

# **HISTORY OF EDUCATION**

**(Deliberate Dumbing Down of America: 3D)**

## **AND ITS NEGATIVE IMPACT ON FREEDOM**

**by Charlotte Thomson Iserbyt, copyright 1995.**

## **PREFACE**

**“The History of Education...3D... and its Negative Impact on Freedom” is intended for use by Americans opposed to the restructuring of America’s education system from its traditional focus on “Individual Academic Achievement for Upward Mobility” to cooperative global work force training/politically correct attitude formation (Limited Learning for Lifelong Labor).**

**The author, who has devoted twenty-five years to education research and who has served as a local school board member and as a Senior Policy Advisor in the U.S. Department of Education, is making this available in order to encourage an understanding and awareness by Americans of the solid, indisputable facts underlying the betrayal of Americans and their families. Americans cannot preserve their free society, with all its protections guaranteed by our Constitution, if they do not understand how our nation/schools arrived at this critical point in history. The likelihood of a One World Government under a World Constitution becomes more obvious every day. In order to win this *WAR OF ALL WARS WE MUST IDENTIFY THE ENEMY*. The author trusts that this documented chronological expose of the planned destruction of America and its once superb *and moral* education system will assist parents and teachers as they confront the change agents in government, business, religion, and education who have banded together to implement this alien atheistic United Nations global management system, all the while denying that there has been a plan or that anyone conspired to rob us of our freedoms. This chronological history lays to rest their denial of “conspiracy.”**

**It is hoped that citizens will arrange meetings at which this overhead chronology can be shown, explained and discussed, and at which plans can be made to return education to the local level. During such meetings postcards should be passed out and written to our elected officials requesting *RESCISSION OF UNITED STATES MEMBERSHIP IN THE UNITED NATIONS FROM WHICH MOST OF THE PROBLEMS ENUMERATED IN THIS PUBLICATION HAVE EMANATED*.**

**If you have any questions regarding the use of the History overheads, please call Charlotte Iserbyt at 207-442-7899.**

# DEDICATION

**This publication is dedicated to my dear friends and co-researchers (about 50 of you and you know who you are!) who over the years have contributed to its research base. Although it has been hard for all of us who have become discouraged, dismayed, and frustrated by the glazed expressions of our acquaintances when presented with the truth, we have had a wonderful time working together. I never cease to marvel over your senses of humor while plowing through the change agents' dull but deadly research. Remember the many times we compared our research efforts to eating peanuts...the more we ate the less likely we were to stop eating. We have been so shocked by what we found that we kept going to find out if anything more outlandish was around the corner. And we have never been disappointed with the next peanut.**

**I, for one, consider your friendship a reward almost equal to a possible victory over those who would reduce our children to robotized slaves in the New World Order. You are the patriots of the Twentieth Century, the true workers in the vineyard, never tiring, never *compromising*. You have, with no compensation whatsoever or provision of outside resources, played the most important role in the postponement of what may *NOT* hopefully, be what we have at times felt to be inevitable. Finally, there is a little light flickering at the end of the tunnel: Concerned educators coming on board? I want also to thank those traditional public school teachers, who under incredible pressure, have taught our children the basics, and who have silently postponed the day of reckoning. As I put this history together I became more and more aware that we owe these teachers an enormous thank-you.**

**I also dedicate this publication to my husband who has cooked delicious meals while I was on the floor searching for that one essential document to "nail the change agent at the meeting tonight". And to my two sons who have become, along with my husband, education experts, by osmosis. To the three men I owe an apology for being such a single-minded wife and Mom. Let's hope it has all been worth the effort.**

**Bath, Maine, United States of America, December 1, 1995 A.D.**

**“PROOFS OF THE CONSPIRACY” BY JOHN ROBISON, P. 100:**

**“THE BALEFUL EFFECTS OF GENERAL SUPERSTITION, AND EVEN OF ANY PECULIAR RELIGIOUS PREPOSSESSION, ARE NOW STRONGLY INCULCATED, AND THE DISCERNMENT OF THE PUPILS IN THESE MATTERS IS LEARNED BY QUESTIONS WHICH ARE GIVEN THEM FROM TIME TO TIME TO DISCUSS. THESE ARE MANAGED WITH DELICACY AND CIRCUMSPECTION, THAT THE TIMID MAY NOT BE ALARMED.**

**IN LIKE MANNER, THE POLITICAL DOCTRINES OF THE ORDER ARE INCULCATED WITH THE UTMOST CAUTION.**

**AFTER THE MIND OF THE PUPIL HAS BEEN WARMED BY THE PICTURES OF UNIVERSAL HAPPINESS, AND CONVINCED THAT IT IS A POSSIBLE THING TO UNITE ALL THE INHABITANTS OF THE EARTH IN ONE GREAT SOCIETY;**

**AND AFTER IT HAS BEEN MADE OUT, IN SOME MEASURE TO THE SATISFACTION OF THE PUPIL, THAT A GREAT ADDITION OF HAPPINESS WOULD BE GAINED BY THE ABOLITION OF NATIONAL DISTINCTIONS AND ANIMOSITIES;**

**IT MAY FREQUENTLY BE NO HARD TASK TO MAKE HIM (STUDENT) THINK THAT PATRIOTISM IS A NARROW-MINDED MONOPOLIZING SENTIMENT, AND EVEN INCOMPATIBLE WITH THE MORE ENLARGED VIEWS OF THE ORDER;**

**NAMELY, THE UNITING OF THE WHOLE HUMAN RACE INTO ONE GREAT AND HAPPY SOCIETY.”**

**1857 NATIONAL EDUCATION ASSOCIATION, ESTABLISHED UNDER FEDERAL CHARTER.**

**1880 FIRST EXPERIMENT WITH OBE: “ PAYMENT FOR RESULTS”, ENGLAND. TEACHER OPPOSITION RESULTED IN ABANDONMENT OF EXPERIMENT.**

**1905 PECK’S RESTAURANT, NYC, FORMATION INTERCOLLEGIATE SOCIALIST SOCIETY “TO PROMOTE AN INTELLIGENT INTEREST IN SOCIALISM AMONG COLLEGE MEN AND WOMEN.” IN CLOSE TOUCH WITH BRITISH FABIAN SOCIETY AND GERMAN UNIVERSITIES UNDER BISMARCK; IN 1921 BECAME LEAGUE FOR INDUSTRIAL DEMOCRACY (LID).**

**1910 CARNEGIE ENDOWMENT FOR WORLD PEACE FOUNDED. TRUSTEES ASK:**

**“IS THERE ANY WAY KNOWN TO MAN MORE EFFECTIVE THAN WAR TO SO ALTER THE LIFE OF AN ENTIRE PEOPLE?” NECESSARY TO CONTROL STATE DEPT.**

**1913 JOHN D. ROCKEFELLER’S DIRECTOR OF CHARITY, FREDERICK T. GATES, SETS UP SOUTHERN EDUCATION BOARD:**

**“WE WORK OUR OWN GOOD WILL UPON A GRATEFUL AND RESPONSIVE RURAL FOLK.”**

**PLAN DEMISE OF PROFESSIONS, ART, MUSIC, LITERATURE SINCE “WE NOW HAVE AMPLE SUPPLY.”**

**1914 WORLD WAR I: WOMEN TO FACTORIES (END OF WOMEN’S HISTORIC ROLE AS “HEART” OF FAMILY)**

**CARNEGIE ENDOWMENT MEMO TO PRESIDENT WILSON INSISTS WAR NOT BE ENDED TOO QUICKLY.**

**1917 COMMUNIST REVOLUTION AIDED BY WALL STREET FINANCIERS.**

**1918** "RUSSIA IS POINTING THE WAY TO GREAT AND SWEEPING WORLD CHANGES...WHEN I ...WATCHED THOSE DEMOCRATIC CONCLAVES IN RUSSIA, I FELT I WOULD WELCOME A SIMILAR SCENE IN THE USA." WILLIAM BOYCE THOMPSON, FOUNDING MEMBER OF COUNCIL ON FOREIGN RELATIONS, DIRECTOR, FEDERAL RESERVE BANK.

**1918** WORLD WAR I ENDS

**1918** CARNEGIE AND ROCKEFELLER FOUNDATIONS PLAN DEMISE OF TRADITIONAL ACADEMIC EDUCATION:

ROCKEFELLER TO DEAL WITH NATIONAL; CARNEGIE INTERNATIONAL.

**1921** LEAGUE FOR INDUSTRIAL DEMOCRACY FOUNDED WITH SPECIFIC PURPOSE:

"EDUCATION FOR A NEW SOCIAL ORDER BASED ON PRODUCTION FOR USE AND NOT FOR PROFIT."

**1921** COUNCIL ON FOREIGN RELATIONS (CFR) FORMED BY JOHN FOSTER DULLES AND CHRISTIAN HERTER AS A RESULT OF SENATE FAILURE TO APPROVE LEAGUE OF NATIONS. BOTH MEN LATER BECAME SECRETARIES OF STATE.

**1922 DEC. 15. COUNCIL ON FOREIGN RELATIONS ENDORSES WORLD GOVERNMENT.**

**1928 MATH DUMBDOWN:**

**O.NELSON (TEACHER), JOHN DEWEY, THORNDIKE (EXPERIMENTS WITH CHICKENS), COUNCIL ON FOREIGN RELATIONS MEMBERS, PROGRESSIVE EDUCATION ASSOCIATION MEETING AT WHICH NELSON INFORMED PURPOSE OF NEW MATH IS TO DUMB DOWN STUDENTS. NELSON REVEALS PROGRESSIVE EDUCATION ASSOCIATION IS COMMUNIST FRONT.**

**1932 PROF. GEORGE COUNTS' "DARE THE SCHOOL BUILD A NEW SOCIAL ORDER?"**

**HE AND MANY OTHER AMERICAN EDUCATORS TRAVELING BACK AND FORTH TO RUSSIA, COMPLETELY CONVINCED THAT THE SOVIET SYSTEM THE WAY TO GO.**

**1932 "TOWARD A SOVIET AMERICA", BY WILLIAM Z. FOSTER, NATIONAL CHAIRMAN, COMMUNIST PARTY, USA . DIED 1961 IN MOSCOW, GIVEN STATE FUNERAL IN KREMLIN.**



**BOOK CALLED FOR EVERYTHING  
NOW ACCOMPLISHED: "U.S. DEPT. OF  
EDUCATION, IMPLEMENTATION  
SCIENTIFIC MATERIALIST PHILOSOPHY,  
STUDIES REVOLUTIONIZED, BEING  
CLEANSED OF RELIGIOUS, PATRIOTIC  
AND OTHER FEATURES OF THE  
BOURGEOIS IDEOLOGY; STUDENTS  
TAUGHT ON BASIS OF MARXIAN  
DIALECTICAL MATERIALISM,  
INTERNATIONALISM AND  
GENERAL ETHICS OF NEW SOCIALIST  
SOCIETY. PRESENT OBSOLETE  
METHODS OF TEACHING WILL BE  
SUPERSEDED BY A SCIENTIFIC  
PEDAGOGY; GOD BANISHED FROM  
SCHOOLS."**

1933

**EIGHT YEAR STUDY : JOHN DEWEY'S  
PROGRESSIVE EDUCATION  
ASSOCIATION. EDUCATION  
COMMISSION OF THE STATES ,  
UNCONSTITUTIONALLY CREATED AND  
FUNDED BY CARNEGIE, SAYS IN 1993 :**

**“OUTCOMES-BASED ED CONCEPT  
DATES BACK TO 8-YR. STUDY, 1933”  
WHICH ELIMINATED CARNEGIE UNIT,  
INSTITUTED HUMANISTIC AGENDA.**

**(1980 JOHN DEWEY SOCIETY RAYWID,  
GOODLAD, FANTINI, ET AL. ALTERNATIVE  
EDUCATION/CHOICE SCHOOL  
RESEARCH PROJECT FUNDED  
BY U.S. DEPARTMENT OF  
EDUCATION, NATIONAL EDUCATION  
ASSOCIATION, ROCKEFELLER  
FOUNDATION, ETC. RECOMMENDED USE  
OF 8-YR. STUDY)**

1930-  
1995

**REMOVAL INTENSIVE PHONICS READING  
INSTRUCTION; SUBSTITUTE LOOK-SAY;  
AND MORE RECENTLY ('80-'95) WHOLE  
LANGUAGE WHICH BY 1995 IS ADMITTED  
TO BE A FAILURE EVEN BY ITS MOST  
ARDENT PROPONENTS.**

1934

**EXCERPTS FROM AMERICAN  
HISTORICAL ASSOCIATION  
“CONCLUSIONS AND  
RECOMMENDATIONS FOR THE  
SOCIAL STUDIES” FUNDED  
BY CARNEGIE CORP. OF NEW YORK:**

**CHAPTER I. “THE SOCIAL SCIENCES,  
MORE THAN ANY OTHER DIVISION OF  
THE SCHOOL CURRICULUM, ARE  
CONCERNED IMMEDIATELY WITH THE  
LIFE, THE INSTITUTIONS, THE THOUGHT,  
THE ASPIRATIONS, AND THE FAR-  
REACHING POLICIES OF THE NATION IN  
ITS WORLD SETTING...IN VIEW OF THIS  
FACT, THE COMMISSION COULD NOT  
LIMIT ITSELF TO A SURVEY OF  
TEXTBOOKS, CURRICULA, METHODS OF  
INSTRUCTION, AND SCHEMES OF  
EXAMINATION, BUT WAS IMPELLED TO  
CONSIDER THE CONDITION AND  
PROSPECTS OF THE AMERICAN PEOPLE  
AS A PART OF WESTERN CIVILIZATION  
MERGING INTO A WORLD ORDER...**

**COMMISSION WAS ALSO DRIVEN TO THIS  
BROADER CONCEPTION OF ITS TASK BY  
THE OBVIOUS FACT THAT AMERICAN  
CIVILIZATION, IN COMMON WITH  
WESTERN CIVILIZATION, IS  
PASSING THROUGH ONE OF THE GREAT  
CRITICAL AGES OF HISTORY,  
IS MODIFYING *ITS TRADITIONAL FAITH IN  
ECONOMIC INDIVIDUALISM, AND IS  
EMBARKING UPON VAST EXPERIMENTS  
IN SOCIAL, PLANNING AND CONTROL***

**WHICH CALL FOR LARGE-SCALE  
COOPERATION ON THE PART OF THE  
PEOPLE. .**

**CUMULATIVE EVIDENCE  
SUPPORTS THE CONCLUSION THAT, IN  
THE UNITED STATES AND IN OTHER  
COUNTRIES, THE AGE OF LAISSEZ  
FAIRE IN ECONOMY AND  
GOVERNMENT IS CLOSING AND THAT A  
NEW AGE OF COLLECTIVISM IS  
EMERGING.”**

**1935 FRANK MANLEY, FLINT, MICHIGAN  
FUNDS BIRTH OF COMMUNITY  
EDUCATION (PRESENT 1995 CLINICS,  
COLLABORATIVES, PARTNERSHIPS,  
COMMUNITARIANISM).**

**LATER RECEIVED HEAVY FUNDING  
FROM CHARLES STEWART MOTT  
FOUNDATION.**

**COMMUNITY EDUCATOR AT D.C.  
CONFERENCE IN 1975 COMPARED IT TO  
COMMUNIST CHINESE SYSTEM.  
CALLS FOR BLOCK CAPTAINS, ADVISORY  
COUNCILS, ETC. (UNELECTED  
SOVIETS)**

**WATCH OUT FOR UNELECTED SITE-  
BASED MANAGEMENT TO RUN YOUR  
SCHOOLS**

**DON'T FORGET THE  
PLAN IS FOR THE SCHOOLS TO RUN  
OUR TOWNS...ALL SERVICES LIFELONG  
WILL BE COORDINATED BY THE  
SCHOOLS (AN UNELECTED  
COUNCIL REPRESENTING  
CHURCHES, BUSINESS, HEALTH, ETC.)**

**1941 BESSIE BURCHETT, HEAD OF LATIN  
DEPT., PHILADELPHIA, PA. PUBLIC  
SCHOOLS, WRITES "EDUCATION FOR  
DESTRUCTION." RE COMMUNISM IN  
PHILADELPHIA SCHOOLS. DISCUSSES  
SEX ED, COOPERATIVE LEARNING,  
SOVIET PROPAGANDA.**

**1942 TIME MAGAZINE, 3/16/42, p. 44,**

**"HIGH SPOTS ORGANIZED  
PROTESTANTISM'S PROGRAM FOR  
JUST/DURABLE PEACE AFTER WW II:**

**FREE TRADE, WORLD BANK, WORLD  
CURRENCY, GLOBAL CONTROL OF ALL  
ARMIES, STRONG LIMITATIONS ON  
NATIONAL SOVEREIGNTY;  
ULTIMATELY WORLD GOVERNMENT"**

# RELIGION

## American Malvern

These are the high spots of organized U.S. Protestantism's super-protestant new program for a just and durable peace after World War II:

- ▶ Ultimately, "a world government of delegated powers." ✓
- ▶ Complete abandonment of U.S. isolationism. ✓
- ▶ Strong immediate limitations on national sovereignty. ✓
- ▶ International control of all armies & navies. ✓
- ▶ "A universal system of money . . . so ✓



Wide World

**BISHOP McCONNELL**

*Don't overlook the material side . . .*

planned as to prevent inflation and deflation."

