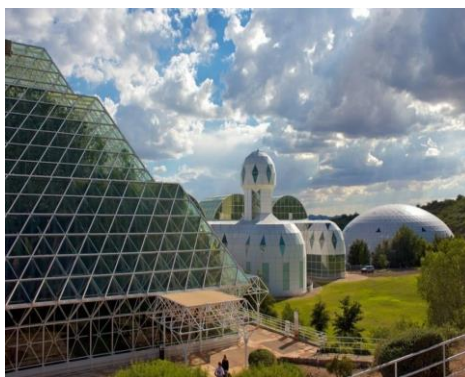
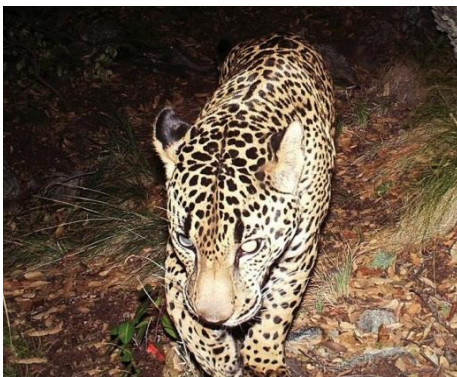


# Arizona Education on the Environment K-12 Initiative

**Establishing the Blueprint to building Better Education with emphasis on, Natural, Physical, Cultural, Social and Economic Environs through the process of Communication, Cooperation and Collaboration**



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***-by-***

**BRAD FOLLETT**

**Founder - Earth Month ®  
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**BRAD FOLLETT**

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Author Unknown. University of Arizona, Biosphere 2, Tucson Arizona

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# Abstract

This prospectus is to provide a brief overview of the positive attributes of the great State of Arizona to *develop* and *make improvements* in our educational system, by implementing a formal program of Education on the Environment for primary/secondary grades K-12. It will identify in part why Education on the Environment is needed; how a web based, online programs through specialized E-learning alongside class room participation, and field trips will work; who is involved, its low cost, and — furthermost the benefits of such an academic initiative.

Most importantly it will demonstrate the many aspects provided in advancing the individual student; and identify the stakeholders, their rolls and involvement in the process. It is known as the blueprint to building better education and environment through the process of *communication, cooperation and collaboration* embracing best practices in education as the new Next Generation Science Standards <sup>1</sup> are implemented and Common Core State Standards are in dismal flux. Arizona opted out of the Partnership for Assessment of Readiness for College and Careers (PARCC)<sup>2</sup> May 30, 2014; but has currently held to the Arizona's College and Career Ready Standards 2010 (AZCCRS) <sup>3</sup> and AzMERIT assessments.<sup>4</sup> The Arizona Education on the Environment K-12 Initiative (EEI) may comply with those intrinsic parts of Arizona education and are more adaptable and flexible to meet forthcoming modifications. It will not only raise the bar for education here in Arizona, but set a new standard in education as a whole.

The prospectus is presented in the light and spirit to bring everyone onboard at the same time so that they have awareness and equal knowledge of events and the opportunity to participate. This is the first step to *communicate*, being *cooperative* and offering *collaboration* on such an important issue. Please join us in educating our younger generations for their future!

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<sup>1</sup> NextGen Science Three Dimensional Standards, The National Academies of Sciences, Engineering, and Medicine  
500 Fifth Street, NW | Washington, DC 20001

<sup>2</sup> PARCC 1400 16th Street NW, Suite 510 Washington, DC 20036

<sup>3</sup> Arizona Department of Education AZCCRS

<sup>4</sup> Arizona Department of Education AzMERIT

The Arizona Education on the Environment K-12 Initiative is vital to all of Arizona. It is essential first of all to the *individual* student, then their families, teachers and administration; the University of Arizona, Arizona State University, and Northern Arizona University; to the business industries and corporate sector as well as government sectors. For this reason the Governor... all Arizona State Legislators, e.g., 60 Representatives and 30 Senators and are being personally invited to take part in this vital initiative, to *develop and make improvements* to our education system during the 53<sup>rd</sup> Arizona Legislature – Second Regular Session and beyond.

This is being done through the process of positive democracy in action *vs.* negative system of paid lobbyist. There will be no special offers or gifts being made nor strong armed tactics. You may ask why so? The stark reality is this so please pay exacting attention and not be affronted. Our children's education and our precious natural, physical, cultural, social and economic environments *are not political issues* to be dealt with under the table, or to be exposed to further trauma. It is not a matter of being Republican or Democrat, liberal or conservative, or any of the other nine (9) political-affiliative associations. Our children...students K-12 have a Constitutional, Statutory and a Human Right to an education that is not biased or prejudicial — but rather fair, equal and just. As appropriate we have a more compelling ethical, moral and legal obligation to provide it to them without hesitation. We are certain you want your children and grandchildren to have not just the best education they possibly can...now it is possible and designed for a much '*better*' education for their posterity.

By means of the five environs: as to our natural environment we have a natural or God given and human right to breathe clean air, drink clean/potable water and have a clean source of healthy and uncontaminated sources of finished food products to eat; and to live under a stable

and protected ecosystem. Our physical environment allows one to see the world around them that they live, and play in locally and expand it outwards as far as they can imagine around the globe.

We have a right, obligation and fundamental need to be engaged in a process of cultural, social and economic stability now and into the future, as it has not only been absent, but ignored. Don't our children and grandchildren have and demand the same respective rights? All of such fall under the category of sustainability and applying it to the State's educational process. <sup>5</sup>

The prospectus will provide the basis to become aware and knowledgeable, understand, and appreciate the forward moving process of education, and the need to make improvements now for our children's future, and for the future of Arizona.

## 2.0 The Need to Educate

Public education has long been recognized as the crucial component for ensuring our *economic* and *civic* structure in the United States. On July 13, 1787 the second Continental Congress established the North West Ordinance which stated at Section 3 in part: **“....Religion, morality, and education being necessary for good government and the happiness of mankind, schools and the means of education shall forever be encouraged.”** <sup>6</sup> After 230 long years it is both necessary and imperative to become proactive and do much more than just remain encouraged in our educational system. We must be advancing to the point of developing a formable State sustainable educational system to overcome the current situation of grim affairs and withstand future circumstances when they present themselves. It is time to shift gears and move forward; not changing direction or course leading to our objective, but add goals along the way to allow a pathway for our children...student's journey to become more productive and enjoyable by means of educating to the fullest so they can adapt to their potential and increase it.

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<sup>5</sup> The 10-R's of Sustainability, Brad Follett, 2014

<sup>6</sup> Journal of the Centennial Congress, Vol. 32 Page 340, July 1787 Northwest Ordinance



John Goodwin, the first governor of the Arizona Territory, stated definitively that “self-government and universal education are inseparable. The one can be exercised only as the other is enjoyed.” As early as 1864 he called on the territory legislature to establish free public K-12 and university education, noting that **“The first duty of the legislators of a free state is to make, as far as lies within their power, education as free to all its citizens as the air they breathe.”**<sup>7</sup> It is much more than just a simple metaphor, what a grand correlation Governor Goodwin presented for our day between education and the air we breathe; just a single feature of our natural environment as one of the essential elements to sustain life; much as education is to nurture ones development or direction in life. It is reasonable to believe that not all aspects of education could be covered at that time (1864), but in the future; natural, physical, cultural, social and economic academia attributes would become of prodigious intrinsic value for our K-12 educational programs in Arizona. We are now at that perilous feature in time or critical cliff in history of which to take positive action without hesitation.

