

# Educating With Purpose ■■■

Volume 2, Issue 1

September 2007

**SEZ  
WHO?**

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**LOGO  
Contest**

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## SEZ EWP

### Educating With Purpose is Back Online!

For those of you who have been looking for us in the last several months, we apologize for any confusion and frustration. Unknown to us, our web hosting service took us offline and sold our domain name. But thanks to our new hosting service, Images Plus!, our domain name was saved and we are back.

We were offline, but we weren't just sitting on our hands. Between presentations and travels, Dr. Thompson was recruited by Glenwood Caverns Adventure Park to help them "temporarily." Affectionately referred to as "the caveman," Vern's historical knowledge and stories have made him a popular, often requested guide. Word has it that his cinnamon rolls have also become quite famous in the café!

Dr. Thompson has also been working on a new presentation that is available starting in September. "D's to A's" is a practical GPS for assisting individuals in the journey from dreams and desires to actions and accomplishments. "D's to A's" can help develop attitudes that will result in actions that accomplish desires. Contact us to find out more about this great new program and how it can be customized for you and your group.

Some exciting things are on the horizon at EWP. We'll be scheduling some book signings, and we've received word that we are being considered for a news segment on television news. Watch our website ([www.educatingwithpurpose.com](http://www.educatingwithpurpose.com)) for updates on these and other upcoming happenings.



## SEZ Dr. Thompson

### Shoulder-Top Computers To Be Programmed For Life

People are funnier than anybody or anything! Centuries ago, God created a computer that is more versatile and maintenance-free than any man has conceived. We have tried to duplicate it in a variety of ways—PC's, laptops, I-Pods, etc. But it amazes me how much money we spend to be certain these man-made tools are protected from any damage—surge protectors, special carrying cases, and even insurance policies so that if anything goes wrong we can replace them. Yet we are so casual with the original "computer" that we let our children, those who would "abuse" them, and even ourselves carelessly treat this great "computer" as if it were a toy.

Many studies have been done by psychologists, educators, and brain spe-

cialists that suggest risk to the nervous system and other risks from starting children in formal, structured learning programs at too young an age. "Better Late Than Early" by Raymond and Dorothy Moore, received validation by the following statement from David R. Metcalf, MD, associate professor of psychiatry at the University of Colorado Medical Center: "Moore brings a wealth of evidence from a wide variety of sources to indicate that early schooling, although promoting (perhaps) earlier cognitive organization, introduces a host of fateful "iatrogenic" disturbances. (Iatrogenic=induced by a physician—used chiefly for imagined ailments.) Our knowledge of maturation, development, (continued on page 3)

# SEZ The News



Published Online: August 27, 2007  
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## Poll Finds Rise in Unfavorable Views of NCLB

By Andrew Trotter

More Americans say they are knowledgeable about the No Child Left Behind Act than just last year, but familiarity appears to breed dislike, according to a poll set for release this week by Phi Delta Kappa International and the Gallup Organization.

In addition, Americans remain concerned that the federal education law's focus on testing students for their proficiency in reading and mathematics is leading to a narrowing of the curriculum, at the expense of subjects such as social studies, science, and the arts, the survey found. That finding echoes the previous PDK/Gallup polls beginning in 2003.

In the latest poll, 54 percent of respondents said they knew a "great deal" or a "fair amount" about the 5½-year-old law, up from the 45 percent who gave those responses last year. Forty-six percent said they knew "very little" or "nothing at all" about it, compared with 55 percent who gave those responses in 2006.

Parents of public school students showed even bigger shifts. Public school parents professing knowledge about the NCLB law rose to 65 percent of those parents polled this year, from 49 percent last year. Conversely, the share of such parents who said they knew very little or nothing about the law dropped to 35 percent, from 50 percent last year.

### Getting More Familiar

For the first time since the annual Phi Delta Kappa/Gallup Poll started asking the question in 2003, a majority of respondents say they know a great deal or a fair amount about the federal No Child Left Behind Act.

How much, if anything, would you say you know about the No Child Left Behind Act — the federal education bill that was passed by Congress in 2001?

National Totals	'07	'06
Great deal & fair amount	54%	45%
Very little & nothing at all	46	55

Source: Phi Delta Kappan

Along with that greater familiarity with the law, which is currently up for reauthorization in Congress, Americans are viewing it less favorably, the poll found.

Forty percent of the respondents said they had a "somewhat unfavorable" or "very unfavorable" opinion of the law, up from 31 percent holding those views in 2006.

On the flip side, 31 percent of respondents reported a "very favorable" or "somewhat favorable" opinion of the law, 1 percentage point below the results last year. The answer "don't know enough to say" was given by 29 percent of respondents this year, down from 37 percent last year.

### 'Significant Questions'

The diverging attitudes suggest that the politicians who are weighing the merits of the law may be facing a national audience that is both more aware and more polarized on the subject than in previous years.

From what you know or have heard about the No Child Left Behind Act, do you have a very favorable, somewhat favorable, somewhat unfavorable, or very unfavorable opinion of the act — or don't you know enough about it to say?

National Totals	'07	'06
Very & somewhat favorable	31%	32%
Don't know enough	29	37
Somewhat & very unfavorable	40	31

Source: Phi Delta Kappan

"Clearly the public has significant questions [about NCLB]," said William J. Bushaw, the executive director of Phi Delta Kappa, a professional organization for educators that is based in Bloomington, Ind. "Now we have an opportunity in the reauthorization to address the issues that the public has raised."