- ▶ Worldwide freedom of immigration. ✓
- ▶ Progressive elimination of all tariff and quota restrictions on world trade. ✓
- ▶ "Autonomy for all subject and colonial peoples" (with much better treatment for Negroes in the U.S.).
- ▶ "No punitive reparations, no humiliating decrees of war guilt, no arbitrary dismemberment of nations."
- ▶ A "democratically controlled" international bank "to make development capital available in all parts of the world without the predatory and imperialistic aftermath so characteristic of large-scale private and governmental loans."

This program was adopted last week by 375 appointed representatives of 30-odd denominations called together at Ohio Wesleyan University by the Federal Council of Churches. Every local Protestant church in the country will now be urged to get behind the program. "As Christian citizens," its sponsors affirmed, "we must seek to translate our beliefs into practical realities and to create a public opinion

**NOTE FROM CHARLOTTE ISERBYT, 4/11/95:**

INTERESTING HOW MAJOR MEDIA (TIME) COVERED THE NEWS BACK IN 1942! THE YOUNG JOURNALISTS HAD NOT YET BEEN BRAINWASHED IN THE PUBLIC SCHOOLS AND THE OLD-TIMERS WERE REAL AMERICANS. THIS COVERAGE WOULD TODAY BE CONSIDERED RADICAL RIGHT WING, SOMETHING PUT OUT BY THE MILITIA FOLKS OR FUNDAMENTALIST CHRISTIANS. ONE DOESN'T EVEN FIND THIS KIND OF STRAIGHT REPORTING IN THE MAINSTREAM CONSERVATIVE MEDIA.. ONE HAS TO GIVE THE 'INSIDERS' CREDIT: THEY SURE STUCK TO THEIR GUNS, WERE CONSISTENT, NEVER CHANGING THEIR AGENDA ONE IOTA. IT'S NO WONDER THE U.S. DEPARTMENT OF EDUCATION (SECRETARY RILEY) WAS SUCCESSFUL IN FORMING HIS MAINLINE CHRISTIAN DENOMINATION PARTNERSHIP WITH THE GOVERNMENT SCHOOLS. REPRODUCE AND DISTRIBUTE WIDELY AND GET READY FOR THE GLAZED EXPRESSIONS!

which will insure that the United States shall play its full and essential part in the creation of a moral way of international living."

Among the 375 delegates who drafted the program were 15 bishops of five denominations, seven seminary heads (including Yale, Chicago, Princeton, Colgate-Rochester), eight college and university presidents (including Princeton's Harold W. Dodds), practically all the ranking officials of the Federal Council and a group of well-known laymen, including John R. Mott, Irving Fisher and Harvey S. Firestone Jr. "Intellectually," said Methodist Bishop Ivan Lee Holt of Texas,



William C. ShROUT  
CHAIRMAN DULLES  
Shame on the U.S.

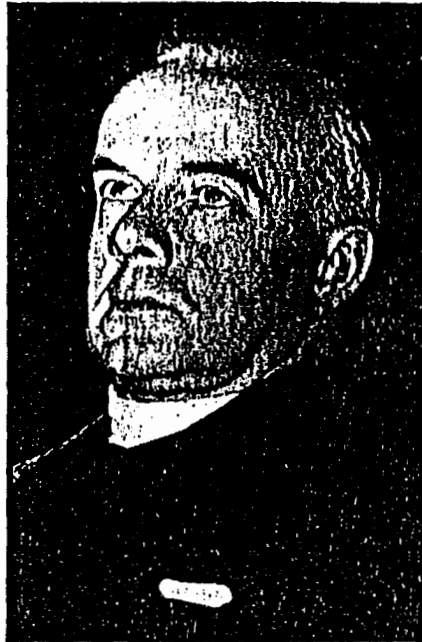
"this is the most distinguished American church gathering I have seen in 30 years of conference-going."

The meeting showed its temper early by passing a set of 13 "requisite principles for peace" submitted by Chairman John Foster Dulles and his inter-church Commission to Study the Bases of a Just and Durable Peace. These principles, far from putting all the onus on Germany or Japan, bade the U.S. give thought to the shortsighted selfishness of its own policies after World War I, declared that the U.S. would have to turn over a new leaf if the world is to enjoy lasting peace. Excerpts: ▶ "For at least a generation we have held preponderant economic power in the world, and with it the capacity to influence decisively the shaping of world events. It should be a matter of shame and humiliation to us that actually the influences shaping the world have largely been irresponsible forces. Our own positive influence has been impaired because of concentration on self and on our short-range material gains. . . . If the future is to be other than a repetition of the past, the U.S. must accept the responsibility for constructive action commensurate with its power and opportunity."

▶ "The natural wealth of the world is

not evenly distributed. Accordingly the possession of such natural resources . . . is a trust to be discharged in the general interest. This calls for more than an offer to sell to all on equal terms. Such an offer may be a futile gesture unless those in need can, through the selling of their own goods and services, acquire the means of buying."

With these principles accepted, the conference split up into four groups to study, respectively, the social, economic and political problems of the post-war world and the problem of the church's own position in that world.\* Discussion waxed hot & heavy, with one notable silence: in



William C. ShROUT  
WORLD-CHURCHMAN PATON  
"Collectivism is coming . . ."

a week when the Japs were taking Java, discussion of the war itself was practically taboo. Reason: The Federal Council felt that, since five of its other commissions are directly connected with the war effort, the conference's concern should be with plans for peace. One war statement—"the Christian Church as such is not at war"—was proposed by Editor Charles Clayton Morrison, of the influential and isolationist-before-Pearl-Harbor *Christian Century*. This statement was actually inserted in a subcommittee report by a 64-58 vote after a sharp debate. In the plenary session, however, it was ruled out of order.

Some of the conference's economic opinions were almost as sensational as the extreme internationalism of its political program. It held that "a new order of economic life is both imminent and imperative"—a new order that is sure to come either "through voluntary coopera-

\* Despite their zeal for world political, social and economic unity, the churchmen were less drastic when it came to themselves. They were frank enough to admit that their own lack of unity was no shining example to the secular world, but did no more than call for "a new era of inter-denominational cooperation in which the claims of cooperative effort should be placed, so far as possible, before denominational prestige."

tion within the framework of democracy or through explosive political revolution." Without condemning the profit motive as such, it denounced various defects in the profit system for breeding war, demagogues and dictators, "mass unemployment, widespread dispossession from homes and farms, destitution, lack of opportunity for youth and of security for old age." Instead, "the church must demand economic arrangements measured by human welfare . . . must appeal to the Christian motive of human service as paramount to personal gain or governmental coercion."

"Collectivism is coming, whether we like it or not," the delegates were told by no less a churchman than England's Dr. William Paton, co-secretary of the World Council of Churches, but the conference did not veer as far to the left as its definitely pinko British counterpart, the now famous Malvern Conference (TIME, Jan. 20, 1941). It did, however, back up Labor's demand for an increasing share in industrial management. It echoed Labor's shibboleth that the denial of collective bargaining "reduces labor to a commodity." It urged taxation designed "to the end that our wealth may be more equitably distributed." It urged experimentation with government and cooperative ownership.

"Every individual," the conference declared, "has the right to full-time educational opportunities . . . to economic security in retirement . . . to adequate health service [and an] obligation to work in some socially necessary service."

The conference statement on the political bases of a just and durable peace proclaimed that the first post-war duty of the church "will be the achievement of a just peace settlement with due regard to the welfare of all the nations, the vanquished, the overrun and the victors alike." In contrast to the blockade of Germany after World War I, it called for immediate provision of food and other essentials after the war for every country needing them. "We must get back," explained Methodist Bishop Francis J. McConnell, "to a stable material prosperity not only to strengthen men's bodies but to strengthen their souls."

Politically, the conference's most important assertion was that many duties now performed by local and national governments "can now be effectively carried out only by international authority." Individual nations, it declared, must give up their armed forces "except for preservation of domestic order" and allow the world to be policed by an international army & navy. This League-of-Nations-with-teeth would also have "the power of final judgment in controversies between nations . . . the regulation of international trade and population movements among nations."

The ultimate goal: "a duly constituted world government of delegated powers: an international legislative body, an international court with adequate jurisdiction, international administrative bodies with necessary powers, and adequate international police forces and provision for enforcing its worldwide economic authority."

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**1945 UNITED NATIONS TREATY, UNESCO  
FORMED IN LONDON.**

**“KINDERGARTEN OR INFANT SCHOOL  
CAN CORRECT MANY OF THE ERRORS  
OF HOME TRAINING AND PREPARE FOR  
MEMBERSHIP IN THE WORLD  
SOCIETY...**

**IT IS IN THE FAMILY THAT  
CHILDREN ARE INFECTED WITH  
NATIONALISM.”**

**1946 COMMUNITY-CENTERED SCHOOLS:”THE  
BLUEPRINT”, MONTGOMERY COUNTY,  
MARYLAND SCHOOLS, AS PROPOSED BY  
DR. NICHOLAUS L. ENGLEHARDT AND  
ASSOCIATES, CONSULTANTS, AND  
WRITTEN BY DR. WALTER D. COCKING,  
NEW YORK CITY, APRIL 1, 1946.**

**LETTER OF TRANSMITTAL SAYS ,  
“PROGRAM SHOULD BE PUT INTO  
OPERATION GRADUALLY”  
AND “DR. PAUL MORT AND  
OTHERS HAVE ACCUMULATED  
EVIDENCE WHICH SHOWS A PERIOD OF  
ALMOST FIFTY YEARS BETWEEN THE  
ESTABLISHMENT OF NEED (NEED  
ASSESSMENT, ED.) AND THE SCHOOL  
PROGRAMS GEARED TO MEET IT...**



**IF THE SCHOOL AS AN AGENCY OF SOCIETY IS TO JUSTIFY ITSELF FOR THE PERIOD AHEAD OF US, IT *MUST* BE ACCEPTED THAT ITS *FUNDAMENTAL FUNCTION* IS TO SERVE THE PEOPLE OF THE *ENTIRE COMMUNITY*, THE VERY YOUNG CHILDREN, THE CHILDREN OF MIDDLE YEARS, EARLY ADOLESCENT YOUTH, OLDER YOUTH AND THE ADULTS AS WELL..**

**THE TASK OF THE TEACHER OF THE FUTURE IS A GREATLY DIFFERENT TASK THAN THAT WHICH TEACHERS USUALLY PERFORMED IN THE PAST. THE FUNDAMENTAL EQUIPMENT EXPECTED OF THE TEACHER OF YESTERDAY WAS *KNOWLEDGE OF THE SUBJECT HE TAUGHT*.**

**MODERN EDUCATION *DEMANDS* TEACHERS WHO ARE ACQUAINTED BY EXPERIENCE AS WELL AS BY STUDY WITH OUR *DEMOCRATIC* SOCIETY AND WHO PARTICIPATE ACTIVELY IN THE LIFE OF THE COMMUNITY.**

**THEY HAVE A BROAD CULTURAL BACKGROUND AND AN UNDERSTANDING OF *WORLD* CONDITIONS. TEACHER EDUCATIONAL INSTITUTIONS HAVE NOT PREPARED TEACHERS TO DO THESE THINGS. PRIOR EMPHASIS HAS BEEN UPON SUBJECT MATTER AND METHOD....”**

**“THE BLUEPRINT” GOES ON TO LIST THE MAJOR PURPOSES OF A TOTAL INSTRUCTIONAL PROGRAM “OF BENEFIT TO THE ENTIRE COMMUNITY”. UNDER “THE EDUCATIONAL PROGRAM” ONE FINDS:**

**“CONTINUING AND IMPROVING THE TEACHING OF THE TOOLS OF LEARNING: READING, WRITING, ARITHMETIC, AND RELATED ACTIVITIES;**

**CONTINUING AND IMPROVING THE TEACHING OF THE CULTURES OF THE PAST;**

**DEVELOPING THE ABILITY TO *COMMUNICATE* EFFECTIVELY;**

**DEVELOPING THE ABILITY TO *THINK*;**

***DEVELOPING DESIRABLE PERSONALITY AND CHARACTER TRAITS;***

**DISCOVERING AND DEVELOPING *WORTHWHILE INTERESTS*;**

**DEVELOPING RESPECT FOR OTHERS, OR *INTERCULTURAL RELATIONS*;**

**PROTECTING AND PROMOTING *HEALTH*;**

**DEVELOPING WHOLESOME HOME AND *FAMILY LIFE*.**

**(OTHER AGENCIES MUST ACCEPT AT LEAST SOME OF THE RESPONSIBILITIES FORMERLY BORNE BY THE FAMILY. THE SCHOOL MUST STUDY THE PROBLEM INTENSIVELY. IT MUST EXPERIMENT);**

**DEVELOPING WHOLESOME HABITS AND UNDERSTANDING OF WORK.**

**(GOOD MEMBERS OF SOCIETY CANNOT BE DEVELOPED IF THEY ARE IGNORANT OF WORK AND WHAT GOES INTO IT. IN THE YEARS WHICH LIE AHEAD, IT WOULD APPEAR THAT THE SCHOOL IS THE ONLY AGENCY WHICH SOCIETY HAS WHICH CAN BE EXPECTED TO ACCEPT THIS RESPONSIBILITY.**

**IT MUST BE DONE.**

**DEVELOPING UNDERSTANDING OF ECONOMIC PRINCIPLES AND FORCES. (EMPHASIS MUST BE PLACED UPON THE ECONOMIC PRINCIPLES AND FORCES WHICH ARE OPERATING AT THAT TIME RATHER THAN UPON THOSE OF THE PAST.);**

**DEVELOPING CONSUMER COMPETENCE...SCHOOLS OF THE FUTURE MUST DO MUCH ABOUT SUCH THINGS;**

**DEVELOPING VOCATIONAL COMPETENCE;**

**DEVELOPING SOCIAL AND CIVIC  
COMPETENCE, UNDERSTAND  
OBLIGATIONS AS A MEMBER OF THE  
*GROUP*;**

**AND TO GIVE WHOLEHEARTEDLY AND  
UNSELFISHLY SERVICE TO HIS LOCAL,  
STATE, NATIONAL AND WORLD  
GOVERNMENT;**

**DEVELOPING UNDERSTANDING OF, AND  
SKILL IN, THE *DEMOCRATIC* WAY OF  
LIFE;**

**DEVELOPING KNOWLEDGE,  
UNDERSTANDING OF, AND SKILL IN, THE  
*CREATIVE ARTS*;**

**DEVELOPING UNDERSTANDING OF AND  
SKILL IN, WHOLESOME AND  
*WORTHWHILE LEISURE ACTIVITIES*.**

**(MUCH DEPENDS UPON PEOPLE  
DISCOVERING AND PRACTICING  
WORTHWHILE LEISURE  
PURSUITS);**

**DEVELOPING A WELL-ROUNDED  
EMOTIONAL LIFE WITH PARTICULAR  
ATTENTION TO MORAL AND SPIRITUAL  
NEEDS.**

**(A WELL-BALANCED EMOTIONAL LIFE IS THE FINAL TEST OF A WELL-EDUCATED PERSON. IT IS OUR BELIEF THAT ALL PEOPLE ARE RELIGIOUS, THAT RELIGION FINDS EXPRESSION IN MANY DIFFERENT WAYS. WE DO NOT BELIEVE IN AMERICA THAT THE SCHOOL SHOULD TEACH ANY PARTICULAR KIND OR TYPE OF RELIGION.)**