**Article XI** of the Arizona Constitution defines the basic parameters for a ‘general and uniform’ public school system from Kindergarten to the University level, which outlines the administration of the schools and guarantees an education free from *religious* or *political* discrimination. The constitutional authors of 1910-1911 also had the foresight to avoid the unfunded government mandates that we often sadly see today in Arizona and other States. They made sure that the funding for Arizona’s public education system was well defined and enduring:

Article 11, Section 10 reads:

“The revenue for the maintenance of the respective state educational institutions shall be derived from the investment of the proceeds of the sale, and from the rental of such lands as have been set aside by the enabling act approved June 20, 1910, or other legislative enactment of the United States, for the use and benefit of the respective state educational institutions. In addition to such income, the legislature shall make appropriations, to be met and shall insure the proper maintenance of all state educational institutions, and shall make such special appropriations and shall provide for their ***development and improvement.***”<sup>8</sup>

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<sup>7</sup> Arizona Gov. John Goodwin on Education, 1864 quoted by Arizona Education Network, 2012

<sup>8</sup> Arizona Constitution 1914, [Article XI](#) Education

We also find our educational system embodied in our State statues ARS 15-§101-§2044; more intrinsically ARS 15-§706<sup>9</sup> once again changed in 2014 after previous changes since 1991 of which currently supports the availability of [n]atural Environmental Education in Arizona, though most unfortunate, that currently it is on a much limited and undeveloped basis in our schools. However, it has been well preserved within The Arizona Land Department which has oversight of the sale of State lands for education<sup>10</sup> as well as natural environmental education in Conservation Districts.<sup>11</sup>

As legislators, you are first in line to set the example on this initiative to institute by law for Arizona Education on the Environment K-12, in establishing the Blueprint to Building Better Education with emphasis on Natural, Physical, Cultural, Social and Economic Environs through the process of the “3-C’s” Communication, Cooperation and Collaboration™, to *develop* and *make improvements* to the Arizona State Education System by said process, for their posterity.

## **2.a Why do we Educate?**

Since Colonial days it has been imbedded into our society that we educate our youth so that they may have the *basic* knowledge to live, grow and contribute to humanity without becoming a burden upon society. During the early Arizona Territory day’s small classrooms held several grades teaching only to the sixth grade. It was not until preparing for statehood that the Territory made changes to have formal education extend to the 12<sup>th</sup> grade, called kindergarten and common schools. They are frequently referred to now as kindergarten, then elementary and junior high schools (primary), then high schools (secondary) leading to college (normal schools) or teachers colleges. Once again, it was to educate our youth so that they may have the basic knowledge to live, grow and contribute to humanity without becoming a burden upon society

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<sup>9</sup> Arizona Revised Statute [15-§706](#)

<sup>10</sup> Arizona Land Department and Education

<sup>11</sup> Arizona Land Department Conservation Districts

[emphasis added]. The question is posed: what does this mean and is it really enough for today's students? The British Columbia Teacher's Federation (BCTF) has addressed these and other questions for their use in Canada, though however insightful at present for Arizona. <sup>12</sup>

## **2.b            The Necessity to Change Education**

Our educational system(s) in the various States have been without a doubt in discord since the early 1900's. Arizona is not immune to or any differently associated with the quandary at present. The education pendulum swung back and forth in the late 1800's (German influence) during early industrialization and more prominently shifted focus for change to accommodate both WWI and WWII efforts in training women to become the work force in factories while men went off to war. This changed the way public schools developed curriculum and how they taught such new curriculums. The course or direction of education changed due to the new demands and to fulfill future needs. Little regard was given to why education was initially instituted and the real needs of the student was disregarded or set aside, by the start of outcome-based education.

About every ten years we see changes in educational patterns with curriculum, teaching methodologies and administrative functions. In recent years there has been the adaptation of different structure in schooling. It was not until 1973 that an educational critical cliff was reached in the lack of per-pupil funding being equal in Arizona. Some of the major issues were not resolved until 1980 and school funding was aligned by the Arizona Education Equalization Act. Since then, Arizona has added to common schools for compulsory education or its public schools: Charter, Private, Magnet (some STEM), Public-Career Technical, and online Schools.

Education in Arizona as well as the United States has been plagued with economic decay. The separation and lack of school funding <sup>13</sup> has not been nor is it now based all upon economic factors. The harsh reality is that it has been and continues to be based partially upon race.

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<sup>12</sup> British Columbia Teacher's Federation, Why Do We Educate, Feb 26. post 2010

<sup>13</sup> Arizona Department of Education, Yousef Awwad, Director of School Finance, 2011

Equalization did not fully remove this as prejudice remains in many forms preventing proper funding and a formable curriculum that truly benefits students and society.

In 1817, Thomas Jefferson proposed a system of public schools for the Commonwealth of Virginia in the interest of "diffus[ing] knowledge more generally through the mass of the people". According to Jefferson, "The ultimate result of the whole scheme of education would be the teaching all the children of the state reading, writing, and common arithmetic: turning out [several] annually of superior genius, well taught in Greek, Latin, geography, and the higher branches of arithmetic: turning out...others annually, of still superior parts, who, to those branches of learning, shall have added such of the sciences as their genius shall have led them to." As a byproduct, this plan would furnish "to the wealthier part of the people convenient schools, at which their children may be educated, at their own expense." <sup>14</sup>

"The memory is then most susceptible and tenacious of impressions; and the learning of languages being chiefly a work of memory, it seems precisely fitted to the powers of this period, which is long enough too for acquiring the most useful languages antient {sic} and modern. I do not pretend that language is science. It is only an instrument for the attainment of science. But that time is not lost which is employed in providing tools for future operation: more especially as in this case the books put into the hands of the youth for this purpose may be such as will at the same time impress their minds with useful facts and good principles". <sup>15</sup>

The plan was for education of children in three successive stages corresponding with three types of schools: primary schools, which all children, regardless of their parents' financial ability, would be able to attend for at least three years; intermediate schools, for students who excelled in primary school, as well as for children whose parents are willing and able to pay for it; and the university, for students whose parents were willing to pay.

So now ask yourself — why the need for change in education? Is it so that they may all continue to go to college and receive a degree, make their money and spend it all? Or are they to be indoctrinated into a program of ill repute aligning with UN's Agenda 21's outcome-based

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<sup>14</sup> Thomas Jefferson, Notes on the State of Virginia, 1782 pp 268-275

<sup>15</sup> Thomas Jefferson, Notes on the State of Virginia, 1782 pp 271-275

education as CCSS? Isn't education really to educate our youth so that they may have the basic knowledge to live, grow and contribute to humanity without becoming a burden upon society?