Another survey, released in June by the Educational Testing Ser-

vice, found that when respondents were told about major components of the law, including its focus on standards and accountability and its support for "highly qualified" teachers, 56 percent said they viewed the law favorably, while 37 percent opposed it. ("To Know NCLB Is To Like It, ETS Poll Finds," June 20, 2007.)

In the PDK/Gallup poll, a strong majority of respondents, or 82 percent, favored judging schools' performance based on their students' improvement on state tests throughout the school year, rather than on the percentage of students who pass the state tests, which is now the keystone of the NCLB accountability requirements for schools.

Most respondents also said the law's emphasis on English and math had reduced the time spent in public schools on other subjects, and nearly all who held that view were "very or somewhat concerned" about that trend.

In the PDK/Gallup survey, 37 percent of the people who considered themselves knowledgeable about the law said it was hurting local public schools; 34 percent said the law made no difference; and 28 percent said it was helping local public schools.

Responding to the same question, the entire national sample of adults was about evenly divided on whether the law was helping or hurting local public schools; the largest bloc, 41 percent, said the law was making no difference.

The PDK/Gallup poll, the 39th annual poll by the two organizations, was slated for release Aug. 28.

The poll was conducted by telephone interviews of 1,005 adults age 18 or older chosen randomly from a national sample. Findings based on the overall pool have a 95 percent confidence level of having a maximum error of 3 percentage points, or in the case of just the public school parents, of having a maximum error of 5 percentage points, according to the report.

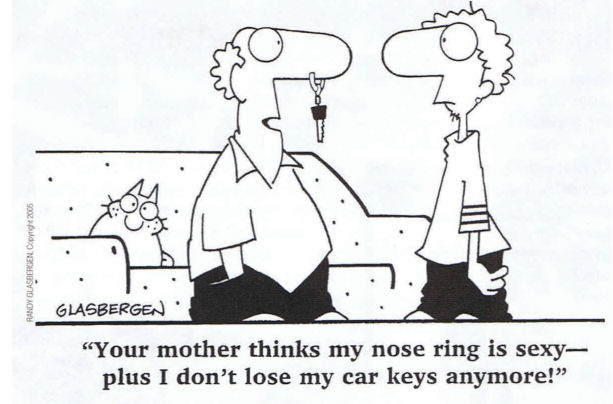
## SEZ Wit and Wisdom

'Tis is not the strongest of the species that survive, nor the most intelligent, but the one most responsive to change.

—Charles Darwin

We all take different paths in life, but no matter where we go, we take a little of each other everywhere.

—Tim McGraw



## SEZ Dr. Thompson (from page 1)

### **Coming up in the next**

#### **“Sez Who”:**

*Read about what could be offered both in school and out that could be more valuable to improving our education dilemma than “No Child Left Behind” or “reform” based on increased expenditures.*

developmental stages, and critical developmental periods for the human, all support Moore’s basic thesis ‘of what value is the educational process, if the very process, when prematurely introduced, distorts the developing psychic structure so as to interfere with future education, and learning and learning to love, let alone learning to learn.’” It is imperative that we carefully consider the motive of those who would purport that studies indicate that in our present economic environment it is necessary for both parents to work and so society must make provision for child care for these families. We seem unwilling to consider a need to educate young people to the

responsibility of having children and knowing what is necessary for their growth and development. (See student responses in the appendix of “I’m Sick and Tired and Scared to Death—Education Edition.”) We seem reticent to introduce the fourth “R” (Reading, Riting, and Rithmetic), Responsibility, into curriculums because we feel it should first be taught in the home. My experience is it must also be taught at school by example as well as precept. What I have observed, both as a classroom teacher on salary and as a substitute, is that there are too many cases of “certified” teachers unwilling or unable to consider the example they are transmitting by both behaviors and instruction. We need to consider balance between “certification” and “qualification” as we prepare teachers to teach.

## SEZ You!

It’s your turn!

**EWP wants a logo!**

**EWP needs a logo!**

Help us out—send us your ideas.

Winning submission will receive an autographed copy of “I’m Sick and Tired and Scared to Death” (your choice of editions). Deadline is November 1, 2007.

Submit your comments, questions, feedback, favorite poems, stories, photos, quips, quotes, cartoons, whatever.

We also invite you to send stories and/or articles for consideration in “SEZ The News.”

Submissions may be sent via e-mail or snail mail. For any submission you want returned, please provide a SASE.

# SEZ Our Schedule

Watch for us in your area! If we're not there, contact us to arrange a date for your group.

2007		2008	
Spring/Summer (June-August 2007)	Spiritual Seminar "I'd Rather See a Sermon" Glenwood Springs, CO	Spring (March-May 2008)	
August 25		Summer (June-August 2008)	
August 28	Glenwood Caverns Adventure Park "The Oldest Cave Tour Guide" Interview/Videotaping Glenwood Springs, CO	Fall (September-October 2008)	
Fall (September-October 2007)	Old Testament Characters Discussion facilitation Glenwood Springs, CO	Winter (November 2008-February 2009)	
September 8			
Winter (November 2007-February 2008)			

\*\*\*Book NOW for 2008\*\*\*



POSTAGE

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