**UNDER "THE SERVICE PROGRAM" ONE FINDS:**

**HEALTH AND MEDICAL SERVICES. (IN THE SCHOOL OF THE FUTURE, PROVISION MUST BE MADE NOT ONLY FOR CHILDREN ENROLLED BUT TO ALL PEOPLE, YOUNG AND OLD)**

**THE LIST IS ENDLESS AND INCLUDES *CRADLE THROUGH GRAVE* THE FOLLOWING SERVICES:**

***RECREATIONAL, LIBRARY, GUIDANCE AND COUNSELING, CHILD CARE, DEMONSTRATION AND EXPERIMENTAL, PLANNING AND RESEARCH, EMPLOYMENT, AUDIO-VISUAL, SOCIAL WELFARE, GROUP MEETING PLACE, CHARACTER-BUILDING SERVICES.***

**“THE END RESULTS ARE THAT THE SCHOOL MAKE ITSELF INDISPENSABLE IN ALL PHASES OF COMMUNITY LIFE.**

**IN THE FUTURE DEVELOPMENT OF SCHOOL PROGRAMS, THE SERVICE PROGRAM WILL RECEIVE INCREASING EMPHASIS UNTIL THE SCHOOL BECOMES IN FACT**

***THE AGENCY TO WHICH ALL THE PEOPLE IN THE COMMUNITY TURN FOR ASSISTANCE.”***

**RE-READ EARLIER PAUL MORT STATEMENT RE NEED FOR FIFTY YEARS BETWEEN ESTABLISHMENT OF NEED AND PROGRAMS GEARED TO MEET IT.**

**COMPARE TO 1995 LEGISLATION PASSED IN MINNESOTA. “MINNESOTA ABOLISHES EDUCATION DEPT., MERGES STATE SERVICES IN NEW AGENCY OF CHILDREN, FAMILIES, AND LEARNING.”**

**FEDERAL LEGISLATION IN NINETIES IS IMPLEMENTING MONTGOMERY COUNTY 1946 “BLUEPRINT”. EXACTLY ON TARGET**

1947

**NATIONAL TRAINING LABORATORY ESTABLISHED; FIRST MEETING HELD AT GOULD ACADEMY, BETHEL, ME. WOULD BECOME, IN CONJUNCTION WITH NATIONAL EDUCATION ASSOCIATION, NO. 1 INTERNATIONAL INSTITUTE FOR HUMAN RELATIONS TRAINING (CHANGE AGENT/BRAINWASHING)**

**EXCERPT FROM 1977 NEWSLETTER:**

**“FROM THE NEW BRITAIN WORKSHOP DIALOGUES OF THE FOUNDERS EMERGED THE NOTIONS OF ‘ACTION RESEARCH LABORATORY’ AND ‘CHANGE AGENT’ WHICH WERE TERMS COINED TO DENOTE A VERY VIGOROUS PROACTIVE SOCIAL CHANGE KIND OF POSTURE, A MERGING OF *RADICAL EDUCATION, DEVIANT BEHAVIORAL SCIENCE, AND HUMANISTIC DEMOCRACY.*”**

**“ISSUES IN TRAINING”, NTL/NEA, 1962, p. 49, SAYS IN REGARD TO THE PROCESS OF *UNFREEZING, CHANGING, AND REFREEZING* IN ORDER TO CHANGE ATTITUDES: “THE CHINESE COMMUNISTS WOULD REMOVE THE TARGET PERSON FROM THOSE SITUATIONS AND SOCIAL RELATIONSHIPS WHICH TENDED TO CONFIRM AND REINFORCE THE VALIDITY OF THE OLD ATTITUDES.”**

1948

**INTERNATIONAL CONCILIATION, MARCH 1948, NO. 437, ISSUE DEDICATED TO WORLD HEALTH ORGANIZATION, WITH INTRODUCTION BY BROCK CHISHOLM, M.D., PUBLISHED BY CARNEGIE ENDOWMENT FOR INTERNATIONAL PEACE.**

**PREFACE WRITTEN BY CONVICTED SOVIET SPY ALGER HISS, PRESIDENT OF CARNEGIE ENDOWMENT, DATED FEB. 21, 1948, READS IN PART AS FOLLOWS:**

**“DEFINING HEALTH AS ‘A STATE OF COMPLETE PHYSICAL, MENTAL, AND SOCIAL WELL-BEING AND NOT MERELY THE ABSENCE OF DISEASE OR INFIRMITY, IT INCLUDES NOT ONLY THE MORE CONVENTIONAL FIELDS OF ACTIVITY BUT ALSO MENTAL HEALTH, HOUSING, NUTRITION, ECONOMIC OR WORKING CONDITIONS, AND ADMINISTRATIVE AND SOCIAL TECHNIQUES AFFECTING PUBLIC HEALTH.’**

**“IN NO OTHER FIELD IS INTERNATIONAL COOPERATION MORE ESSENTIAL AND IN NO OTHER FIELD HAS IT BEEN MORE EFFECTIVE AND POLITICAL DIFFERENCES LESS APPARENT.**



**“THE PRESENT ISSUE OF  
INTERNATIONAL CONCILIATION  
REVIEWS THE HISTORY OF THE INTERIM  
COMMISSION. THE FIRST WORLD  
HEALTH ASSEMBLY WILL CONVENE IN  
JUNE 1948.**

**“A BRIEF INTRODUCTORY  
ARTICLE HAS BEEN PREPARED BY DR.  
BROCK CHISHOLM, EXECUTIVE  
SECRETARY, WORLD HEALTH  
ORGANIZATION, INTERIM COMMISSION.  
DR. CHISHOLM IS AN EMINENT  
PSYCHIATRIST AND SERVED DURING  
THE WAR AS DIRECTOR-GENERAL OF  
MEDICAL SERVICES OF THE CANADIAN  
ARMY....”**

**SIGNED ALGER HISS.**

**GENERAL CHISHOLM’S COMMENTS,  
WHICH WERE ALSO PUBLISHED IN THE  
FEB. 1946 ISSUE OF PSYCHIATRY, THE  
WILLIAM ALANSON WHITE MEMORIAL  
LECTURES, WITH A FOREWARD BY ABE  
FORTAS, AND DISCUSSION BY HENRY A.  
WALLACE, WATSON B. MILLER, SAMUEL  
W. HAMILTON, ROSS McC. CHAPMAN AND  
HARRY STACK SULLIVAN, FOLLOW:**

**“THIS SITUATION IS WIDELY  
RECOGNIZED AND NO NATION WILL  
EVER AGAIN BE ABLE TO FORMULATE  
ITS POLICIES ON THE BASIS OF  
ISOLATIONISM.**

**“THE INTERDEPENDENCE OF ALL THE PEOPLE IN THIS SHRUNKEN WORLD IS OBVIOUS.... WE ARE ALL NOW, PERFORCE, CITIZENS OF THE WORLD WHETHER WE ARE SUFFICIENTLY MATURE ADEQUATELY TO CARRY THAT RESPONSIBILITY OR NOT...A MATURE PERSON IS NOT DEPENDENT UNLESS ILL.**

**“MATURITY INCLUDES DETERMINATION, A WILL TO ACHIEVE AND SUCCEED, A WILL TO LIFE. OF COURSE, MATURITY REPRESENTS THE CAPACITY TO COOPERATE...THE MATURE PERSON IS FLEXIBLE...HE CAN SHOW TOLERANCE...AND ABOVE ALL HE HAS THE QUALITIES OF *ADAPTABILITY AND COMPROMISE.* ..**

**“THE ONLY LOWEST COMMON DENOMINATOR OF ALL CIVILIZATIONS AND THE ONLY PSYCHOLOGICAL FORCE CAPABLE OF PRODUCING THESE PERVERSIONS IS MORALITY,**

**“THE CONCEPT OF RIGHT AND WRONG, THE POISON LONG AGO DESCRIBED AND WARNED AGAINST AS THE FRUIT OF THE TREE OF THE KNOWLEDGE OF GOOD AND EVIL.’...**

“WE HAVE BEEN VERY SLOW TO REDISCOVER THIS TRUTH AND TO RECOGNIZE THE UNNECESSARY AND ARTIFICIALLY IMPOSED INFERIORITY, GUILT AND FEAR, COMMONLY KNOWN AS SIN, UNDER WHICH WE HAVE ALMOST ALL LABORED AND WHICH PRODUCES SO MUCH OF THE SOCIAL MALADJUSTMENT AND UNHAPPINESS IN THE WORLD.

“FOR MANY GENERATIONS WE HAVE BOWED OUR NECKS TO THE YOKE OF THE CONVICTION OF SIN. WE HAVE SWALLOWED ALL MANNER OF POISONOUS CERTAINTIES FED US BY OUR PARENTS, OUR SUNDAY AND DAY SCHOOL TEACHERS, OUR POLITICIANS, OUR PRIESTS, OUR NEWSPAPERS AND OTHERS WITH A VESTED INTEREST IN CONTROLLING US. ‘THOU SHALT BECOME AS GODS, KNOWING GOOD AND EVIL,’ GOOD AND EVIL WITH WHICH TO KEEP CHILDREN UNDER CONTROL, WITH WHICH TO PREVENT FAMILIAL AND NATIONAL LOYALTIES AND WITH WHICH TO BLIND CHILDREN TO THEIR GLORIOUS INTELLECTUAL HERITAGE..

**“THE REINTERPRETATION AND EVENTUALLY ERADICATION OF THE CONCEPT OF RIGHT AND WRONG WHICH HAS BEEN THE BASIS OF CHILD TRAINING, THE SUBSTITUTION OF INTELLIGENT AND RATIONAL THINKING FOR FAITH IN THE CERTAINTIES OF THE OLD PEOPLE, THESE ARE THE BELATED OBJECTIVES OF PRACTICALLY ALL EFFECTIVE PSYCHOTHERAPY.**

**“WOULD THEY NOT BE LEGITIMATE OBJECTIVES OF ORIGINAL EDUCATION?”**

**“WOULD IT NOT BE SENSIBLE TO STOP IMPOSING OUR LOCAL PREJUDICES AND FAITHS ON CHILDREN AND GIVE THEM ALL SIDES OF EVERY QUESTION SO THAT IN THEIR OWN GOOD TIME THEY MAY HAVE THE ABILITY TO SIZE THINGS UP AND MAKE THEIR OWN DECISIONS.....”**

**“IF THE RACE IS TO BE FREED FROM ITS CRIPPLING BURDEN OF GOOD AND EVIL IT MUST BE PSYCHIATRISTS WHO TAKE THE ORIGINAL RESPONSIBILITY...THIS IS A CHALLENGE WHICH MUST BE MET.**

**“THE PEOPLE WHO MATTER ARE THE TEACHERS, THE YOUNG MOTHERS AND FATHERS, THE PARENT TEACHER ASSOCIATIONS, YOUTH GROUPS, SERVICE CLUBS, SCHOOLS AND COLLEGES, THE CHURCHES AND SUNDAY SCHOOLS--”**

**“EVERYONE CAN BE REACHED AND GIVEN HELP TOWARD INTELLECTUAL FREEDOM AND HONESTY FOR THEMSELVES AND FOR THE CHILDREN WHOSE FUTURE DEPENDS ON THEM?”**

**“THE BATTLE, IF IT IS TO BE  
UNDERTAKEN, WILL BE LONG AND  
DIFFICULT BUT TRUTH WILL PREVAIL--  
WHENEVER ENOUGH PEOPLE WANT IT  
TO...”**

**1948      EDITOR OF AMERICAN AFFAIRS  
PAMPHLETS:    EDUCATION CONTROLLED  
BY THE STATE DEPARTMENT AND  
UNESCO.**

**1948 SKINNER WRITES "WALDEN TWO", CHILDREN TO BE REARED BY THE STATE TO BE TRAINED FROM BIRTH TO DEMONSTRATE ONLY DESIRABLE CHARACTERISTICS AND BEHAVIOR.**

**"OBE" IS LIFELONG SKINNERIAN UTOPIA UNDER UMBRELLA OF UNELECTED COUNCILS (SITE-BASED MANAGEMENT).**

**CHICAGO MASTERY LEARNING 1968 WAS FIRST EXPERIMENT THAT RESULTED IN 19,000 MINORITY STUDENTS DROPPING OUT BY '80. ML USED IN ALL INNER CITY SCHOOLS FOR THIRTY YEARS.**

**NOW ALL CHILDREN ARE TARGETED FOR INTERNATIONAL DUMBDOWN WORK FORCE TRAINING METHOD OUT OF GERMANY, RUSSIA AND UNESCO. DON'T NEED WELL-EDUCATED PEOPLE FOR WORK FORCE. TECHNOLOGY TAKES CARE OF ALL DECISIONS. QUOTE STICHT AND OETTINGER. SEE 1987.**

**1951 MARSHALL-ROSENBERG BILL RE: MANDATORY COMMUNITY SERVICE.**

**MANDATED COMMUNITY SERVICE TO GRADUATE IN MOST SCHOOLS 1995.**

**BEGINNING OF MANDATORY LIFELONG COMMUNITY SERVICE FOR ALL. START WITH STUDENTS. UNCONSTITUTIONAL (SLAVE CLAUSE).**

**1952 ALICE MIEL, "COOPERATIVE PROCEDURES IN LEARNING" PROFESSOR OF EDUCATION, TEACHERS COLLEGE, COLUMBIA. SAYS:**

**"BRIGHT STUDENTS DON'T LIKE COOPERATIVE LEARNING."**

**IS ABSOLUTELY DUMBING DOWN COMMUNIST/NAZI EDUCATION: FOR THE GOOD OF THE GROUP (STATE).**

**1953 "SUBVERSIVE INFLUENCE IN THE EDUCATIONAL PROCESS", U.S. CONGRESS HEARINGS, BELLA DODD, ROBERT MORRIS, COUNSEL.**

**MORRIS RESPONSIBLE FOR PUBLISHING BY AMERICA'S FUTURE "SOVIETS IN CLASSROOM" BY ISERBYT, 1989.**

**MAJOR D.C. (BELTWAY) CONSERVATIVE LEADERSHIP REFUSE TO COVER U.S.-SOVIET (REAGAN-GORBACHEV) EDUCATION AGREEMENTS, 1985.**

**1953 NORMAN DODD, CONGRESSIONAL INVESTIGATION TAX-EXEMPT FOUNDATIONS TOLD BY PRESIDENT, FORD FOUNDATION THAT WHITE HOUSE**

***"SUPPORTS MERGER OF UNITED STATES AND SOVIET UNION. "***

- 1958 PRESIDENT EISENHOWER SIGNS FIRST U.S. SOVIET AGREEMENTS, INCLUDING EDUCATION, AT PEAK OF COLD WAR.**
- 1958 NATIONAL DEFENSE EDUCATION ACT PASSED OSTENSIBLY TO DEAL WITH "SCIENCE CRISIS" (SPUTNIK)**
- 1958 N.Y. TIMES OCT. 16 "A SIX- MEMBER COMMITTEE RECOMMENDED TODAY THAT THE U.N. SEEK TO INFLUENCE WORLD OPINION BY A CONCENTRATED ATTACK ON THE MINDS OF PEOPLE."**
- 1959 COMMITTEE FOR ECONOMIC DEVELOPMENT'S FIRST MAJOR POLICY STATEMENT ON EDUCATION "PAYING FOR BETTER PUBLIC SCHOOLS' DEVELOPMENT" (NOTE: CED DOMESTIC ARM OF CFR AND BECAME MAJOR PLAYER WITH CARNEGIE IN RESTRUCTURING OF NATION THROUGH WORK FORCE TRAINING., ETC. SEE 1985 PUBLICATION)**



**1960 PRESIDENT'S COMMISSION ON NATIONAL GOALS SUBMITTED TO PRESIDENT EISENHOWER IN LATE NOVEMBER OF 1960.**

**THE 372-PAGE VOLUME "GOALS FOR AMERICANS" RECOMMENDS CARRYING OUT OF INTERNATIONALIST SOCIALIST AGENDA FOR AMERICA. SAYS AT END:**

**'ATTRIBUTED TO AMERICAN ASSEMBLY', FOUNDED BY DWIGHT D. EISENHOWER IN 1950 WHEN HE WAS PRESIDENT OF COLUMBIA UNIVERSITY.**