We should be asking ourselves this — what are students actually learning and applying while in school as they prepare for graduation and beyond? Are they really listening with a view to positive action or just hearing without regard? It is well perceived that a resounding *no* to these questions and more is made by the current process of dumbing down of our children.

Teachers are now in a transitional decline removed from their ability to teach...an art form rare in most people. It has now become a Federally mandated performance standard to *instruct* to a benchmark and test rather than *teaching* at a State and local levels...thus no longer reaching the minds and hearts of each individual student. Though class size has been cut in half since the mid 70's we have thus more than double the number of teachers creating a substantial cost in education which has gone unfunded, de-alienating teaching and student learning.

Children encounter and are forced to deal with hundreds of different problems which are worse than twenty or thirty years ago that affect them at home and in school as students. There are more single parent and single income families today than before.

Many are latch-key-children, and once inside they have little or no nutritional food to replenish them. Quality time spent with a parent is between twenty to forty nine minutes on average per day. Unfortunately, many children are abused or neglected at home that never goes detected. Students have to deal with negative peer pressure and at times from adults at school. Many have to experience the influence and issues of substance abuse, sex and pregnancy. Others contend with bullying and hazing in many of its forms. On the other hand, students spend an inordinate amount of non-educational time on electronic devices, even in class, thus being distracted and not focusing on their studies.

Approximately 20% of students either dropped out or did not graduating with their class for 2017 and is expected to rise for 2018. Worse yet...due to the pressures that they are under we

still have students....our very precious children... either wanting to or actually committing suicide in order to end the madness in their lives. For these sixty or so individuals this heartache is preventable so not to end in destruction of one's life.

All of these issues are very serious, but is only a small taste of what they must endure. Their home life as well as school life should not be this way, rather they should be healthy and beneficial environments of which to live, learn, work, relax, and play. All of these negative attributes over time has created an atmosphere of catastrophic proportion related to both *social* and *cultural* environments that need proper direction to their resolve, in order to meet sustainable academic goals and objectives today and beyond.

You say that you want our children...grandchildren and students to have the best education they possibly can. Our education system has a long dismal history and systemic problem of failing them regardless of good intent. Is it not time that we all rise up and fight for our children and students...and provide them with a '*better*' educational process? It is a time for positive and developing shifts in academics!

## **2.c                      The Common Core Dilemma**

There has been a constant entanglement of positions over ELA Common Core(c) standards as "English Language Arts & Literacy in History/Social Studies, Science, and Technical Subject" aka the Common Core Standards and Common Core State Standards (CCSS) that are currently implemented in Arizona and for future standards, placing everyone in a dilemma and students at high risk. This is an integral part of "What we Educate."

Many have done their homework and some have just gone along for the ride to allow these standards to be implemented and accept the federal funding. One must be honest and ask themselves do they really know the true history and meaning of Common Core? If there is any doubt on answering this pointed question, then one must take this issue serious, then investigate and study the true facts. A small sample of components is contained herein.

It was in 1905 that The Carnegie Foundation for the Advancement of Teaching (CFAT) was founded. Together with other Carnegie Foundations, it has been a major promoter and funder of socialistic, global education projects.

In 1908 while the patriotic President Teddy Roosevelt was finishing his White House term, John Dewey was laying the foundations for a revolutionary transformation of America and the rest of the world. In "Religion and our Schools", he wrote:

"Our schools ... are performing an infinitely significant religious work. They are promoting the social unity out of which in the end genuine religious unity must grow. ...dogmatic beliefs... we see... disappearing.... It is the part of men to... work for the transformation of all practical instrumentalities of education till they are in harmony with these ideas." [13] Cuddy, page 11 <sup>16</sup>

In 1919 The Institute of International Education (IIE) was established with a grant from the Carnegie Endowment for International Peace. Edward R. Murrow became the IIE's Assistant Director and John Dewey served on its National Advisory Council. [2]

In 1933 John Dewey, aka "father of progressive education" and honorary president of the National Education Association (NEA), co-authored the Humanist Manifesto I. Its introduction warned against identifying "religion" with existing doctrines which "are powerless to solve the problems of human living in the Twentieth Century... Any religion that can hope to be a synthesizing and dynamic force for day, [sic] must be shaped for the needs of this age." <sup>17</sup>

In 1934, Former Executive Secretary of the National Education Association (NEA) Willard Givens warned that "...all of us, including the 'owners', must be subjected to a large degree of social control... An equitable distribution of income will be sought.... [T]he major function of the school is the social orientation of the individual. It must seek to give him understanding of the transition to a new social order." <sup>18</sup> In 1934 The Carnegie Corporation funded the American Historical Association's Report of the Commission on the Social Studies.

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<sup>16</sup> Dennis Laurence Cuddy, Ph.D., Chronology of Education with Quotable Quotes, 1994, p. 11.

<sup>17</sup> The Humanist Manifesto 1 (1933) , American Humanist Association

<sup>18</sup> Willard Givens presented a report titled "Education for the New America" at the 72nd Annual Meeting of the NEA, held in Washington, D.C. in July 1934. Cuddy, 4-5.

Like most of today's social studies curricula, the report called for a shift from free enterprise to collectivism:

"...the age of individualism and laissez faire in economy and government is closing and... a new age of collectivism is emerging... It may involve the limiting or supplanting of private property by public property or it may entail the preservation of private property, extended and distributed among the masses..." <sup>19</sup>

Also in 1934 Willard Givens warned that:

"...all of us, including the 'owners', must be subjected to a large degree of social control... An equitable distribution of income will be sought.... [T]he major function of the school is the social orientation of the individual. It must seek to give him understanding of the transition to a **new social order**." <sup>20</sup>

In February 1946, Canadian psychiatrist and World War II General Brock Chisholm, M.D. first head of the World Health Organization (WHO), promoted the behavior modification processes now mandated through Goals 2000. You can compare his vision with today's Mastery Learning (Chapter 3) and planned control of the family (Chapter 7):

"We have swallowed all manner of poisonous certainties fed us by our parents, our Sunday and day school teachers... The results are frustration, inferiority, neurosis and inability to... make the world fit to live in.

"The re-interpretation and eventually eradication of the concept of right and wrong which has been the basis of child training... these are the belated objectives of practically all effective psychotherapy....

"Psychology and sociology... the sciences of living, should be... taught to all children in primary and secondary schools, while the study of such thing as trigonometry, Latin, religions and others of specialist concern should be left to universities. Only so... can we help our children carry their responsibilities as world citizens....

"...it has long been generally accepted that parents have perfect right to impose any points of view, any lies or fears, superstitions, prejudices, hates, or faith on their defenseless children. It is, however, only recently that it has become a matter of certain knowledge that these things cause neuroses....

