

THE *Follow-Up Study* is not an attempt to ascertain public opinion; it is a cynical effort to manipulate public opinion. It is obviously designed to manufacture the appearance of public support for curricular changes that professional educators have determined upon in advance. This purpose comes out stark and clear in the official statements explaining the questionnaires: "Given the American tradition of the local lay-control of public education, it is both necessary and desirable that a community (patron, pupils, teachers) consensus be engineered in understanding support of the necessary changes before they are made." I find difficulty in following some of the involved syntax of this sentence, but I have no difficulty whatever in grasping the significance of a "consensus" that is to be "engineered." We approach here the real meaning of what these educators euphemistically describe as "democracy in education." It is the democracy of the "engineered" consensus.

The lighthearted prospectus of these curriculum engineers contains this exhortation: "There are many ways of getting under way in a program of curriculum revision. The important thing is that we need to pry ourselves loose from the present situation. Maybe one lever will do the prying loose; perhaps, it may require several. . . . Pick

your lever(s) and let's get started." The metaphor is apt. The kind of lever that one uses for prying things loose is sold in hardware stores as a wrecking-bar.

PRYING THE SCHOOLS LOOSE

PRY LOOSE from what? The answer is implicit in the entire program. The secondary school curriculum must be pried loose from the established disciplines of science and scholarship. The public school must be pried loose from its relationship to institutions of higher learning. College entrance requirements are a thorn in the side of this public school directorate, for they give some support, feeble though it may be, to intellectual training in the secondary schools. To deal with this menace to "real-life" education, it is recommended "that the colleges adopt admission policies which do not specify the courses the students are to take in high school." College entrance requirements in the basic intellectual disciplines of "English, foreign language, mathematics, science, and social studies" are "particularly limiting for smaller schools." These, alas, cannot afford to offer both the fundamental courses that scientists, scholars, and citizens believe in, and also the gilded fripperies after which the new pedagogues hanker. College entrance requirements must go, so that the schools may be free to eliminate intellectual training.