**ATTACHED TO PAPER IS PAMPHLET:**

**"SUGGESTIONS FOR HOLDING A LOCAL ASSEMBLY ON NATIONAL GOALS."**

**THE PROCESS FOR ARRIVING AT "CONSENSUS" IN PAMPHLET IS ACTUALLY GROUP DYNAMICS. (CONSENSUS IS NOT CONSENT!)**

**THESE DOCUMENTS PROVE THERE HAS BEEN A WELL-FORMULATED AND FUNDED PLAN TO CHANGE AMERICA'S FREE SYSTEM OF GOVT. THROUGH DECISION-MAKING BY UNELECTED TASK FORCES, SOVIET-STYLE 5-YEAR PLANS, DELPHI-TYPE DISCUSSION GROUPS, ETC.**

**1960**    **UNESCO'S CONVENTION AGAINST DISCRIMINATION IN EDUCATION, PARIS. SETS GROUNDWORK FOR CONTROL OF AMERICAN EDUCATION, PUBLIC AND PRIVATE.**

**1964**    **EXCERPTS FROM FREE MIND, AMERICAN HUMANIST ASSOCIATION MAGAZINE,,JUNE-JULY 1964 ISSUE, ARTICLE ENTITLED "ETHICAL EDUCATION":**

**"AT A 1962 HUMANIST MEETING IN LOS ANGELES FOUR WOMEN ATTENDED A WORKSHOP ON HUMANIST FAMILY SERVICES AND BEGAN TO LAY THE GROUNDWORK FOR THE AHA'S WIDESPREAD INVOLVEMENT IN ETHICAL EDUCATION FOR CHILDREN. ..**

**FROM THE MEETING CAME INTEREST FROM MANY AHA MEMBERS AND CHAPTERS CONCERNED WITH THE FUTURE OF HUMANIST VALUES FOR THEIR CHILDREN...**

**THE INTRODUCTION TO THE SERIES STRESSES THE IMPORTANCE OF ANY ETHICAL EDUCATIONAL PROGRAM AND POINTS OUT THAT, 'THE PURPOSE OF A HUMANIST ETHICAL EDUCATION PROGRAM SHOULD BE TO PROVIDE THE CHILD WITH THE TOOLS BY WHICH HE CAN MAKE HIS OWN DECISIONS.**

**HOPEFULLY, THESE DECISIONS WILL BE IN ACCORDANCE WITH HIS GENERAL ORIENTATION TO LIFE.'**

**DISCUSSION IS IMPORTANT, THE INTRODUCTION SAYS, TO AVOID 'THE ALMOST UNCONSCIOUS TENDENCY TOWARD INDOCTRINATION..**

**THIS UNIQUE HUMANIST APPROACH TO THE EDUCATION OF YOUNG PEOPLE STRESSES FOUR MAJOR CHARACTERISTICS', ONE OF WHICH WAS (ED.) 'A CONCEPT OF FREEDOM OF THOUGHT AND ACTION, AND INDEPENDENCE FROM SUPERSTITIONS AND PREJUDICES.'"**

**FROM THIS TIME ON PARENTS WERE INVOLVED IN PROTECTING THEIR CHILDREN FROM THE PUBLIC SCHOOLS' CONCERTED ASSAULT ON TRADITIONAL VALUES THROUGH**

**VALUES CLARIFICATION, CHARACTER EDUCATION, CITIZENSHIP EDUCATION, SEX EDUCATION, DRUG EDUCATION, AND MOST ANY PROGRAM THAT HAS THE WORD "EDUCATION" ATTACHED TO IT.**

**BEWARE OF THE INNOCENT SOUNDING CHARACTER EDUCATION BEING PUSHED BY PARTNERSHIP OF LIBERALS AND CONSERVATIVES IN NINETIES**

**1965**      **PASSAGE OF ESEA. .. BEGINNING OF INTERNATIONALIZATION OF EDUCATION, ACCOUNTABILITY (MBO,PPBS) MOVEMENT, EQUITY, COMMENCEMENT OF DECLINE IN TEST SCORES AND MORALITY.**

**TARGETED LOW INCOME & MINORITIES FOR EXPERIMENTATION WITH SKINNERIAN 'BASIC SKILLS' PROGRAMS:**

**("FOLLOW THROUGH" EXPERIMENT PROGRAMMED/ MASTERY LEARNING/DIRECT INSTRUCTION AND CHILD/ CENTERED AFFECTIVE EDUCATION PROVED TO BE DISASTER.)**

**1965**      **NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS IN PLACE.**

**CARNEGIE CORPORATION AND SPENCER FOUNDATION KEY NAEP PLAYERS AND FINANCIAL BACKERS.**

**1965**      **EDUCATION COMMISSION OF STATES FORMED . UNCONSTITUTIONAL SINCE CALLED FOR FORMATION OF PACT BETWEEN STATES.**

**FUNDED BY CARNEGIE CORPORATION.**

**GOVERNORS IMPLEMENT BY EXECUTIVE ORDER. RECEIVES NAEP CONTRACT WHICH TRANSFERRED TO EDUCATIONAL TESTING SERVICE (ETS) IN 1981.**

**1965 BSTEP: BEHAVIORAL SCIENCE TEACHER EDUCATION PROGRAM INITIATED TO CHANGE TEACHER FROM TRANSMITTER OF KNOWLEDGE/CONTENT TO SOCIAL CHANGE AGENT/ FACILITATOR/ CLINICIAN. TRADITIONAL PUBLIC SCHOOL ADMINISTRATORS APPALLED AT NEW DIRECTION FOR TEACHERS.**

**1966 INDIVIDUALLY GUIDED EDUCATION GETS OFF THE GROUND AS A PART OF COMMUNITY EDUCATION. BEGINNING OF MASTERY LEARNING/OBE. OUT OF CARNEGIE'S UNIVERSITY OF PITTSBURGH. SKINNERIAN PERFORMANCE-BASED (OUTCOMES-BASED) EVERYTHING. NECESSARY FOR CONTROL OF THE INDIVIDUAL.**

**1966 EXEMPLARY CENTER FOR READING INSTRUCTION, ETHNA REID, RECEIVES FEDERAL GRANT (UNPRECEDENTED DOLLARWISE) TO DEVELOP MASTERY LEARNING/OBE PROGRAM WHICH USES STOP WATCHES SKINNERIAN ANIMAL-TRAINING, TOKENS, REWARDS, ETC.**

**ARIZONA FEDERATION OF  
TEACHERS, MUCH LATER IN 1984,  
PASSES RESOLUTION DRAFTED BY ANN  
HERZER CALLING FOR "FEDERAL  
GOVERNMENT TO STOP FUNDING  
SKINNERIAN BEHAVIOR MODIFICATION  
PROGRAMS THAT USE OPERANT  
CONDITIONING UNDER THE GUISE OF  
MASTERY LEARNING, CLASSROOM  
MANAGEMENT, PRECISION TEACHING,  
STRUCTURED LEARNING AND  
DISCIPLINE, AND PETITION THE U.S.  
CONGRESS FOR PROTECTION AGAINST  
THE USE OF SUCH METHODS ON  
TEACHERS AND STUDENTS WITHOUT  
THEIR PRIOR CONSENT." ARIZONA  
RESOLUTION IS TABLED BY PRESIDENT  
AMERICAN FEDERATION OF TEACHERS,  
AL SHANKER, AT ANNUAL AFT  
MEETING IN WASHINGTON, D.C. THIS IS  
UNDERSTANDABLE, IN RETROSPECT,  
SINCE SHANKER IS A MEMBER OF THE  
TRILATERAL COMMISSION WHICH IS  
CONCERNED WITH GLOBAL WORK-  
FORCE TRAINING WHICH USES  
SKINNERIAN MASTERY LEARNING.**

**SECRETARY T. H. BELL, U.S. DEPT. OF  
EDUCATION, 1981, REFUSES TO  
INVESTIGATE CONGRESSIONAL  
COMPLAINTS RE ECRI.**

**1967** EDITH KERMIT ROOSEVELT ARTICLE  
"AN AMERICAN AGITPROP: WORLD  
PEACE FOUNDATION IN 1959 BEGAN  
SERIES OF SEVEN BOOKLETS ENTITLED:  
'STUDIES IN CITIZEN PARTICIPATION IN  
INTERNATIONAL RELATIONS'".

**STUDIES EXPRESS CONCERN NEGRO  
TOO PATRIOTIC; CATHOLICS TOO  
RELIGIOUS.**

**1968** PROF. JOHN GOODLAD, KEY CHANGE  
AGENT, IN ARTICLE 'LEARNING AND  
TEACHING IN THE FUTURE', NEA  
JOURNAL, 1968, SAYS "THE MOST  
CONTROVERSIAL ISSUES OF THE  
TWENTY-FIRST CENTURY WILL PERTAIN  
TO THE ENDS AND MEANS OF  
MODIFYING HUMAN BEHAVIOR AND WHO  
SHALL DETERMINE THEM. THE FIRST  
EDUCATIONAL QUESTION WILL NOT BE  
'WHAT KNOWLEDGE IS OF THE MOST  
WORTH?' BUT 'WHAT KINDS OF HUMAN  
BEINGS DO WE WISH TO PRODUCE?' THE  
POSSIBILITIES VIRTUALLY DEFY OUR  
IMAGINATION."

**1968** CHICAGO MASTERY LEARNING,  
NATIONAL PILOT FOR OBE/ME.  
EDUCATION WEEK, 3/6/95 ARTICLE  
STATES "CALLING THE DROPOUT  
PROBLEM IN CHICAGO 'A HUMAN  
TRAGEDY OF ENORMOUS DIMENSIONS,'

**A RECENT STUDY HAS FOUND THAT ALMOST HALF OF THE 39,500 PUBLIC SCHOOL STUDENTS IN THE 1980 FRESHMAN CLASS FAILED TO GRADUATE..."**

**PROJECT KNOWN AS A CONTINUOUS DEVELOPMENT-MASTERY LEARNING PROJECT; COVERED NOT ONLY ACADEMIC, BUT AFFECTIVE (SOCIAL AND VALUES EDUCATION) USING COMMUNITY AS A RESOURCE, SCHOOL-BASED MANAGEMENT, COMMUNITY SERVICE, AND NON-GRADING. THE LAST PARAGRAPH OF THE PAPER READS:**

***"THE FUTURE OF CHICAGO RESTS UPON THE ABILITY OF ITS SCHOOLS TO FUSE THE NEEDS OF TODAY WITH THE DEMANDS OF TOMORROW. WE WILL BE SUCCESSFUL IN CONFRONTING THIS CHALLENGE IF WE CAN EFFECTIVELY DEVELOP A COORDINATED PROGRAM WITHIN WHICH PUPILS, INSTRUCTIONAL PERSONNEL, MEMBERS OF THE COMMUNITY, AND INSTITUTIONS OF HIGHER EDUCATION WORK JOINTLY FOR THE ACHIEVEMENT OF INTELLECTUAL MASTERY, THE DEVELOPMENT OF SOCIAL RESPONSIBILITY AND THE RECONSTRUCTION OF THE LIFE OF THE CITY ."***

**SETS UP UNELECTED ADVISORY COUNCILS (SOVIETS), SOCIAL SERVICES IN SCHOOLS.**



**CHIEF ARCHITECTS ARE BLOOM AND SHULMAN, WHO IS LATER (1989) REWARDED WITH CONTRACT TO REFORM TEACHER EDUCATION (CARNEGIE-FUNDED NATIONAL BOARD FOR PROFESSIONAL TEACHER CERTIFICATION), ALTHOUGH HE AND BLOOM RESPONSIBLE FOR CHICAGO ML DISASTER.**

**1969 CALIFORNIA "THE MODEL", PPBS, "OPERATION PEP", PENNSYLVANIA'S TEN QUALITY GOALS. BEGINNING OF OBE, NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS (NAEP) AND REMEDIATION OF STUDENTS' VALUES AND BELIEFS. (HOGE 1985 PROTECTION OF PUPIL RIGHTS AMENDMENT CASE.)**

**(OBE/ML IS SOVIET EDUCATION: 1960 HEW "SOVIET EDUCATION" DESCRIBES SOVIET MASTERY LEARNING PROGRAMS; ALSO PROF. PAUL DE HART HURD, STANFORD, DISCUSSION OF EDUCATION IN COMMUNIST COUNTRIES, 1980, DESCRIBES SIMILARITIES BETWEEN COMMUNIST EDUCATION AND OBE/ML.)**

1969      **“TOWARD A NEW ERA FOR EDUCATION  
IN HAWAII: MASTER PLAN FOR PUBLIC  
EDUCATION IN HAWAII”, HAWAII  
DEPARTMENT OF EDUCATION  
HONOLULU, HAWAII, 1969, FEDERALLY  
FUNDED UNDER USOE TITLE V, SEC. 503,  
P.L. 89-10. EXCERPTS FOLLOW:**

**“RECOMMENDATIONS:**

**BEHAVIORAL SCIENCES SUBJECT  
MATTER SHOULD BE A PART OF OUR  
MODERN CURRICULUM TO PROVIDE A  
BASIS FOR SELF KNOWLEDGE AND  
BEHAVIORAL CONCEPTS;**

**STUDY OF ETHICAL TRADITIONS,  
CONCEPTS AND CHANGES IN VALUE  
STRUCTURE SHOULD BE EMPHASIZED;**

**DOE SHOULD *EXPERIMENT* WITH THE  
GROUP THERAPY, ROLE PLAYING AND  
ENCOUNTER GROUP APPROACH THAT  
ARE PROFESSIONALLY PLANNED AND  
CONDUCTED, AS A BASIS FOR  
UNDERSTANDING OTHER PEOPLE,  
RACES AND POINTS OF VIEW. ALSO A  
PROGRAM OF STUDENT EXCHANGE AND  
PLANNED TRAVEL WITH MAINLAND  
DISTRICTS AND SCHOOL SYSTEMS IN  
OTHER NATIONS SHOULD BE  
DEVELOPED...**

**NEW PROGRAMS MUST BE THOUGHT  
OUT, PILOT TESTED AND IMPLEMENTED,  
INCLUDING: 1) CULTURAL**

**ANTHROPOLOGY; 2) COMPUTER PROGRAMMING AND SIMULATION; 3) GAMING TECHNIQUES; 4) SYSTEMS DEVELOPMENT, ET AL.”**

**NOTE: THE HAWAII MASTER PLAN WAS ONE OF THE FIRST FEDERALLY-FUNDED EXPERIMENTS WITH PLANNING, PROGRAMMING, BUDGETING, MANAGEMENT SYSTEMS. SEE OPERATION ‘PEP’ ABOVE.**

**1969 “PACESETTERS IN INNOVATION...  
...CUMULATIVE ISSUE OF ALL PROJECTS  
IN OPERATION AS OF FEBRUARY 1969”,  
TITLE III, SUPPLEMENTARY CENTERS  
AND SERVICES PROGRAM ELEMENTARY  
AND SECONDARY EDUCATION ACT OF  
1965, U.S. DEPT. OF HEALTH,  
EDUCATION, AND WELFARE.**

**INCREDIBLE 584-PAGE CATALOG OF  
CONTROVERSIAL EDUCATION  
PROGRAMS FOR USE BY PUBLIC  
SCHOOLS. GIVES RESUMES OF VALUE-  
DESTROYING, AFFECTIVE, SELF-  
ESTEEM, INDIVIDUALIZED ED, OPEN  
CLASSROOM, ETC., ETC., ETC.:  
EVERYTHING NORMAL PARENTS AND  
TEACHERS HAVE RESISTED FOR 30  
YEARS. THESE AND FUTURE EQUALLY  
DESTRUCTIVE PROGRAMS WERE  
RESPONSIBLE FOR THE MORAL AND  
ACADEMIC HANDICAPPING OF TWO  
GENERATIONS OF OUR CHILDREN.**

**1970 RONALD HAVELOCK'S FEDERALLY - FUNDED "CHANGE AGENTS' GUIDE TO INNOVATION". AUTHOR OF THIS PUBLICATION TOOK TRAINING IN HOW TO BECOME A CHANGE AGENT, HOW TO IDENTIFY RESISTERS,ETC**

**GOAL IS BRAINWASHING COMMUNITY INTO ACCEPTING CONTROVERSIAL CURRICULA. ONE OF AUTHENTIC CASE STUDIES IN TEXTBOOK (INSTRUCTION IN HOW TO GET COMMUNITIES TO ACCEPT CONTROVERSIAL PROGRAMS) ADMITS THAT PURPOSE OF SEX EDUCATION IS TO MAKE STUDENTS MORE PERMISSIVE AND HUMANISTIC IN THEIR ATTITUDES TOWARDS DRUGS AND SEX.**