"Surely the training of children in homes and schools should be of at least as great public concern as are their vaccination... for their own protection and that of other people.... [Individuals with] guilt's, fears, inferiorities, are certain to project their

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<sup>19</sup> Report of the Commission on the Social Studies," The American Historical Association (1934) PDF Download

<sup>20</sup> Education for the New America, July 1934. Cuddy, 4-5



hates on to others.... Any such reaction now becomes a dangerous threat to the whole world. For the very survival of the human race, world understanding, tolerance and forbearance have become absolutely essential. We must be prepared to sacrifice much.... Whatever the cost, we must learn to live in friendliness and peace.... putting aside the mistaken old ways of our elders if that is possible. If it cannot be done gently, it may have **to be done roughly or even violently.**" <sup>21</sup>

This century-old plan [that Cuddy expounded upon] for "socializing" the masses gathered momentum when Julian Huxley, brother of Aldous, was chosen to head UNESCO. Two years later, he wrote a book titled, "UNESCO: Its Purpose and Its Philosophy." This 1947 blueprint for change called for a universal implementation of Georg Hegel's dialectic process. It was in 1947 that Julian Huxley, the first head of the United Nations Educational, Scientific and Cultural Organization (UNESCO) wrote:

"The task before UNESCO... is to help the emergence of a **single world culture** with its own philosophy and background of ideas and with its own broad purpose. This is opportune, since this is the first time in history that **the scaffolding and the mechanisms for world unification have become available....** And it is necessary, for at the moment, two opposing philosophies of life confront each other....

"You may categorize the two philosophies as two super-nationalisms, or as **individualism versus collectivism**; or as the American versus the Russian way of life, or as capitalism versus communism, or as **Christianity versus Marxism**. Can these opposites be reconciled...? I believe not only that this can happen, but that, through the inexorable **dialectic of evolution**, it must happen." <sup>22</sup>

"In pursuing this aim, we must eschew dogma - whether it be theological dogma or Marxist dogma.... East and West will not agree on a basis of the future if they merely hurl at each other the fixed ideas of the past. For that is what dogma's are - the crystallizations of some dominant system of thought of a particular epoch. A dogma may of course crystallize tried and valid experience; but if it be dogma, it does so in a way which is rigid, uncompromising and intolerant.... If we are to achieve progress, we must learn to un-crystallize our dogmas." [3]Julian Huxley, UNESCO: Its purpose and Its Philosophy (Washington DC: Public Affairs Press, 1947), page 61[fn14]

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<sup>21</sup> G. B. Chisholm, "The Re-establishment of Peacetime Society," Psychiatry (February 1946); 7, 9-10, 16, 18.

<sup>22</sup> Quoted from Dennis Laurence Cuddy, Ph.D., former Senior Associate in the U.S. Department of Education in part site unknown

In 1985 The U.S. Department of State gave the Carnegie Corporation "authority to negotiate with the Soviet Academy of Sciences, which is known to be an intelligence-gathering arm of the KGB, regarding 'curriculum development and the restructuring of American Education.'" <sup>23</sup> Does this not generate suspicion about Common Core's ethics, morals and legal substance? Does it not raise many questions as to the dangers it poses directed to intended outcomes?

In 1987 In a Washington Post article titled "Experts Say Too Much is Read Into Illiteracy Crisis," Willis Harman and Thomas Sticht (Senior Scientist, Applied Behavioral and Cognitive Sciences, Inc., San Diego and a member of SCANS: Secretary's Commission on Achieving Necessary Skills) explain that:

Many companies have moved operations to places with cheap, relatively poorly educated labor. What may be crucial, they say, is the dependability of a labor force and how well it can be managed and trained -- not its general educational level, although a small cadre of highly educated creative people are essential to innovation and growth. Ending discrimination and changing values are probably more important than reading in moving low income families into the middle class. <sup>24</sup>

Additionally in the same year, Among the notable members of the Study Commission on Global Education were (then) Governor Bill Clinton, AFT president Albert Shanker, Professor John Goodlad, CFAT (Carnegie Foundation for the Advancement of Teaching) president Ernest Boyer, and Frank Newman, president of the Education Commission of the States. (In 1995, Newman's commission plays a central role in the implementation of outcome-based education.) Together, they prepared a report entitled 'The United States Prepares for Its Future: Global Perspectives in Education'. In the Foreword to the Report, New Age networker Harlan Cleveland, author of The Third Try at World Order, wrote:

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<sup>23</sup> Charlotte T. Iserbyt, "Soviets in the Classroom: America's Latest Educational Fad." (America's Future Inc., 514 Main St., New Rochelle, NY 10801

<sup>24</sup> The Washington Post, August 17, 1987

A dozen years ago... teaching and learning "in global perspective" was still exotic doctrine, threatening the orthodoxies of those who still thought of American citizenship as an amalgam of American history, American geography, American lifestyles and American ideas.... It now seems almost conventional to speak of American citizenship in the same breath with international interdependence and the planetary environment.<sup>25</sup>

In November 1989 President Bush called the nation's governors together. Education secretary Lamar Alexander, together with governors Bill Clinton and Richard Riley and others, plan the six goals of America 2000. Speaking at this Governor's Conference, Shirley McCune, Senior Director with MCREL (Mid Continent Regional Educational Laboratory, which develops curriculum), says:

What's happening in America today... is a total transformation of our society. We have moved into a new era... I'm not sure we have really begun to comprehend... the incredible amount of organizational restructuring and human resource development restructuring....

What the revolution has been in curriculum is that we no longer are teaching facts to children...."<sup>26</sup>

In 1991 for his introduction to America 2000, Lamar Alexander wrote:

"On April 18, 1991, President Bush announced America 2000: An Education Strategy. It is a bold, comprehensive, and long-range plan to move every community in America toward the National Education Goals adopted by the President and the Governors last year." President Bush, who often mentions "new world order," called for "new schools for a new world" "in his announcement."<sup>27</sup>

In 1993 Education Secretary Lamar Alexander stated:

"The private sector is charging ahead, helping clear the way for reform,"<sup>28</sup> One of the ways privatization can "clear the way" is by avoiding the accountability due elected officials. As Dr. Hamburg, chief negotiator for the Soviet exchange admitted, "privately endowed foundations can operate in areas government may prefer to avoid."<sup>29</sup>

During October 30 – November 1, 1991 The U.S. Coalition for Education for All (USCEFA) held a conference on "Learning for All: Bridging Domestic and International

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<sup>25</sup> The United States Prepares for Its Future: Global Perspectives in Education, Report of the Study Commission on Global Education," 1987. The report is financed by the Rockefeller, Ford and Exxon Foundations. Cuddy, 80.

<sup>26</sup> Transcribed from video tape of conference

<sup>27</sup> America 2000: An Educational Strategy, (U.S. Department of Education), 51.

<sup>28</sup> Lamar Alexander, "Breaking the Mold," Business Week (October 17, 1994); 122.

