tells you how to contact us with questions about experiencing anti-gay discrimination in your school and how to find out what your rights are under the law<sup>345</sup>

Just as promised, the ACLU website gives "ton of information" to persuade children that they legally can and should start such clubs to protect their gay friends. A rather threatening letter from the ACLU to the school administrator is provided just in case he or she is against sodomy. A link is provided to the Gay Lesbian Straight Education Network website<sup>346</sup> where the student finds *The GLSEN Jump-Start Guide for Gay-Straight Alliances*, which is actually eight booklets giving detailed, step-by-step instructions concerning how to start and attract members into one of these homosexual clubs.

<sup>342</sup> "Teachers' Pets: The NEA Gave \$65 Million in Its Members' Dues to Left-Liberal Groups Last Year."

<sup>343</sup> Cloud, "The Battle Over Gay Teens."

<sup>344</sup> "National Education Association," *Wikipedia*, [http://en.wikipedia.org/wiki/National\\_Education\\_Association](http://en.wikipedia.org/wiki/National_Education_Association).

<sup>345</sup> "Lesbian Gay Bisexual Transgender Project—Schools & Youth," *ACLU*, <http://www.aclu.org/lgbt/youth/index.html>.

<sup>346</sup> "The GLSEN Jump-Start Guide for Gay-Straight Alliances," *GLSEN*, <http://www.glsen.org/cgi-bin/iowa/all/news/record/2226.html>.

Folks, there is no way this Humanist sodomite movement can be stopped except by disbanding public education, and returning education to the private sector where it belongs.