**CONTINUATION FED/ FUNDING IN 1980.**

**SAME METHODS AS THOSE RECOMMENDED IN RECENT (1994) NATIONAL GOALS PANEL COMMUNITY ACTION TOOL KIT TO BRAINWASH COMMUNITIES INTO ACCEPTING GOALS 2000.**

**1971 THE SECRETARIAT OF UNESCO CALLED UPON GEORGE W. PARKYN TO 'OUTLINE A POSSIBLE MODEL FOR A(N) (EDUCATION) SYSTEM BASED ON THE IDEAL OF A CONTINUOUS EDUCATION PROCESS THROUGHOUT THE LIFETIME OF THE LEARNER...A**

**MEANS OF BRINGING AN EXISTING NATIONAL SCHOOL SYSTEM INTO LINE WITH LIFELONG LEARNING.**

**1972 PRESIDENT NIXON CREATES NATIONAL INSTITUTE OF EDUCATION. 90% NATIONAL RESEARCH EFFORT IS FEDERALLY FUNDED.**

**SINCE DEFINITION RESEARCH COVERS EVERYTHING GOING ON IN SCHOOLS WITH EXCEPTION SALARIES, BUILDINGS, PENCILS, BOOKS, DESKS, I.E., RESEARCH IS THE *PHILOSOPHY*, *THIS 90% FEDERAL FUNDING IS THE FEDERAL CONTROL OF OUR LOCAL SCHOOLS.***

**EDWARD A. CURRAN, DIRECTOR OF NIE DURING REAGAN ADMINISTRATION, IS FIRED BY SECRETARY T. H. BELL IN 1982 FOR CALLING FOR THE DISMANTLING OF NIE.**

**CURRAN SAID "NIE IS BASED ON THE PREMISE THAT EDUCATION IS A SCIENCE WHOSE PROGRESS DEPENDS ON SYSTEMATIC 'RESEARCH AND DEVELOPMENT.' AS A PROFESSIONAL EDUCATOR, I KNOW THAT THIS PREMISE IS FALSE.**

- 1971** "INDIVIDUALIZED LEARNING LETTER," FEBRUARY 22, 1971  
"INDIVIDUALIZED EDUCATION... REDESIGNING EDUCATION FOR TOMORROW", SCANLON, LESSINGER, NEA, AND USOE PRESENT AT CONVENTION.
- 1972** ASSOCIATION FOR EDUCATIONAL COMPUTING AND TECHNOLOGY (SPIN-OFF NEA) PAPER SAYS "TECHNOLOGY NOT NEUTRAL." IF YOU DON'T AGREE WITH MESSAGE, NOT ETHICAL TO PARTICIPATE IN PROGRAM. (SAME ARGUMENTS BEING MADE IN 1995 BY PARENTS.)
- 1972** ON FEB. 7, 1972 THERE WAS HELD A WHITE HOUSE CONFERENCE ON THE INDUSTRIAL WORLD AHEAD, WHICH WAS CALLED; "A LOOK AT BUSINESS IN 1990". AS ONE OF THE PARTICIPANTS AT THAT CONFERENCE, ROY ASH OF LITTON INDUSTRIES, LATER APPEARED BEFORE THE LOS ANGELES CHAMBER OF COMMERCE TO TELL WEST COAST BUSINESSMEN WHAT WAS DECIDED AT THE WHITE HOUSE CONFERENCE. FOLLOWING IS PART OF WHAT ROY ASH TOLD HIS LOS ANGELES AUDIENCE:

**“OUR PARTICULAR PANEL WAS  
COMPRISED OF JEAN FRERE, MANAGING  
PARTNER OF BANQUE LAMBERT,  
BRUSSELS, BELGIUM; ROBERT V.ROOSA  
PARTNER OF BROWN BROTHERS  
HARRIMAN AND CO., U.S.A., ROBERTO  
CAMPOS, PRESIDENT OF THE  
INTERNATIONAL BANK, SAO PAULO,  
BRAZIL; AND PETER G. PETERSON, THEN  
ASSISTANT TO PRESIDENT NIXON FOR  
INTERNATIONAL ECONOMIC AFFAIRS  
AND EXECUTIVE DIRECTOR OF THE  
COUNCIL ON INTERNATIONAL ECONOMIC  
POLICY, AND NOW THE SECRETARY OF  
COMMERCE.**

**..THE THRESHOLD QUESTION IS, WHY  
IS WORLD BUSINESS SO IMPORTANT TO  
US ANYWAY? WHY DON'T WE JUST  
CONCENTRATE ON IMPROVING THE U.S.  
BUSINESS AND ECONOMY? ISN'T THAT  
ENOUGH CHALLENGE?**

**THE ANSWER IS THAT INCREASING  
ECONOMIC AND BUSINESS  
INTERDEPENDENCE AMONG NATIONS IS  
THE KEYNOTE OF THE NEXT TWO  
DECADES OF WORLD BUSINESS--  
*DECADES THAT WILL SEE MAJOR STEPS  
TOWARD A SINGLE WORLD ECONOMY*  
EVOLVE OUT OF TODAY'S  
INCREASINGLY INTERACTING, BUT STILL  
SEPARATE, NATIONAL ECONOMY.**

**AS CITY, STATE AND REGIONAL  
ECONOMIES IN THIS COUNTRY**

**HAVE BECOME MELDED INTO A SINGLE AND HIGHLY INTERACTIVE NATIONAL ECONOMY, SO INDIVIDUAL NATIONAL ECONOMIES WILL MELD INTO A SINGLE WORLD ECONOMIC SYSTEM. ...SOME ASPECTS OF INDIVIDUAL SOVEREIGNTY WILL BE GIVEN OVER TO INTERNATIONAL AUTHORITY...AS IMPORTANTLY, *INTERNATIONAL AGREEMENTS BETWEEN THE SOCIALIST AND THE PRIVATE PROPERTY ECONOMIES* ADD A DIFFERENT DIMENSION TO THE PROBLEMS FOR WHICH SOLUTIONS NEED BE FOUND OVER THE YEARS AHEAD.**

***BUT AS JEAN FRERE FORECASTS, THE SOCIALIST COUNTRIES WILL TAKE MAJOR STEPS TOWARD JOINING THE WORLD ECONOMY BY 1990.* HE GOES SO FAR AS TO SEE THEM BECOMING MEMBERS OF THE INTERNATIONAL MONETARY FUND, THE SINE QUA NON FOR EFFECTIVE PARTICIPATION IN MULTILATERAL COMMERCE.**

**THEN ALSO, BY 1990 AN IMAGINATIVE VARIETY OF CONTRACTUAL ARRANGEMENTS WILL HAVE BEEN DEVISED AND PUT INTO OPERATION BY WHICH THE SOCIALIST COUNTRIES AND THE PRIVATE CAPITAL COUNTRIES WILL BE DOING CONSIDERABLE BUSINESS**



**TOGETHER, NEITHER BEING  
REQUIRED TO ABANDON ITS BASE  
IDEOLOGY...**

**AND SINCE MAJOR ECONOMIC MATTERS  
IN ALL COUNTRIES ARE ALSO  
IMPORTANT POLITICAL MATTERS IN AND  
BETWEEN COUNTRIES, THE  
INEVITABLE CONSEQUENCE OF  
THESE PROPOSITIONS IS THAT THE  
BROADER AND TOTAL DESTINIES--  
ECONOMIC, POLITICAL AND SOCIAL--  
OF ALL THE WORLD'S NATIONS ARE  
CLOSELY INTERLOCKED.**

**WE ARE CLEARLY AT THAT POINT  
WHERE ECONOMIC ISSUES AND THEIR  
RELATED EFFECTS CAN BE  
CONSIDERED ONLY IN TERMS OF A  
TOTAL WORLD DESTINY, NOT JUST  
SEPARATE NATIONAL DESTINIES,  
AND CERTAINLY NOT JUST A  
SEPARATE GO-IT-ALONE DESTINY  
FOR THE UNITED STATES."**

**(NOTE: FROM THE NO. 1 PATRIOT OF ALL, DON  
BELL, PALM BEACH, FL.,1972:**

**"IN SIMPLER WORDS: WE SHALL HAVE  
WORLD GOVERNMENT WHETHER WE  
LIKE IT OR NOT. AND THE  
OLIGARCHISTS WHO SAY THIS KNOW  
WHEREOF THEY SPEAK; BECAUSE THEY  
HAVE THEIR PLAN, IT HAS BEEN PUT  
INTO OPERATION, AND IT IS NOW  
WORKING AND BEING WORKED AT**

**EVERY LEVEL OF SOCIETY:  
INTERNATIONAL, NATIONAL, REGIONAL  
AND AT STATE, COUNTY, CITY AND  
COMMUNITY LEVELS. THIS  
REVOLUTIONARY PLAN FOR THE  
RESHAPING OF THE WORLD IS  
COMPLEX, DIFFICULT TO UNDERSTAND  
BECAUSE OF ITS SEMANTICS. EVEN THE  
NAME OF THE PLAN IS DISARMING,  
SEEMINGLY INNOCENT, AND  
INNOCUOUS.**

**THE PLAN IS CALLED THE 'PLANNING-  
PROGRAMMING-BUDGETING SYSTEM'  
AND FEW PEOPLE OTHER THAN ITS  
OPERATORS EVEN KNOW OF THE PLAN'S  
EXISTENCE.'")**

**IF YOU WANT INFORMATION RE "THE PLAN",  
WRITE /CALL THE NATIONAL/INTERNATIONAL  
EXPERT ON "THE PLAN", MAUREEN HEATON,  
HART PUBLICATIONS, 1507 LINCOLN ST.,  
BELLINGHAM, WASHINGTON 98226; TELEPHONE:  
360-676-2733. ORDER HER BOOK "THE  
IMPOSSIBLE DREAM" AND SPREAD THE  
INFORMATION FAR AND WIDE.**

**1972 T.H. BELL, "COMMUNITY EDUCATION PROGRAM IS KEY TO ALL OTHERS" (SUPT. GRANITE SCHOOL DISTR. UTAH & FATHER OF MANAGEMENT BY OBJECTIVES, PPBS AND DUMBDOWN "FUNCTIONAL LITERACY" LIFE SKILLS/OBJECTIVES IN SCHOOLS)**

**1974 COMMUNITY SCHOOLS ACT. T. H. BELL NAMED TO MOTT'S NATIONAL BOARD TO "HELP GUIDE FUTURE OF COMMUNITY ED." COMMUNITY EDUCATION NOW INTERNATIONAL, IN ALL DEVELOPED COUNTRIES. \$ 3.5 MILLION DOLLARS AWARDED TO COMMUNITY EDUCATION. 93 ED AGENCIES RECEIVED THIS AID.**

**1974 "MAN, EDUCATION, AND SOCIETY IN THE YEAR 2000" EXCERPT FROM REPORT OF THE FIFTH ANNUAL CHIEF STATE SCHOOL OFFICERS INSTITUTE, FUNDED BY THE OFFICE OF EDUCATION, U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE. CSSO MEETINGS ARE CLOSED TO THE PUBLIC.**

**"THE TRADITIONAL CLUSTER OF KNOWLEDGE, SKILLS, VALUES AND CONCEPTS WILL NOT HELP OUR YOUNG FACE THE FUTURE IN THEIR PRIVATE LIFE, THE INTERNATIONAL SITUATION, THEIR CITIZEN ROLE, THEIR WORK ROLE, NOR THE AREA OF ENERGY, NATIONAL RESOURCES OR GROWTH...**

**EDUCATION CANNOT BE COMPLETED DURING THE CHILDHOOD AND YOUTH OF THE INDIVIDUAL...**

**KNOWLEDGE IS NOT ENOUGH --THE USE OF KNOWLEDGE AND ITS EFFECT ON THE FUTURE MUST BE UNDERSTOOD...**

**INDIVIDUALS NEED MORE LEARNING ABOUT SOCIAL PROCESS WITH A GREATER EMPHASIS ON PARTICIPATION IN GROUP DECISION MAKING...**

**THERE CAN BE NO SUCH THING AS A 'VALUE FREE' EDUCATION. AS LEARNING BECOMES MORE TIED TO THE**

**FUTURE, PERSONAL AND SOCIETAL  
CHANGE 'VALUES' COME TO THE  
FOREGROUND...**

**PERHAPS THERE IS A NEED FOR  
CLARIFICATION OF NEW VALUES  
NEEDED TO SOLVE FUTURE  
PROBLEMS...**

**IN THE UNITED STATES TODAY, EVERY  
CITIZEN MUST LEARN THE BASIC TOOL  
SKILLS IF HE IS TO FUNCTION AS A  
CITIZEN IN A DEMOCRACY AND AS AN  
INDIVIDUAL IN HIS PRIVATE, PUBLIC AND  
WORK LIFE.**

**IN ADDITION TO THE THREE Rs, THE  
BASIC SKILLS WOULD APPEAR TO  
INCLUDE GROUP PARTICIPATION,  
ENVIRONMENTAL RELATIONSHIPS AND  
PLANNING FOR THE FUTURE...**

**WAYS MUST BE FOUND AND POLICIES  
ESTABLISHED IN THE STATES WHICH  
PROVIDE OPPORTUNITIES FOR YOUTH  
TO PARTICIPATE IN THE REAL WORLD AS  
PART OF THEIR EDUCATION...**

**EDUCATION CREDIT SHOULD BE  
AVAILABLE TO STUDENTS FOR  
ACTIVITIES RELATED TO THEIR STUDIES  
IN WORK, VOLUNTEER ACTION,  
COMMUNITY PARTICIPATION, SCHOOL  
VOLUNTEER PROGRAMS AND OTHER  
PROGRAMS CONTRIBUTING TO THE  
BETTERMENT OF THE HOME, SCHOOL,**

## **COMMUNITY AND SOCIETY...**

**THE FIFTY STATES SHOULD ORGANIZE A COMMISSION TO ESTABLISH THE VALUES THAT ARE SIGNIFICANT TO APPROACHING PROBLEMS THAT MUST BE FACED IN THE FUTURE..**

**THE SIMPLE CONCEPT OF IMPROVING WHAT IS ALREADY BEING DONE IN EDUCATION WILL NOT BE ADEQUATE. IT MAY EVEN BE HARMFUL IN SOLVING PRESENT AND FUTURE PROBLEMS...**

**THE GREATEST DANGER SEEMS TO BE THAT SIMPLE IMPROVEMENT RATHER THAN BASIC CHANGE MIGHT BE ATTEMPTED."**

**(THE 1974 SYSTEMS REFORM PACKAGE WAS ANOTHER BLUEPRINT FOR THE SYSTEMS REFORM IN THE NINETIES...OBE)**

**1974 NATIONAL DIFFUSION NETWORK FORMED. TRANSMISSION BELT FOR FEDERALLY-FUNDED VALUE-CHANGING PROGRAMS, I.E., "NEW MODEL ME", "POSITIVE ATTITUDE TOWARDS LEARNING", ETC. (LOADED WITH VALUES CLARIFICATION, ROLE PLAYING, ETC. PRE- AND POST-TESTING FOR ATTITUDE CHANGE.)**

**NDN AND PACESETTERS (ABOVE) RESULTED IN PARENTAL OUTCRY AND ULTIMATELY PROTECTION OF PUPIL RIGHTS AMENDMENT (PPRA). CONTACT YOUR STATE DEPARTMENT OF EDUCATION FOR NDN CATALOG OF PROGRAMS PUBLISHED BY SOPRIS, INC.**

**1975 CONG. JOHN CONLAN, APRIL 9, 1975, SAID RE THE \$7 MILLION FEDERALLY-FUNDED NATIONAL SCIENCE FOUNDATION PROGRAM FOR TEN-YEAR OLDS "MAN: A COURSE OF STUDY" (MACOS):**

**"THE COURSE WAS DESIGNED BY A TEAM OF EXPERIMENTAL PSYCHOLOGISTS UNDER JEROME S. BRUNER AND B. F. SKINNER TO MOLD CHILDREN'S SOCIAL ATTITUDES AND BELIEFS ALONG LINES THAT SET THEM APART AND ALIENATE THEM FROM THE BELIEFS AND MORAL VALUES OF THEIR PARENTS AND LOCAL COMMUNITY."**