<sup>29</sup> Charlotte Iserbyt, "The Soviet-American Exchange," America's Future

Education," with First Lady Barbara Bush as the "honorary chair." The coalition is part of 156-nation network working to "reform" education worldwide. One of the conference programs is "Education for a New World Order" with keynote speaker Elena Lenskaya, deputy to the Minister of Education of Russia. <sup>30</sup>

July 2 -5, 1993at the annual NEA convention in San Francisco, delegates approved resolutions supporting multicultural/global education, abortion-rights, school-based clinics, legal protection for teachers against censorship, and "early childhood education programs in the public schools for children from birth through age eight." President Clinton addressed the delegates and assured them that his goals paralleled theirs: "...we have had the partnership I promised in the campaign of 1992, and we will continue to have it... You and I are joined in a common cause, and I believe we will succeed." <sup>31</sup>

No doubt this data provides the foundation of what transpired in the past as it relates to present educational abnormalities in need of being addressed and corrected for the benefit of K-12 students and for the State of Arizona as a whole.

## **2.d Common Core Modern Day Dangers**

As we traverse forward rapidly in time, we come to the situation at present when Common Core outcome-based standards became supported and funded here in the United States. The reason for such has been discussed, but we must return to what was aforementioned at Page 5 in Sections 2.a; noted as a standing general purpose of education "to educate our youth so that they may have the basic knowledge to live, grow and contribute to humanity without becoming a burden upon society [emphasis added]".

Common Core on the other foot is to indoctrinate our children of which to meet the needs and demands of an industrial work force as cheap uneducated labor that can be

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<sup>30</sup> A Chronology of Education With Quotable Quotes by Dennis Lawrence Cuddy, Ph.D. Page 94.

<sup>31</sup> Cuddy Ibid 107

controlled — human robots if you will. This is not so much different from Adolph Hitler attempting to Germanize children in the Stasi Schools; a form known to him developed by Wilhelm Wundt 1875-1920 (Control by Central Nervous System Stimulus Response) the father of experimental psychology. <sup>32</sup>

The primary admitted source to complete Common Core was made by Bill Gates, Chairman and Chief Software Architect of Microsoft Corporation. The Gates Foundation has paid countless millions to support this global effort. In doing so, Gates had to support the constitution of The United Nations Educational, Scientific and Cultural Organization (UNESCO) and sign a contract with them to enforce the funding and support for the United States, with many government organizations and countless NGO's. <sup>33</sup> It is doubtful that Mr. Gates was fully informed. This is the funding alignment and fulfillment of/with the United Nation's Agenda 21 for what is termed in part for the New World Order. This of which has nothing to do with real sustainability as expressed by The 10-R's of Sustainability developed in 2014. <sup>34</sup>

Common Core is notably a dangerous concept of de-educating or commonly termed dumbing down our children. It is a name given to the style of education under the formal guise of *Critical Thinking* created by the Russian psychologist *Ivan Pavlov*, John Dewey's teacher and mentor. It is embedded within the dogma of the United Nations Educational, Scientific and Cultural Organization (UNESCO) as *Progressive Education* or *Change*. It is important that we all move away from those terms and utilize positive lexes i.e., Forward Education or Advancing Education. The former terms Critical Thinking, Progressive Education or the more modern term under the guise of *change* represent and support extraordinarily dangerous blend of ideologies in education, i.e., Marxist, Socialistic and Communistic.

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<sup>32</sup> Stanford Encyclopedias Of Philosophy, Wilhelm Maximilian Wundt, first published Fri Jun 16, 2006; substantive revision Sat Sep 10, 2016

<sup>33</sup> Cooperation Agreement between Koïchiro Matsuura, Director-General UNESCO and Bill Gates, Chairman and Chief Software Architect, Microsoft Corporation, November 17, 2004

<sup>34</sup> The 10-R's of Sustainability, Brad Follett 2014.

Critical thinking is a danger to young students as their brains are not properly formed to handle and process data in this manner. Approximately two to four percent of children and adolescents have the capacity to formulate difficult concepts and able to resolve them. The brain is a powerful tool and does not develop to this level until the assessed age of twenty, though it differs slightly with individuals. Tools can be misused, abused and thus damaged much like the human brain is acceptable to become.

Common Core is a process that obliterates the current global standards of teaching formulated by “Learning for Mastery” (Bloom, 1968), <sup>35</sup> or Mastery Learning (MFL) <sup>36</sup> which is also the educational process utilized in all Arizona’s colleges and universities. Some other formats have been developed into MFL, e.g. Problem Based Learning (PBL), Personalized System of Instruction (PSI) and Outcome-Based Instruction (OBR). Common Core was designed to allow only the top 2% of a class to excel past the norm and advance into a higher learning capacity and progression, leaving other students behind to fail.

This is due to the OBR being over inflated — becoming far reaching past its intent into non-functional outcomes. It is the intended process of education to teach students to *learn and how to reason* on matters that they have been taught, studied and shared with their peers; and how to apply reasoning to given situations, to make them whole ...not teaching to a test.

### **3.0 Our Environments in Which We Live**

The history in the United States of what is termed environmentalism emanates back to colonial days when the colonist had disputes with Canada over fishing rights. In 1690 Colonial Governor William Penn required Pennsylvania settlers to preserve 1-acre (4,000 m<sup>2</sup>) of trees for every five acres cleared. During the 1860’s for example, the damming of rivers for mills cut off

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<sup>35</sup> [ERIC](#), Institute of Educational Sciences, Learning for Mastery. Instruction and Curriculum. Regional Education Laboratory for the Carolinas and Virginia, Topical Papers and Reprints, Number 1.

<sup>36</sup> Development of Mastery Learning, By Thomas Guskey, updated on Dec 23, 2009

upriver towns from fisheries; logging and clearing of forest in watersheds harmed local fisheries downstream. In New England, many farmers became uneasy as they noticed clearing of forest changed stream flows and a decrease in bird population which helped control insects and other pests. These concerns become widely known with the publication of *Man and Nature* (1864) by George Perkins Marsh. <sup>37</sup>

Over many years until the start of the 21<sup>st</sup> century, the main focus related to the environment was placed upon the Natural Environment, i.e., air, water, land, resources, and animal conservation. It was not until 2004 when a more needed and diverse approach was demanded. This was developed as the five pillars of our current and total environmental edifice to date. These are presented as core elements to Education on the Environment (EE), but not inclusive of their future expanse.

### 3.a Natural Environment

Our natural environment is the most commonly known, taught and referred to category of environment. It comprises all living and non-living things that occur naturally or in nature. The term is most often applied to the earth or some part of earth, or something that affects the earth. The natural environment encompasses the interaction of all living species, climate, weather, and natural resources that affect human survival and economic activity. <sup>38</sup> The concept of the *natural environment* can be distinguished by two inherent components:

- Complete ecological units that function as natural systems without massive civilized human intervention, including all vegetation, microorganisms, soil, rocks, atmosphere, and natural phenomena that occur within their boundaries and their nature.
- Universal natural resources and physical phenomena that lack clear-cut boundaries, such as air, water, and climate, as well as energy, radiation, electric charge, and magnetism, not originating from civilized human activity.