**(50 COMMERCIAL PUBLISHERS REFUSED TO PUBLISH THE COURSE OF STUDY BECAUSE OF ITS OBJECTIONABLE CONTENT.)**

**EXCERPT FROM "THE OBSERVER'S HANDBOOK", MACOS BOOKLET 8, p. 29: "WATCH A CHILD AND LIST THE NAMES OF ALL THE PEOPLE HE COOPERATES WITH. HOW DOES HE FEEL TOWARD THESE PEOPLE? WATCH FOR COOPERATION AMONG ADULTS...OBSERVE CHILDREN TO FIND OUT WHAT MAKES THEM ANGRY AND HOW THEY SHOW THEIR ANGER. KEEP A RECORD OF THINGS THAT MAKE YOU ANGRY...DO ADULTS EXPRESS THEIR ANGER DIFFERENTLY FROM THE WAY CHILDREN DO? HOW?"**

**1976 U.S. OFFICE OF EDUCATION (NIE) CONTRIBUTES TO FUNDING OF NO. 1 INTERNATIONAL EDUCATION CHANGE AGENT PROFESSOR JOHN GOODLAD'S "STUDY OF SCHOOLING" WHICH RESULTED IN FOUR BOOKS PUBLISHED BY MCGRAW HILL IN 1981:**

**"A PLACE CALLED SCHOOL", J. GOODLAD;**

**"COMMUNITIES AND THEIR SCHOOLS", DONALD DAVIES;**

**"ARTS AND THE SCHOOLS", JEROME HAUSMAN; AND**



**“SCHOOLING FOR A GLOBAL AGE”,  
JAMES BECKER.**

**THIS PROJECT, ALSO FUNDED  
BY MAJOR TAX-EXEMPT  
FOUNDATIONS, SET STAGE FOR  
EDUCATION RESTRUCTURING IN 80’S  
AND 90’S. ALL FIFTY STATE  
DEPARTMENTS OF EDUCATION  
RECEIVED THESE BOOKS.  
INTERESTING THAT MARC  
TUCKER, 1990’S DIRECTOR OF  
CARNEGIE’S NATIONAL CENTER ON  
EDUCATION AND THE ECONOMY  
(ROCHESTER, N.Y. NATIONAL OBE  
PILOT RESTRUCTURING  
DISASTER), INVOLVED IN NIE’S  
1976 DECISION TO ASSIST IN FUNDING  
GOODLAD STUDY.**

**1976 “FOUNDATIONS OF LIFELONG  
EDUCATION”, PUBLISHED FOR  
UNESCO INSTITUTE FOR EDUCATION,  
PERGAMON PRESS, CHAPTER 4:  
EXCERPT FROM “THEORETICAL  
FOUNDATIONS OF LIFELONG  
EDUCATION: A SOCIOLOGICAL  
PERSPECTIVE”, HENRI JANNE:**

**“IN EDUCATION A MONOLITHIC STRUCTURE IS COMPLETELY UNACCEPTABLE AS IT CREATES ORGANIZATIONS THAT, OWING TO THEIR HOMOGENEITY AND THEIR INELUCTABLE BUREAUCRATIC NATURE, ARE AVERSE TO CHANGE AND TO INDIVIDUAL OR LOCAL ADAPTATION.**

***DECENTRALIZATION OF THE GREATEST POSSIBLE NUMBER OF DECISIONS IS INDISPENSABLE IN A SYSTEM FOUNDED ON RESPONSIBLE CHOICE, ON INDIVIDUALIZATION AND EDUCATION DEFINED AS ‘LEARNING’ RATHER THAN ‘TEACHING’”. (emphasis added)***

**THIS CHAPTER IS VITAL TO AN UNDERSTANDING OF THE UNITED NATIONS’ ROLE IN THE RESTRUCTURING OF NOT ONLY AMERICAN EDUCATION, BUT OUR NATION ITSELF, THROUGH LIFELONG LEARNING (THE OLD COMMUNITY EDUCATION CONCEPT WHICH PUTS ALL SERVICES LIFELONG UNDER THE UMBRELLA OF THE SCHOOL DISTRICT) AND CALLS FOR DECENTRALIZATION, SITE-BASED MANAGEMENT BY UNELECTED OFFICIALS, CHOICE, CHARTER SCHOOLS, WORK FORCE TRAINING, INDIVIDUALIZED EDUCATION PLANS FOR CONTROL OF THE**

**INDIVIDUAL, PARTICIPATORY  
DEMOCRACY (CONSENSUAL DECISION-  
MAKING BY UNELECTED OFFICIALS) VS  
ACCOUNTABILITY TO TAXPAYERS  
(CONSTITUTIONAL REPUBLIC WITH ITS  
DECISION-MAKING BY ELECTED  
OFFICIALS.. ..CONSENT OF THE  
GOVERNED); DECENTRALIZATION OF  
SOCIAL SERVICES, ETC., ETC.**

**(SEE FEB. 1992 ISSUE OF EFFECTIVE  
SCHOOL REPORT WHICH DESCRIBES  
"POSSIBILITIES FOR PROJECTS  
BETWEEN EAST AND WEST WHICH  
MIGHT ASSIST THE PROCESS OF  
EDUCATIONAL REFORM IN RUSSIA AND  
OTHER REPUBLICS FORMERLY OF THE  
USSR."**

**PROJECTS ARE IDENTICAL TO  
UNITED NATIONS DECENTRALIZATION  
STRATEGY DESCRIBED IN  
"FOUNDATIONS OF LIFELONG  
LEARNING".**

**1976 NATIONAL EDUCATION ASSOCIATION  
(NEA) "CARDINAL PRINCIPLES FOR  
GLOBAL EDUCATION". PARTIAL LIST OF  
THOSE INVOLVED INCLUDES:**

**T. H. BELL, SECRETARY OF EDUCATION (  
"MR. MANAGEMENT BY OBJECTIVES"),**

**LUVERNE CUNNINGHAM, WHO LATER  
WENT INTO KY TO GET RID OF SCHOOL  
BOARDS (SITE-BASED MANAGEMENT);**

**THEODORE SIZER, COALITION FOR  
ESSENTIAL SCHOOLS (MR. "LESS IS  
MORE");**

**DAVID ROCKEFELLER;**

**PROF. BENJAMIN BLOOM, FATHER OF  
MASTERY LEARNING/OBE;**

**THE LATE RALPH TYLER, CENTER FOR  
ADVANCED STUDY IN THE BEHAVIORAL  
SCIENCES AND FATHER OF  
EDUCATIONAL EVALUATION;**

**McGEORGE BUNDY, FORD FOUNDATION;**

**REV. T. M. HESBURGH, NOTRE DAME  
UNIVERSITY;**

**NORMAN LEAR, ETC.**

**INCREDIBLE DOCUMENT  
PROVING MULTINATIONAL CORP/  
EDUCATION/RELIGION CHANGE  
AGENT INVOLVEMENT IN NEA AGENDA:  
RESTRUCTURING OF AMERICA FROM  
FREE MARKET/REPRESENTATIVE  
REPUBLIC TO DEMOCRATIC  
SOCIALIST/WORLD GOVT. NEA NOW  
DENIES EXISTENCE THIS PUBLICATION.**

**1977 EXCERPTS FROM THE SCHOOL  
COUNSELOR, SPECIAL ISSUE ON DEATH,  
MAY 1977, VOL. 24, NO. 5, AMERICAN  
PERSONNEL AND GUIDANCE ASSOC.**

**“THE LAST GOAL IS TO HELP STUDENTS  
CLARIFY THEIR VALUES ON SOCIAL AND  
ETHICAL ISSUES. AN UNDERLYING, BUT  
SELDOM SPOKEN, ASSUMPTION OF  
MUCH OF THE DEATH EDUCATION  
MOVEMENT IS THAT AMERICANS  
HANDLE DEATH AND DYING POORLY AND  
THAT WE OUGHT TO BE DOING BETTER  
AT IT.**

**AS IN THE CASE OF MANY OTHER  
PROBLEMS, MANY AMERICANS BELIEVE  
THAT EDUCATION CAN INITIATE  
CHANGE. CHANGE IS EVIDENT, AND  
DEATH EDUCATION WILL PLAY AS  
IMPORTANT A PART IN CHANGING  
ATTITUDES TOWARD DEATH AS SEX  
EDUCATION PLAYED IN CHANGING  
ATTITUDES TOWARD SEX INFORMATION  
AND WIDER ACCEPTANCE OF VARIOUS  
SEXUAL PRACTICES.”**

1977

**UNESCO DEVELOPMENT OF  
EDUCATIONAL TECHNOLOGY IN  
CENTRAL AND EASTERN EUROPE. SAME  
AS GOALS 2000 TECHNOLOGY PLAN,  
USA 1995. EXCERPT FROM  
DOCUMENT, PAGE 3:**

**“THE FACTORS  
EXERCISING A DECISIVE INFLUENCE ON  
THE PRESENT STANDARDS OF THE  
APPLICATION OF EDUCATIONAL  
TECHNOLOGY AND THE STRATEGIES  
AND RATE OF ITS FURTHER SPREAD IN  
THE COUNTRIES LISTED (EASTERN  
EUROPEAN AND SOVIET UNION) ABOVE  
ARE AS FOLLOWS: (A) THE  
OVERWHELMING MAJORITY OF THE  
COUNTRIES REPRESENTED (8 OUT OF  
10) ARE SOCIALIST STATES. THE  
SOCIALIST COUNTRIES ALSO HAVE A  
SUBSTANTIAL ADVANTAGE FROM THE  
ASPECT OF THE DEVELOPMENT OF  
EDUCATIONAL TECHNOLOGY BECAUSE  
THE TRAINING AND IN SERVICE  
TRAINING OF TEACHERS REST ON A  
UNIFORM BASIS. IN ADDITION,  
CURRICULA ARE UNIFORM IN  
THE INDIVIDUAL COUNTRIES AND FOR  
THE DIFFERENT TYPES OF SCHOOLS  
HARMONY BETWEEN THE CURRICULAR  
ACTIVITIES AND THE DEVELOPMENT OF  
EDUCATIONAL TECHNOLOGY CAN BE  
THEREFORE ESTABLISHED  
COMPARATIVELY EASILY.”**

1977

**WASHINGTON POST, AUGUST 1, 1977  
"COMPETENCY TESTS SET IN 26  
SCHOOLS: NEW CURRICULUM SHIFTS  
TEACHING METHODS IN DISTRICT" :**

**"ASSOCIATE SUPT. JAMES T. GUINES  
SAYS 'THE NEW CURRICULUM IS BASED  
ON THE WORK IN BEHAVIORAL  
PSYCHOLOGY OF HARVARD  
UNIVERSITY'S B. F. SKINNER WHO  
DEVELOPED TEACHING MACHINES AND  
EVEN TRAINED PIGEONS DURING  
WORLD WAR II TO PILOT AND DETONATE  
BOMBS AND TORPEDOES."**

**THOMAS STICHT, NAMED TO SECRETARY  
OF LABOR'S COMMISSION ON  
ACHIEVING NECESSARY SKILLS (SCANS)  
IN 1993 AND OBE/ML WILLIAM SPADY  
INVOLVED AS MASTERY LEARNING  
CONSULTANTS. NOTE STICHT  
DUMBDOWN QUOTE IN WASH. POST '87.**

1978

**U.S. DEPT OF ED FORMED; SECRETARY  
T. H. BELL TESTIFIES IN FAVOR. NEA  
LEADERSHIP PROMISES CARTER ITS  
SUPPORT IN RE-ELECTION IN EXCHANGE  
FOR DEPARTMENT.**

**INTERESTINGLY ENOUGH,  
MAJORITY AMERICAN TEACHERS  
OPPOSED TO CREATION U.S.  
DEPARTMENT OF EDUCATION.**

**1978 PROTECTION OF PUPIL RIGHTS  
AMENDMENT (HATCH AMENDMENT),  
WATERED DOWN VERSION OF EARLIER  
KEMP AMENDMENT,PASSES U.S. SENATE  
BY UNANIMOUS VOTE.**

**1980 UNESCO (UNITED NATIONS  
EDUCATIONAL SCIENTIFIC, CULTURAL  
ORGANIZATION) "EDUCATIONAL GOALS".  
ISBN 92-3-101970-8. PREFACE STATES IN  
PART:**

**"THE CRISIS OF EDUCATION,  
ABOUT WHICH SO MUCH HAS BEEN  
WRITTEN SINCE THE EARLY 1960S, MAY  
BE SEEN AS THE SOURCE OF THE NEED  
FOR CHANGE AND INNOVATION WHICH  
HAS BEEN FELT AND EXPRESSED SINCE  
THE EARLY 70S. BUT WHAT KIND OF  
INNOVATION? AND FOR WHAT  
PURPOSE? FOR WHAT BLUEPRINT OF  
SOCIETY AND TO TRAIN WHAT KIND OF  
MAN? THIS BOOK ON EDUCATIONAL  
GOALS IS BASED ON SUCH QUESTIONS  
AS THESE." THESE ARE THE GOALS  
UPON WHICH AMERICAN OUTCOMES  
ARE BASED.**



**1981**

**REAGAN NAMES T.H. BELL SECRETARY OF EDUCATION TO IMPLEMENT RADICAL AGENDA:**

**“A NATION AT RISK”, PHONEY ‘BACK TO BASICS’ BANDWAGON WHICH LULLED PARENTS TO SLEEP WHILE SETTING STAGE FOR LATER OBE/ML RESTRUCTURING;**

**“PROJECT BEST” (TECHNOLOGY);**

**UNCONSTITUTIONAL FAR WEST LAB/SPADY OUTCOMES-BASED EDUCATION UTAH GRANT;**

**MIDCONTINENT EDUCATION LABORATORY/SHIRLEY McCUNE RESTRUCTURING PILOT PROJECTS IN KANSAS AND NEBRASKA RECOMMENDS;**

**“MOVING FROM REPRESENTATIVE DEMOCRACY TO PARTICIPATORY DEMOCRACY; MOVING FROM LEFT VERSUS RIGHT POLITICS TO A POLITICS OF THE RADICAL CENTER.”**

**USES NAISBITT, CETRON, FERGUSON NEW AGE MODEL, I.E., “MEGATRENDS”.**

1981

**NEW YORK TIMES, 1/22/81 "RULES TO PROTECT HUMAN SUBJECTS APPROVED BY UNITED STATES":**

**"A SOURCE IN THE DEPARTMENT OF HEALTH AND HUMAN SERVICES SAID 'THE RULES, WHICH ARE MORE PERMISSIVE THAN THE EXISTING ONES, WERE CLEARED WITH THE REAGAN TRANSITION TEAM BEFORE MRS. HARRIS SIGNED THEM. ....**

**THE FIRST DRAFT OF THE NEW RULES PUBLISHED IN AUGUST 1979 BROUGHT A NEW ROUND OF PROTESTS FROM SOCIAL SCIENTISTS AND HISTORIANS WHO PROTESTED AGAINST BEING SUBJECTED TO THE SAME REVIEW PROCEDURES AS MEDICAL SCIENTISTS.**

**THE FINAL VERSION APPEARS TO HAVE RESPONDED TO MANY OF THEIR COMMENTS, EXEMPTING FROM 50 TO 80 PERCENT OF ALL RESEARCH PROJECTS NOW SUBJECT TO REVIEW, PRIMARILY IN THE SOCIAL AND BEHAVIORAL AREAS....**

**EXEMPTED FROM REVIEW ARE FIVE BROAD CATEGORIES OF STUDY THAT MRS. HARRIS, SECRETARY OF HHS, SAID POSE 'NO RISK, OR ONLY THE MOST MINIMAL RISK.' THEY ARE: EDUCATIONAL RESEARCH , PARTICULARLY FOR COMPARING DIFFERENT INSTRUCTIONAL**

**TECHNIQUES; RESEARCH INTO EDUCATIONAL TESTING WHEN THE SUBJECTS CANNOT BE IDENTIFIED; RESEARCH USING SURVEYS OR INTERVIEWS, EXCEPT WHEN SUBJECTS CAN BE IDENTIFIED AND THEREFORE THEIR PRIVACY VIOLATED;...”**

**IMPORTANT NOTE: EDUCATION RESEARCHERS IN 1995 HAVE PROOF GOVT. IDENTIFYING SUBJECTS IN EDUCATION, ETC. "WHEN JOHNNY TAKES THE TEST", THE CHRISTIAN CONSCIENCE, FIELDS, HOGE, LESLIE; SEPT. '95, FAX: 515-262-9854.**