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<sup>37</sup> *Man and Nature* by George Perkins Marsh 1864, published online by archive.org

<sup>38</sup> Johnson, D. L.; Ambrose, S. H.; Bassett, T. J.; Bowen, M. L.; Crummey, D. E.; Isaacson, J. S.; Johnson, D. N.; Lamb, P.; Saul, M.; Winter-Nelson, A. E. (1997). "Meanings of Environmental Terms." *Journal of Environmental Quality*. 26 (3): 581–589.

In contrast to the natural environment is the built environment. In such areas where man has fundamentally transformed landscapes such as urban settings and agricultural land conversion, the natural environment is greatly modified into a simplified human environment. Even acts which seem less extreme, such as building a mud hut or a photovoltaic system in the desert, modify the natural environment into an artificial one. Though many animals build things to provide a better environment for themselves, they are not human, hence beaver dams and the works of Mound-building termites are thought of as natural.

The natural environment has expanded to comprise topics, e.g., composition of the earth's layers and its geological activity, water upon the earth's surface, and ground water, the five principal layers of atmosphere and four other relevant layers, global warming, climate change, weather, ecosystems, biomes, and biochemical cycles.

### **3.b Physical Environment**

Our physical environment extends from the former Natural Environment and encompasses some of the same attributes in the sense that they are both emanate from nature and some are manmade. More extensively they can be examined by twenty one categories' as related to the earth in the natural sense. <sup>39</sup>

The physical environment also includes those things that are designed, engineered, constructed, built or manmade. They may consist of civil or environmental projects, buildings or any tangible structure outside the realm of the natural environment, and artificial environments.

One of the most important elements to the physical environment that has been seriously overlooked is that of the design, engineering and construction of schools, and the adaptability and flow inside a given classroom. <sup>40</sup> This has a dramatic effect on how students learn. <sup>41</sup>

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<sup>39</sup> The Physical Environment: an Introduction to Physical Geography. Ritter, Michael E. 2006.

<sup>40</sup> A Place for Learning: The Physical Environment of Classrooms. Mark Phillips August 5, 2014

<sup>41</sup> Classroom Management & Discipline. Lauren Garcia quoting Savage & Savage (2010) argue that, "Every activity is shaped by the physical environment" (p. 66).



### 3.c

## Cultural Environment

A cultural environment is a set of beliefs, practices, customs and behaviors that are found to be common to everyone that is living within a certain population. Cultural environments shape the way that every person develops, influencing ideologies and personalities. Cultural environments are determined by the culmination of many different aspects of culture that influence personal choices and behaviors. They include but are not limited to: aesthetics, attitudes and values, morals, education, language, arts, music, material culture, religion, and social organization.

Religious beliefs are an important building block of a specific cultural environment. For many cultures, a certain religion has been a critical part of everyday living for generations. Outsiders need to be aware of the customs and traditions related to specific religion in order to respectfully navigate a certain cultural environment.

Family and the relationship within the family are additional factors that determine a cultural environment. Many cultures are structured around families, while others promote individuality and self-sustainability. Like religion and family, language is the third most important element of a cultural environment. Outside of these components, educational and social systems affect the structure of a cultural environment. Social systems may determine customs or taboos that are important to a particular region, while education may determine what types of ideologies are publicly shared.

Cultures as micro cultures exist within our nation, the several states, counties and even cities. The most profound cultures are found in our Indigenous Peoples. As of this writing, there are now 567 recognized tribes in the United States registered on treaty lands, reservations and among all populaces some awaiting recognition <sup>42</sup> with twenty two tribes currently in Arizona.

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<sup>42</sup> U.S. Department of The Interior, Bureau of Indian Affairs

### **3.d Social Environment**

The social environment, social context, sociocultural context or milieu refers to the immediate physical and social setting in which people live or in which something happens or develops. It includes the culture that the individual was educated or lives in, and the people and institutions with whom they interact. The interaction may be in person or through any form of communication or media, even anonymous or one-way, and may not imply equality of social status. Therefore, the social environment is a broader concept than that of social class or of a social circle. The aggregate of social and cultural institutions, forms, patterns, and processes that influence the life of an individual or community.

The social environment is also found within business structure, health and aging, human behavior and wellness, social settings and the vast array of social media, and how students interact in school within many available activities.

### **3.e Economic Environment**

Generally speaking, the economic environment is the totality of economic factors, such as employment, income, inflation, interest rates, productivity, and wealth that influence the buying behavior of consumers and institutions.

In more recent years it has been determined that other factors affect local, regional, national and global economics. These include all five environ pillars presented herein and how they relate to one another.

More intrinsically, economic environs have factors that affect the economy more now than at any other time in our history. This has been observed and examined on local, county, state, regional, national and global fronts for study and corrective action. They include but are not limited to:

- Air emissions and air quality
- Biodiversity and natural resources
- Climate change
- Community health, safety, and security
- Crime
- Cultural heritage
- Education
- Energy use and conservation
- Extreme Weather
- Diminished crops
- Hazardous materials use and wastes
- Indigenous peoples
- Labor and working conditions
- Land acquisition and resettlement
- Land contamination
- Occupational health and safety
- Water quality and conservation

These and many more have a collateral effect upon economics with their own risks involved being assessed by their individual application. Arizona was at one time primarily an agricultural State. Look what has transpired in the past 30 years to negate this valuable resource. What will happen as some of these factors shift that have a root cause and effect upon Arizona's economy? More importantly, what will future climate change and extreme weather <sup>43</sup> have upon our agriculture which in turn affects our States' economy?

## **4.0 The Three C's**

While building this innovative platform, formal education and studies within the “total environment” or five aforementioned pillars were discussed are the catalysts to move or activate the new EEI educational program. Communication, Cooperation and Collaboration <sup>TM</sup> as a collective formula to the blueprint... is the mechanism which facilitates the entire process into action. Without out it; everything would then separate and become non-effective. Why so?

The Three C's were developed in December 1979 by this author while an instructor engaged with joint training in Florida for Operation Eagle Claw (Iranian Hostage Rescue

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<sup>43</sup> Economic Impacts of Climate Change in Arizona by Robert Repetto, PhD, Demos April 12, 2014

Mission). Various components of the United States Air Force, Army and Navy were training at three separate bases. There existed a systemic lack of communication, cooperation and collaboration all the way to the Joint Chiefs of Staff, and the CIA. A spirit of the air was flagrant resulting in excessive competitiveness and greed. After informing former Secretary of State, Cyrus Vance of the several issues and with inherent pending dangers of haboobs (هَبُوب) causing blowing sand; Vance subsequently convinced former President Jimmy Carter to suspend the operation.

On April 24, 1980 the mission commenced, which now in history became a total failure resulting in the loss of eight U.S. crewmen — a distraught Secretary Vance resigned. The Three C's then became the eventual outcome of the non 3-C military and intelligence agency components that were training to perform a mission that was ill prepared. What had transpired next was the most critical feature to take place in modern U.S. military history.