**REPUBLICAN LEGISLATION TO ABOLISH ED DEPT. RECOMMENDS MOVING ED TO HHS/LABOR WHICH ACCORDING TO ABOVE ARTICLE HAS NO PROTECTION FOR HUMAN SUBJECTS IN EDUCATION RESEARCH, TESTING, ETC. NEW LEGISLATION DOES NOT INCLUDE "HARD FOUGHT FOR" 1978 PROTECTION OF PUPIL RIGHTS AMENDMENT.**

**1981 "FIRE IN THE MINDS OF MEN: THE ORIGINS OF THE REVOLUTIONARY FAITH", JAMES H. BILLINGTON, LATER TO BECOME LIBRARIAN OF CONGRESS. HE SAYS: "IT WAS ILLUMINISM THAT PROVIDED THE BASIC STRUCTURAL MODEL FOR 18TH AND 19TH CENTURY REVOLUTIONARY MOVEMENTS." BILLINGTON A MEMBER OF THE COUNCIL ON FOREIGN RELATIONS AND A FORMER SCHOLAR-IN-RESIDENCE OF THE ASPEN INSTITUTE.**

**1981 WHITE HOUSE FORMS "PRESIDENT'S TASK FORCE ON PRIVATE SECTOR INITIATIVES" WHICH AMONGST OTHER THINGS CALLS ON CABINET OFFICIALS TO "ASSIST...IN THE FORMATION AND EXPANSION OF PUBLIC/PRIVATE PARTNERSHIPS."**

**THIS WAS BEGINNING OF RESTRUCTURING OF AMERICA'S POLITICAL/ECONOMIC SYSTEM FROM FREE ENTERPRISE TO CORPORATE FASCISM/SOCIALISM (PLANNED ECONOMY) AND PUSH TOWARDS PUBLICLY-FUNDED PRIVATE EDUCATION I.E., "CHOICE/CHARTER SCHOOLS".**

**1982 SECRETARY BELL FUNDS AECT PROJECT BEST (BETTER EDUCATION SKILLS THROUGH TECHNOLOGY) WHICH STATES:**

**"WHAT WE CAN CONTROL AND MANIPULATE" AT STATE/LOCAL GOVT. LEVEL" AND**

**"STATE TEAM APPROACH AND COMMUNICATIONS NETWORK WITH PROFESSIONAL ASSOCIATIONS AND OTHER GROUPS ESTABLISHED BY PROJECT WILL SERVE AS A MODEL FOR STATES IN IMPLEMENTING SIMILAR EFFORTS IN OTHER AREAS OF EDUCATION, OR IN SUCH PROGRAM AREAS AS HEALTH, HUMAN SERVICES, HOUSING, TRANSPORTATION, ETC."**

**(1995 AGENDA: PRIVATIZATION, BLOCK GRANTS, PARTNERSHIPS, COMMUNITY ED, DECENTRALIZATION, SITE-BASED MANAGEMENT, COMMUNITY LEARNING INFORMATION NETWORK WHICH HAS CONTRACT WITH COMMUNIST CHINA. DECENTRALIZATION)**

**1984 SECY. BELL FUNDS UTAH OBE/MASTERY LEARNING/SPADY PROJECT TO "PUT OBE IN ALL SCHOOLS OF THE NATION". ILLEGAL.**

**FINAL REPORT WRITTEN BY PROJECT DIRECTOR ROBERT BURNS RECOMMENDS PROJECT NOT BE REPLICATED. RESEARCH DONE IN JOHNSON CITY, NY, AND OTHER MODEL MASTERY LEARNING SCHOOLS.**

**IGNORING BURNS' ADVICE, U.S. DEPT. OF EDUCATION PUTS OBE "IN ALL SCHOOLS OF THE NATION."**

**1984**     **WASHINGTON POST 5/14/84**

**“INDUSTRIAL POLICY URGED FOR GOP:**

**A CONSERVATIVE STUDY GROUP  
FOUNDED BY SUPPORTERS OF  
PRESIDENT REAGAN IS ABOUT TO ISSUE  
A REPORT THAT ADVOCATES  
REPUBLICANS SHED SOME OF THEIR  
DEEP-ROOTED ANTIPATHY TO A  
PLANNED ECONOMY.**

**THE ‘INDUSTRIAL POLICY DEBATE’ IS TO  
BE ISSUED TODAY BY THE INSTITUTE  
FOR CONTEMPORARY STUDIES, A THINK  
TANK FOUNDED BY PRESIDENTIAL  
COUNSELOR EDWIN MEESE,  
SECRETARY OF DEFENSE  
CASPAR WEINBERGER AND OTHER  
REAGAN SUPPORTERS.”**

**1985**     **COMMITTEE FOR ECONOMIC  
DEVELOPMENT REPORT “INVESTING IN  
OUR CHILDREN... BUSINESS AND THE  
PUBLIC SCHOOLS”.**

**CED FIRED FIRST PUBLIC SHOT FOR  
RESTRUCTURING OF THE UNITED  
STATES. MERGER PUBLIC/PRIVATE  
SECTOR (CORPORATE FASCISM)**

**1985    SECY WM BENNETT FUNDS \$ 320,000,000  
"EFFECTIVE SCHOOL RESEARCH (OBE)  
DEVELOPMENT IN EDUCATION  
ACT." CONG. RECORD REFERS TO RON  
EDMONDS, AND MASTERY LEARNING IN  
INNER CITY SCHOOLS.**

**1985    U.S.- SOVIET (REAGAN-GORBACHEV)  
AND CARNEGIE/SOVIET  
EDUCATION AGREEMENTS RESUMED  
AFTER CANCELLATION BY PRESIDENT  
CARTER DUE TO INVASION OF  
AFGHANISTAN.**

**"CONSERVATIVE" HERITAGE  
FOUNDATION PRESIDENT  
EDWIN FEULNER RECOMMENDS U.S.  
"MOVE QUICKLY" IN IMPLEMENTING U.S.-  
SOVIET EDUCATION AGREEMENTS.**

**HERITAGE FOUNDATION LATER OPENS  
OFFICE IN MOSCOW, RUSSIA.**

**(CARNEGIE AGREEMENT WITH SOVIET  
ACADEMY OF SCIENCE CALLS FOR JOINT  
PROJECTS DEALING WITH COMPUTER  
SOFTWARE DEVELOPMENT FOR EARLY  
ELEMENTARY EDUCATION/CRITICAL  
THINKING, ETC. AND RESTRUCTURING  
OF EDUCATION. THESE AGREEMENTS  
ARE STILL IN EFFECT 1995.)**

**1986** "A NATION PREPARED: TEACHERS FOR THE 21ST CENTURY"...CARNEGIE FORUM ON EDUCATION AND THE ECONOMY, MARC TUCKER, EXEC. DIRECTOR. DAVID HAMBURG, WHO SIGNED CARNEGIE-SOVIET EDUCATION AGREEMENTS, FORUM'S CHAIRMAN, APPOINTED TASK FORCE.

**EIGHT YEARS LATER**  
**NATIONAL PILOT OBE INNER CITY**  
**SCHOOL IN ROCHESTER, NEW**  
**YORK PROVES A FAILURE WITH**  
**TEST SCORE DECLINES, DROPOUT RATE**  
**UP, ETC.**

**1986** "THE WORLD WILL BE COMMUNIST BY THE END OF THE CENTURY", VYACHESLAV MOLOTOV, FOREIGN MINISTER UNDER STALIN AND ONE OF SIGNERS OF UNITED NATIONS CHARTER IN 1945. THIS STATEMENT MADE ONE YEAR AFTER PRESIDENT REAGAN SIGNED EDUCATION AGREEMENTS WITH SOVIET UNION (GORBACHEV).

**1986** "TIME FOR RESULTS: GOVERNORS' REPORT ON EDUCATION." SECRETARY OF EDUCATION LAMAR ALEXANDER CHAIRS MEETING, OUTLINES PLAN TO RESTRUCTURE SCHOOLS/AMERICA (FIVE YEAR PLAN).



**1986 CARNEGIE AWARDS GRANTS TOTALING \$900,000 TO IMPLEMENT RECOMMENDATIONS OF THE CARNEGIE TASK FORCE ON TEACHING AS A PROFESSION.**

**“SHARPLY ALTERED VISION OF TEACHING AND SCHOOLING,” INCLUDES A NATIONAL BOARD FOR TEACHER CERTIFICATION. PROF. LEE SHULMAN, ARCHITECT WITH BENJAMIN BLOOM OF CHICAGO MASTERY LEARNING DISASTER, PUT IN CHARGE OF PROJECT.**

**1987 THE WASHINGTON POST, AUGUST 17 1987, QUOTES THOMAS STICHT, CONSULTANT TO D.C. SCHOOLS WHEN MASTERY LEARNING IMPLEMENTED AND MEMBER OF SCANS 1993, AS FOLLOWS: “MANY COMPANIES HAVE MOVED OPERATIONS TO PLACES WITH CHEAP RELATIVELY POORLY EDUCATED LABOR. WHAT MAY BE CRUCIAL, THEY SAID, 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 IS 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.”**

**1988 INTERNATIONAL CONGRESS FOR EFFECTIVE SCHOOLS MEETS IN LONDON, 13 NATIONS ATTEND. (DALE MANN, COLUMBIA UNIVERSITY, NY.)**

**1988 NATIONAL CITIZENS ALLIANCE HOLDS CONFERENCE AT NATIONAL PRESS CLUB, D.C. REQUESTS EDUCATION SECY WILLIAM BENNETT TO TAKE ACTION BEFORE HE LEAVES OFFICE ON ANITA HOGE CASE, US/SOVIET ED AGREEMENTS, "TACTICS FOR THINKING" PROGRAM THAT USES HYPNOTIC METHODS ON STUDENTS, ETC.**

**EDUCATION DAILY, "THE EDUCATION COMMUNITY'S INDEPENDENT DAILY NEW SERVICE" COVERS CONFERENCE AND STATES IN ITS COVERAGE 8/11/88 ENTITLED 'GROUP ASKS ED TO STOP FUNDING 'MIND-CONTROL' CURRICULA, END SOVIET EXCHANGES' THE FOLLOWING:**

**"BENNETT SPOKESMAN LOYE MILLER SAID HE IS NOT AWARE OF THE COMPLAINTS TO WHICH NCA REFERS. AN OERI SPOKESMAN DECLINED TO COMMENT."**

**1989 RENEWAL OF US/SOVIET EDUCATION/ CULTURAL AGREEMENTS CALLS FOR PLACING OF STATUES OF SOVIET CULTURAL FIGURES ON U.S.TERRITORY.**

**1989 NATIONAL GOVERNORS ASSOCIATION INTRODUCES AMERICA 2000 (NOW GOALS 2000) AND ITS SIX NATL. ED. GOALS (NOW 8). METHODOLOGY FOR ARRIVING AT GOALS CALLED "OBE".**

**"By the Year 2000: All Children Ready to Learn; 90 % Graduation Rate; All Children Competent in Core Subjects; First in the World in Math and Science; Every Adult Literate and Able to Compete in the Work Force; Safe, Disciplined, Drug-free Schools; Professional Development for Educators; Increased Parental Involvement in Learning"**

**1989 IMTEC INTERNATIONAL LEARNING COOPERATIVE, NORWAY, RE: SCHOOL BASED MANAGEMENT IN COOPERATION WITH MID-CONTINENT REGIONAL EDUCATION LABORATORY, US DEPT. ED-FUNDED. RELATED TO SCHOOL BASED-MANAGEMENT AND TACTICS FOR THINKING PROGRAM.**

**1990 SECRETARY'S COMMISSION ON ACHIEVING NECESSARY SKILLS FORMED (SCANS). U.S. DEPARTMENT OF LABOR. THOMAS STICHT (SEE 1987 WASHINGTON POST QUOTE ABOVE) NAMED TO COMMISSION.**

**SCANS STUDENT PROFILE SHEET, FOR USE BY FUTURE EMPLOYERS, EDUCATION, ETC. SCORES STUDENTS' ATTITUDES AND VALUES ON 0-10 SCALE. (GOVERNMENT GRADING CITIZENS ON ATTITUDES.)**

**1990 NATIONAL CENTER ON EDUCATION AND THE ECONOMY "AMERICA'S CHOICE; HIGH SKILLS OR LOW WAGES" SAYS "ONCE YOUTH CENTERS ARE ESTABLISHED, WE PROPOSE THAT THE CHILD LABOR LAWS BE AMENDED TO MAKE THE GRANTING OF WORK PERMITS TO YOUNG PEOPLE UP TO AGE 18 CONTINGENT ON EITHER THEIR POSSESSION OF A CERTIFICATE OF INITIAL MASTERY OR THEIR ENROLLMENT IN A PROGRAM LEADING TO THE CERTIFICATE.**

**AT FIRST GLANCE, THIS MAY SEEM DRACONIAN. BUT, IN THE LONG RUN, THIS REQUIREMENT WILL BENEFIT OUR YOUTH AND ULTIMATELY THE NATION."**

**1990 WORLD CONFERENCE ON EDUCATION FOR ALL, JONTIEN, THAILAND SPONSORED BY WORLD BANK, UNESCO, ETC. U.N. OUTCOMES APPROVED.**

**1991 U.S. COALITION FOR EDUCATION FOR ALL (USCEFA), OUTGROWTH OF WCEFA, JONTIEN,, MEETS OCT 30-NOV 1, ALEXANDRIA, VA. BARBARA BUSH, HONORARY CHAIRPERSON. ONE OF KEYNOTE SPEAKERS IS ELENA LENSKAYA, DEPUTY MINISTER OF EDUCATION, REPUBLIC OF RUSSIA.**

**PURPOSE TO INVOLVE USA IN REFORM OF EDUCATION/TRAINING WORLDWIDE. SAME UNITED NATIONS OUTCOMES AS THOSE RECOMMENDED AT JONTIEN CONFERENCE.**

**1991 AMERICA 2000 PLAN, DESIGNED BY CARNEGIE CORPORATION, PRESENTED TO AMERICAN PEOPLE BY PRESIDENT BUSH'S SECRETARY OF EDUCATION LAMAR ALEXANDER.**

**PLAN PROPOSES TO RADICALLY RESTRUCTURE AMERICAN SOCIETY. ALEXANDER SAYS "THE BRAND NEW AMERICAN SCHOOL WOULD BE YEAR-ROUND OPEN FROM 6 TO 6, CHILDREN 3 MONTHS TO 18YRS."**

1991

**NEW AMERICAN SCHOOLS  
DEVELOPMENT CORPORATION (NASDC)  
FORMED.**

**PRESIDENT BUSH REQUEST TO  
BUSINESS COMMUNITY TO RAISE  
FUNDS TO SUPPORT DEVELOPMENT OF  
"RADICAL, BREAK THE MOLD" SCHOOLS  
(ONE IN EACH CONGRESSIONAL  
DISTRICT BY 1995). NASDC REQUEST  
FOR PROPOSALS STATES:**

**"DESIGN TEAMS SHOULD DEFINE THE  
SCOPE AND FOCUS OF THEIR OWN  
WORK. STUDENT AGE-GROUPING MAY  
BE UNCONVENTIONAL, AND DESIGNS  
MAY SERVE STUDENTS YOUNGER THAN  
FIVE YEARS OF AGE AND OLDER THAN  
18; STUDENTS NEED NOT ALL BE  
ASSEMBLED IN A SINGLE BUILDING OR  
AT A PARTICULAR TIME OF DAY; THE  
SCHOOL DAY AND SCHOOL YEAR MAY BE  
REDEFINED. THE DUTIES OF  
ADMINISTRATORS, TEACHERS,  
VOLUNTEERS, PARENTS, AND ALL  
OTHER ADULTS MAY BE CHANGED.**

**"THE DESIGN MAY ENTAIL MAJOR  
CHANGES IN COMMUNITY  
GOVERNANCE, COMMUNITY  
STRUCTURES AND THE FUNCTIONS OF  
OTHER INSTITUTIONS SUCH AS PUBLIC  
HEALTH AGENCIES AND WELFARE  
DEPARTMENTS. ALTERNATIVELY,  
DESIGNS MAY ADOPT CONVENTIONAL  
ARRANGEMENTS FOR ANY OF ABOVE."**

**1991 COMMITTEE FOR ECONOMIC DEVELOPMENT PUBLISHES "BUSINESS IMPACT ON EDUCATION AND CHILD DEVELOPMENT REFORM" AND "THE UNFINISHED AGENDA: A NEW VISION FOR CHILD DEVELOPMENT AND EDUCATION" WHICH CALLS FOR:**