Although the results of the mission were tragic, Operation Eagle Claw's contribution to the American military was invaluable. The lessons learned from the mission illustrated serious deficiencies in the capability of the American military and importance of the 3-C's. The mission forced the political and military leadership to address these inadequacies and initiate changes. Military reforms would be complete and revolutionary. In particular, the mission was a major contributor to the changing of service parochialism. The mission contributed to the development of jointness. The various services' failure to cohesively work together eventually forced the establishment of a new multi-service organization several years later. The United States Special Operations Command (USSOCOM) <sup>44</sup> became operational on 16 April 1987. Each service now has its own special operations forces under USSOCOM's overall control.

As a result some military bases were closed, and the remainder were restructured for efficiency, cost cutting but more importantly to save lives through jointness — communication,

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<sup>44</sup> USSOCOM United States Special Operations Command, website

cooperation and collaboration. This process is currently utilized extensively in government(s), large and small corporations, businesses and the family unit to function as a greater good.

Now you may ask, what does this have to do with education in Arizona and the EEI program now before you? Once again reaffirming part of the educational formula:

“... the “total environment” or five aforementioned pillars were discussed are the catalysts to move or activate the new EEI educational program. Communication, Cooperation and Collaboration <sup>™</sup> as a collective formula to the blueprint... *is the mechanism which facilitates the entire process into action*. Without out it; everything would then separate and become non-effective”.

The military example expounded upon presented the dramatic need for the 3-C’s with a positive outcome affecting lives...even saving lives. How much more important is it that we can utilize the 3-C’s in Arizona’s education, more intrinsically the EEI program. How so?

Individual students will learn and develop skill sets to accomplish the 3-C’s. They are not alone in this diverse process. It will primarily encompass an extension with their parents or guardians to bridge the gap common to failure in those critical relationships by involving them more fully. It would then expand outward to comprise of teachers, administrators, and student-peers bringing everyone closer applying the 3-C’s or *positive action* in the educational process which has been missing until now.

Students will learn how to utilize the 3-C’s, being engaged in activities with students from other schools in efforts to accomplish common goals together. Whether we speak of adolescents or adults, one must learn to utilize the 3-C’s in life before they can truly be competitive, or make a difference.

It is a more formable way to obtain success while staying on the learning curve. Parents, guardians, teachers, administrators and stake holders will also utilize the 3-C’s in the development and application of the program.

## 5.0 Stake Holders in the Process

The academics that support the components of EEI are directly related to those that share an integral part in the development, implementation and management of the program; but also to those that teach it and those intended to benefit from it. As a guiding principal all would share an equal advantage to benefit from the program. They are in part our students, parents/guardians, teachers and administrators. More specifically the stake holders with a legal and statutory responsibility would include but not limited to: Arizona Agencies,<sup>45</sup> Arizona's three Universities, and possible NGO's as 501(C)3 :

### **Arizona Agencies:**

1. The Arizona Department of Education
2. The Arizona Department of Environmental Quality
3. The Arizona Land Department
4. The Arizona Fish and Game Department
5. Arizona Geological Survey
6. The Arizona Department of Water Resources
7. The Arizona Agriculture Department
8. The Arizona Department of Commerce
9. Arizona Historical Society
10. Arizona State Forestry

### **Arizona Educational Resources:**

1. Select Arizona K-12 Teachers
2. Arizona State University
3. Northern Arizona University
4. University of Arizona

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<sup>45</sup> List of Arizona State Agencies online by AZdirect

## Arizona NGO's:

1. Arizona Association for Environmental Education <sup>46</sup>
5. Earth Month Network

All stakeholders would play a contributory role in the educational process developing the curriculum for K-12 and making necessary changes and updates to the program. They too would be instrumental in utilizing the 3-C's in this vital process setting the example for students.

## 6.0 Components of EEI

In 1990 Representative Karen English of Flagstaff introduced HB 2675 in the Thirty-ninth Legislature Second Regular Session 1990 which became law June 6, 1990 known as the Arizona Environmental Education Act. <sup>47</sup>The Governor's Task Force on Environmental Education drafted its comprehensive plan in 1992 <sup>48</sup> (Please note that this plan includes the original statute appended A-1) which identified its members, 5 goals, 14 objectives and more.

A positive framework was made then for environmental education based upon the natural environment. This process did not include the current five pillars discussed previously in more detail herein. The curriculum for *Education on the Environment* is not just natural environment centered as a more all-inclusive program is needed. The former task force data is available to build a new platform upon for *Education on the Environment* which is far different, more comprehensive and detailed.

There are sixteen states that have current Environmental Education for grades K-12 and several that are in the process of making changes or coming on board with programs. None though, have a built program around the five pillars and are thus behind in the educational process. Arizona now has the opportunity to get further ahead and set the example for other States to follow.

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<sup>46</sup> Arizona Association for Environmental Education, NGO 501 (C)3

<sup>47</sup> Governor Mofford Signs Environmental Education Bill, Arizona Geological Survey, Vol. 20, No. 3 Fall 1990

<sup>48</sup> Governor's Task Force on Environmental Education, Comprehensive Plan for Environmental Education Jan. 7, 1992

The intricate details of curriculum are not needed to be implemented by statute as noted in the former statute. In general, each grade level would have 2 blocks to cover each of the 5 pillars for a total of 10 for each school year. The lessons would take a student 1 to 2 hours of which to complete on their own or at school for completion and testing done by a specific date determined in statute at the end of each school year. Teaching portions of the program may also be done by video from State agencies or one of the universities. The program is intended to be in part web-based/online and extend to classrooms when needed or additional collaboration on projects is warranted. It would be available for classroom integration by teachers into their lesson plans.

## **7.0                                      How the Program Works**

The program is not intended to be elective and works by providing Education with correct academics and testing for the right reasons and not overburdening the student, teachers and the educational system as a whole. It is a basis of keeping education in Arizona on a State or local level without regional, national or global interference. This is in keeping with State Sovereignty and Arizona's right to educate without federal interference on curriculum and programs. This does not negate the availability for federal grants or funding. Education on the Environment (EE) is intended to work with any other educational program or curriculum... not to replace it. However, if the State of Arizona were to repeal Common Core this program would be better suited for educational sustainability.

Once an Inter-Agency Committee for Education on The Environment is implemented by statute, it will be the controlling factor with stake holders assigned as members. They will be charged with the formal development of curriculum and testing.

The program is to be made available to all public K-12 students without any discrimination. It may also be made available to charter and private schools for a fee not to



exceed \$25.00 per student per school year. It will be made available to all individuals that are physically or mentally challenged. If they are not able to perform the functions on computer or for any other reason, this program can be read to them by a teacher or qualified peer. Everyone should have a full opportunity to benefit from the program regardless of status or impairment.

The program is primarily web-based which keeps costs down, and suitable for possible integration onto the current IT system that Common Core is presently on. This will allow for all material and videos to be online so that student textbooks will not have to be printed.

The program can be implemented at any time and does not have to start at the beginning of the school year. Being that the program covers 13 years or K - 12, a diploma will also be given to each student upon senior year graduation to certify that they finished and passed the entire requirement of the program.

When the program starts, current seniors would have to complete the EE program for grades 10 -12 to receive their EE diploma. For juniors they would have to complete grades 7 – 12 to receive their EE diploma upon senior graduation. For grades K-6 they would have to complete the entire EE program to graduate as a senior with the EE Diploma.

Students will need to cover the required 10 blocks assigned for each school year along with any other viewing of videos or participation in the classroom. Student will learn to utilize the 3-C's to develop processes in all aspects within the 5 pillars of EE. Student will be able to utilize *peer- to- peer learning* and helping other students that are no more than three grades below them. This will allow younger students to learn from others in a positive peer setting so that everyone can utilize the 3-C's.

It will now be necessary for parents and guardians to become more involved in their child's education and take a more full measure in not only helping them, but by positioning themselves in an active role to increase the utilization of the 3-C concept in the family unit.

Students will be able to take on assignments with student from other schools to work on joint projects utilizing the 3-C's in a non-competitive atmosphere to accomplish goals.

The Federal government had previous established a program entitled No Child Left Behind. It seems more than plausible... in fact evident that our current system is leaving many children behind, especially with Common Core. The EE program is to ensure that “No Student is Left Inside” a classroom or in their home.

## **8.0 Cost Factors of EE**

As readers of this prospectus, if you have scrolled down to this detail or directed yourself to what some may call the bottom line...then you have not only reached this section but missed the point or purpose entirely. For the others, you have come to read and hopefully come to better understand the problems we face in Arizona's educational system and avenues we can take to make positive academic advancements.

At what cost you ask? The initial cost for organizing stakeholders and to develop EE to make it available in the classrooms as well as on-line for the first year is only \$2-M (Two million dollars). The cost to operate the program on an annual basis would be approximately \$1.5-M (One million five hundred thousand dollars). This is based upon California's program that has been operational now for seven years and is primarily focused upon natural environs. Their expenditures are approximately \$1.5-M annually with a substantially higher student population base.

The other side of the coin is this; if we do not make better education available now, then it will ultimately cost the taxpayers and State substantially more. It is estimated for every student that does not receive a K-12 education and drops out of school (approximately 20%), it diminishes the income of the State for the lifetime to \$7.6 B Then we have other social and cultural expenses, unemployment, crime rates, incarceration, etc. that effect costs.

Arizona now spends \$175-M on AzMERIT testing. It should not cost more than \$25.00 per pupil annually for testing and evaluation. Arizona ought to be conducting the testing and evaluation and not contracted out to a for-profit. Repeal of Common Core and adjustments in AzMERT would allow the State to have its own process at a substantial lower cost.

Funding for the program can be obtained from current environmental license plate fees, task force assignment, corporate sponsors, general fund, Department of Education funds, a special education lottery ticket, and finally a fee up to \$0.05 fee on single use aluminum cans glass bottles and plastic items that cause waste and pollution issues.

## **9.0 Conclusion**

Some may consider that a student is educated to be bright, smart, brilliant or even intelligent. These are admirable qualities but do not serve the real purpose of education. It is a building process to gain knowledge, understanding, reasoning ability and wisdom making a student whole. There have been many people in the past and presently that are considered to be highly intelligent and looked up to. But with all their education they fail to be able to fully reason upon matters and therefore lack practical wisdom.

Practical wisdom differs from knowledge and understanding. An individual who has knowledge accumulates information, or facts. An individual who has understanding can see how one fact relates to another. An individual who possess wisdom is able to combine knowledge with understanding and apply them in a practical way. Therefore, they are now capable to reason.

It is a dangerous concept to teach unfounded philosophes of men and hacked theories that have been proven to be unscientific. These correlate to untruths and are dangerous to a child's growth and ability to properly reason on matters when they are taught as fact.

A secular K-12 education is to prepare a student in a formable way to enter life in a positive stance able to be self-reliant and free from the entanglements of excessive harm, and not to be a burden upon society.

More importantly, every student is involved in their own personal learning process, helping them along the way are their parents, guardians, teaches etc. Students will no longer be void of their potential but have a better understanding of it and able to exercise it to the full. The five pillars introduced herein as natural, physical, social, cultural and economic environs, is the building process to allow a child or student to become whole.

After high school, one may then elect to find a job and just go to work. Some will elect to attend a trade school, a community/junior college or attend a university. Less than 1% of students in Arizona are currently attending a *far greater education*, that of a theocratic process. They rely upon a basic secular education to advance theoretically. Why so? They realize that no matter what they do, they are powerless to do it alone. This fact was explained more prominently by the prophet Jerimiah:

“I well know, O Jehovah, that man’s way does not belong to him. It does not belong to man who is waking even to direct his step”. *Jerimiah* 10:23 <sup>49</sup>

This fact hold true today as it did in Jerimiah’s day for young as well as old, those from all walks of life. It is far healthier to learn these things while still developing, as a better secular education paves the way for the whole child or student.

They attend regularly for a weekly ministry school <sup>50</sup> and book study. Some have advanced and attended Pioneer Service School <sup>51</sup> during the summer which is the equivalent of a secular bachelor’s degree. After high school they then have the humble privilege of advance theoretically free of charge.

Our students are faced with so many distractions and problems that a better education is necessary and imperative to overcome them. One out of four children goes to bed hungry. How many of these do not eat before going to school? One cannot learn on an empty stomach. Can

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<sup>49</sup> NWT Reference Bible 2013

<sup>50</sup> God’s Kingdom Rules: Chapter 17, Training Ministers of the Kingdom, JW.org

<sup>51</sup> Pioneer Service School: JW.org

students lean more of this crisis and have the compassion to help resolve it through EE? How are we to curtail the student dropout rate? <sup>52</sup> We have so many facing serious issues and are willing to end their precious lives. <sup>53</sup> Can this formable program settle some of these issues and save a life? What can be done with bullying, and hazing at school — even by school staff and administrators? <sup>54</sup> What can we do with childhood sex, morals and love? <sup>55</sup> What are kids to do with their lives? <sup>56</sup> How can parents/guardians help their children in school? <sup>57</sup> How can students help one another? <sup>58 59</sup>

Granted it is a fact, that the one-percenters are far ahead of the educational curve, but still need a quality secular education...just as every student in Arizona is required to receive.

The time has now come for you to ask yourself....are you ready and willing to provide a far better quality education to our K-12 students, through Education on the Environment as presented herein? Or are we to sit and let the status quo prevail and further cause harm to our children? The costs are too high not to act now.

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<sup>52</sup> Should I Quit School: JW.org

<sup>53</sup> Arizona Department of Health Service, Arizona Suicide Prevention Plan for 2017

<sup>54</sup> Young People Ask: What if I am Being Bullied, JW.org 2016

<sup>55</sup> Young People Ask: Sen, Morals and Love, JW.org 2016

<sup>56</sup> What Will I do With My Life, an eight video series, JW.org

<sup>57</sup> What Can Parents Do: Awake 2012, JW.org

<sup>58</sup> Helping School Children In Thailand, JW.org

<sup>59</sup> How to Succeed at School, JW.org