**LIFELONG CONTROL BY UNELECTED COLLABORATIVES.**

**1991 "A LETTER FROM RUSSIA". LETTER FROM VICTOR NOUJA, ROSTOV-ON-DON, RUSSIA, TO DON THOMAS, EXECUTIVE DIRECTOR OF THE NETWORK FOR EFFECTIVE SCHOOLS (INTERNATIONAL UMBRELLA ORGANIZATION FOR ALL RESTRUCTURING EFFORTS, INCLUDING OBE/MASTERY LEARNING, SITE-BASED MANAGEMENT, ETC.) RE THOMAS AND DALE MANN, COLUMBIA UNIV. VISIT TO RUSSIA UNDER AUSPICES U.S. DEPT. OF EDUCATION (ALEXANDER) AND RE COOPERATION ON SCHOOL REFORM AND EDUCATIONAL MANAGEMENT IN S.C., EVALUATION INSTRUMENT, INTERNATIONAL TEACHER TRAINING AND SCHOOL MANAGEMENT PROGRAM/COMPUTERS, PUBLISHED IN THE EFFECTIVE SCHOOL REPORT, NOV. 1991.**

**1992**

**“FREE EDUCATION IN A FREE SOCIETY”  
BY NICK ZIENAU, LONDON-BASED  
CONSULTANT, STATES AMONG OTHER  
THINGS “WEST COULD USE PEDAGOGIC  
SYSTEMS AND THEORIES WHICH HAVE  
BEEN HIGHLY DEVELOPED IN RUSSIA,  
AND EAST COULD USE WESTERN KNOW-  
HOW IN TECHNOLOGY OF  
ORGANIZATIONAL DEVELOPMENT AND IN  
THE USE OF INFORMATION  
TECHNOLOGY.”**

**THIRDLY, WE HOPE TO GAIN THE ACTIVE  
INVOLVEMENT OF INDUSTRY AND  
COMMERCE. IT WILL BE THE CONCERN  
OF THE PROJECT TO ENCOURAGE SUCH  
COLLABORATION ON BOTH SIDES,  
BOTH IN THE EASTERN CONSORTIUM  
AND IN THE WESTERN CONSORTIUM.  
WE UNDERSTAND IT AS AN IMPORTANT  
WAY OF ENSURING THAT EDUCATION IS  
RELEVANT TO SOCIETY, UNDERSTOOD  
AND CARED ABOUT AND SEEN AS  
CONNECTED TO SOURCES OF WEALTH  
CREATION IN SOCIETY...**

**FIFTHLY, IT WILL BE  
IMPORTANT TO FORMULATE  
STRUCTURES AND MODELS OF  
ORGANIZATION THAT ENCOURAGE  
INDEPENDENCE AND AUTONOMY  
THROUGH SMALL GROUPS.**

**THE EDUCATION REFORM PROCESS  
WILL BE BUILT ON THE WORK OF MANY  
SMALL GROUPS OF PEOPLE MAKING**



**THEIR OWN DECISIONS. WE WILL NEED TO BUILD INTO OUR PROJECT STRUCTURES OF CONTRACT MAKING, INTERDEPENDENCE WITH AUTONOMY AND HOLD IT WITHIN A REGULATED AND BOUNDARIED FIELD OF ACTION.**

**THESE KINDS OF STRUCTURE AND MODEL ARE NEW FORMS OF ORGANIZATION FOR BOTH EAST AND WEST AND REPRESENT A MOVE AWAY FROM HIERARCHY AND ROLE-DOMINATED CULTURES.**

**THE EASTERN CONSORTIUM ACTIVITY HAS THE OFFICIAL SUPPORT OF THE MINISTER OF EDUCATION FOR THE RUSSIAN REPUBLIC, DR. EDOUARD DNEPROV, AND A CLOSE LIAISON HAS BEEN ESTABLISHED WITH THE MINISTRY.” PUBLISHED IN THE EFFECTIVE SCHOOL REPORT FEB,1992.**

**1992 SCANS JULY 1992 FINAL REPORT  
“LEARNING A LIVING: A BLUEPRINT FOR HIGH PERFORMANCE: TO ENCOURAGE A HIGH-PERFORMANCE ECONOMY CHARACTERIZED BY HIGH-SKILLS, HIGH-WAGE EMPLOYMENT.”**

1992 MARC TUCKER NOV. 11, 1992 LETTER TO HILARY CLINTON WRITTEN ON NATIONAL CENTER ON EDUCATION AND THE ECONOMY LETTERHEAD SAYS:

"I STILL CANNOT BELIEVE YOU WON. BUT UTTER DELIGHT THAT YOU DID PERVADES ALL THE CIRCLES IN WHICH I MOVE.

I MET LAST WEDNESDAY IN DAVID ROCKEFELLER'S OFFICE WITH HIM, JOHN SCULLEY, ET AL. IT WAS A GREAT CELEBRATION. BOTH JOHN AND DAVID R. WERE MORE EXPANSIVE THAN I HAVE EVER SEEN THEM--LITERALLY RADIATING HAPPINESS. MY OWN VIEW AND THEIRS IS THAT THIS COUNTRY HAS SEIZED ITS LAST CHANCE....

WE PROPOSE, FIRST, THAT THE PRESIDENT APPOINT A NATIONAL COUNCIL ON HUMAN RESOURCES DEVELOPMENT

...IT WOULD BE ESTABLISHED IN SUCH A WAY AS TO ASSURE CONTINUITY OF MEMBERSHIP ACROSS ADMINISTRATIONS, SO THAT THE CONSENSUS IT FORGES WILL OUTLAST ANY ONE ADMINISTRATION. ..

SECOND, WE PROPOSE THAT A NEW AGENCY BE CREATED, THE NATIONAL INSTITUTE FOR LEARNING WORK, AND SERVICE."

**LETTER IS UNBELIEVABLE AND  
OUTLINES SOCIALIST WORK FORCE  
TRAINING AGENDA, MOST OF WHICH  
INTERESTINGLY ENOUGH HAD NO  
PROBLEM BEING APPROVED BY  
REPUBLICAN -CONTROLLED CONGRESS  
WITHIN THREE YEARS.**

**1993 U.S. DEPARTMENT OF EDUCATION,  
NATIONAL CENTER FOR EDUCATIONAL  
STATISTICS, REPORTS: "IN 1989,  
BUILDING ON PROJECTS  
COMPLETED IN FLORIDA AND TEXAS,  
WORK BEGAN ON THE DEVELOPMENT  
OF A NATIONAL (EVENTUALLY, AN  
INTERNATIONAL) STANDARD FOR  
EXCHANGING STUDENT  
RECORDS MORE EFFICIENTLY.**

**THIS SYSTEM WOULD TAP INTO THE  
SOPHISTICATED AUTOMATION OF MANY  
EDUCATION AGENCIES AND  
INSTITUTIONS. THE STANDARDIZATION  
OF POSTSECONDARY EDUCATION  
ELECTRONIC DATA EXCHANGE (SPEEDE)  
IS INTENDED TO ASSIST SCHOOL  
DISTRICTS (GRADE PREKINDERGARTEN  
THROUGH 12 AND POSTSECONDARY  
EDUCATIONAL INSTITUTIONS IN THE U.S.  
AND CANADA) IN THE PROCESS OF  
TRANSMITTING STUDENT ACADEMIC  
RECORDS (TRANSCRIPTS) FROM ONE  
EDUCATIONAL INSTITUTION OR AGENCY  
TO ANOTHER EDUCATIONAL  
INSTITUTION, AGENCY, CORPORATION,  
OR OTHER RECIPIENT."**

**FOR INFORMATION ON VIOLATION OF PRIVACY, ORDER SEPT. 1995 ISSUE OF THE CHRISTIAN CONSCIENCE, "WHEN JOHNNY TAKES THE TEST...HOW YOUR CHILD IS IDENTIFIED AND TRACKED TO THE NATIONAL DATA BANK - AND BEYOND" BY FIELDS, HOGE AND LESLIE.**

**1993 SCHOOL TO WORK OPPORTUNITIES ACT PASSES HOUSE WITHOUT ROLL CALL VOTE. CALLS FOR SOVIET/GERMAN FULL EMPLOYMENT/QUOTA (POLYTECH) SYSTEM.**

**PROF. EUGENE BOYCE "THE COMING REVOLUTION IN EDUCATION", 1983:**

**"IN COMMUNIST COUNTRIES THEY DO NOT EDUCATE FOR JOBS THAT DO NOT EXIST."**

**JAMES COLLINS/ MARTIN HABERMAN, "THE FUTURE OF THE TEACHING PROFESSION" FEB. 1988, JOURNAL OF ASSOCIATING TEACHER EDUCATORS:**

**"SCHOOLING IS NOW SEEN AS PRIMARILY JOB TRAINING AND, FOR THIS REASON, QUITE COMPARABLE TO SCHOOLING IN THE NON-DEMOCRATIC SOCIETIES. ONCE EDUCATION IS REDEFINED AS A PERSONAL GOOD AND AS EMPHASIZING PREPARATION FOR THIS WORLD OF WORK AS ITS FIRST PURPOSE, *OUR SCHOOLS CAN APPROPRIATELY BE COMPARED WITH THOSE IN THE U.S.S.R.*"**

**1993 H.R.6 IS AN OMNIBUS BILL ORIGINALLY PRESENTED TO CONGRESS IN JANUARY 1993 AS A REAUTHORIZATION BILL FOR THE ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965.**

**THE FIRST AND LAST PARAGRAPHS OF THIS 901-PAGE TOME ARE THE ONLY PARTS OF THE ORIGINAL BILL WHICH REMAIN.**

**886 PAGES ARE PRINTED IN ITALICS, WHICH MEANS THAT THERE ARE 886 PAGES OF NEW LANGUAGE, OTHERWISE KNOWN AS NEW LAW.**

**GOALS 2000 AND THE NATIONAL EDUCATION GOALS SET FORTH BY THE NATIONAL EDUCATION GOALS PANEL FORM THE FRAMEWORK FOR H.R. 6. ALL OF THE EDUCATION PROPOSALS IN H.R. 6 ARE CONSTRUCTED IN SUCH A WAY AS TO CAUSE 'THE NATION TO MEET THE NATIONAL EDUCATION GOALS'. THEREFORE, INSTEAD OF A REAUTHORIZATION BILL FOR ESEA 1965, H.R. 6 BECOMES THE IMPLEMENTATION BILL FOR GOALS 2000 AND THE SCHOOL-TO-WORK BILLS.**

**THE MOST CONTROVERSIAL  
COMPONENTS INCLUDED IN H.R. 6  
FOLLOW:**

**REFERENCES TO THE  
“DISPROVEN THEORY THAT CHILDREN  
MUST LEARN BASIC SKILLS BEFORE  
ENGAGING IN MORE COMPLEX TASKS  
CONTINUES TO DOMINATE STRATEGIES  
FOR CLASSROOM INSTRUCTION,  
RESULTING IN EMPHASIS ON  
REPETITIVE DRILL AND PRACTICE  
AT THE EXPENSE OF CONTENT-RICH  
INSTRUCTION, ACCELERATED  
CURRICULA, AND EFFECTIVE TEACHING  
TO HIGH STANDARDS...USE OF LOW-  
LEVEL TESTS THAT ARE NOT ALIGNED  
WITH SCHOOL CURRICULA FAILS TO  
PROVIDE ADEQUATE INFORMATION  
ABOUT WHAT CHILDREN KNOW AND CAN  
DO AND ENCOURAGES CURRICULA AND  
INSTRUCTION THAT FOCUS ON THE  
LOW-LEVEL SKILLS MEASURED BY SUCH  
TESTS.”**

**PROVIDES FOR RESTRUCTURING OF  
OUR NATION’S EDUCATION AND  
SOCIAL SERVICES DELIVERY  
SYSTEMS...LOCAL SCHOOLS  
MAY USE FEDERAL FUNDS TO SERVE AS  
CENTERS FOR DELIVERY OF  
EDUCATION AND HUMAN SERVICES FOR  
MEMBERS OF THE COMMUNITY;**

**UNACCOUNTABLE CONSOLIDATION OF PROGRAMS; WAIVERS OF LAWS; OUTCOME-BASED EDUCATION LANGUAGE AND PRACTICES; PARENT AND PARENT SKILL TRAINING, I.E.**

**“ALL PARENTS CAN CONTRIBUTE TO THEIR CHILDREN’S SUCCESS BY HELPING AT HOME AND *BECOMING PARTNERS WITH TEACHERS* SO THAT CHILDREN CAN ACHIEVE HIGH STANDARDS” (EMPHASIS ADDED).**

**REQUIRES SCHOOL-PARENT COMPACTS THAT OUTLINE HOW PARENTS, STAFF AND STUDENTS WILL SHARE RESPONSIBILITY FOR STUDENT ACHIEVEMENT AND MEANS BY WHICH SCHOOL AND PARENTS WILL BUILD AND DEVELOP A PARTNERSHIP, ETC.;**

**FACILITATE SCHOOL-TO-WORK TRANSITION; ENCOURAGEMENT TO PURSUE PUBLIC SCHOOL CHOICE AND DEVELOPMENT OF CHARTER SCHOOLS.**

**1994 NATIONAL GOALS PANEL COMMUNITY ACTION TOOLKIT FOR USE IN BRAINWASHING COMMUNITY INTO ACCEPTING GOALS 2000, H.R. 6 ABOVE, SCHOOL-TO-WORK, UNESCO'S LIFELONG LEARNING, ETC. ETC.**

**DISCUSSES HOW TO DEAL WITH RESISTERS, ETC. ELECTED OFFICIALS, GOVERNORS, ETC. INVOLVED IN PRODUCTION OF THIS 300-PAGE TOOLKIT WHICH USES HAVELOCK'S CHANGE AGENT GUIDE TECHNIQUES TO BRAINWASH THEIR CONSTITUENTS.**

**1994 COMMITTEE FOR ECONOMIC DEVELOPMENT "PUTTING LEARNING FIRST... GOVERNING AND MANAGING THE SCHOOLS FOR HIGH ACHIEVEMENT" CALLS FOR SCHOOL CHOICE, CHARTER SCHOOLS, SOCIAL SERVICES RUN THROUGH SCHOOLS OR IN COLLABORATION WITH SCHOOLS. BACK DOOR SOCIALIZED EVERYTHING.**

**1995 "GOVERNORS ONLY" MEETING SCHEDULED FOR JUNE 19, 10:15 A.M. TO 12:00 P.M. AT THE MARRIOTT HOTEL, WASHINGTON, D.C. FOLLOWING THEIR SESSION IS A MEETING BETWEEN GOVERNORS AND CEOs OF AMERICA'S LARGEST CORPORATIONS SPONSORED BY THE BUSINESS ROUNDTABLE WHICH WAS INVOLVED IN DRAFTING AMERICA 2000.. INVITATION SIGNED BY**



**GOVERNORS ENGLER, MICHIGAN AND ROMER, COLORADO, BOTH MEMBERS OF NATIONAL EDUCATION GOALS PANEL.**

**PURPOSE OF MEETING IS FOR GOVERNORS "TO RECOMMIT TO THE NATIONAL GOALS." THIS IS AN ATTEMPT TO COAX GOVERNORS WHO ARE RESISTING GOALS 2000 TO COME ON BOARD AND ADVANCE AGENDA IN THEIR STATES. ONLY FOUR GOVERNORS REMAIN IN OFFICE OF THE 49 WHO MET IN CHARLOTTESVILLE IN 1989 TO COMMIT THE COUNTRY TO THE NATIONAL EDUCATION GOALS AND AMERICA 2000.**

**WAS THIS "CLOSED TO THE PUBLIC" MEETING IN RESPONSE TO PARENT/TEACHER OPPOSITION TO GOALS 2000 AND WANING SUPPORT IN NEW HAMPSHIRE, VIRGINIA, MONTANA, TEXAS, CALIFORNIA, OREGON AND ALABAMA, ET AL?**

**1995**

**H.R. 1617 (CAREERS BILL) PASSES.  
FOUR CONSOLIDATED JOB TRAINING  
PROGRAMS TO REPLACE FORMER  
PROGRAMS FOCUS ON:**

**YOUTH DEVELOPMENT AND CAREER  
PREPARATION; ADULT TRAINING; ADULT  
EDUCATION AND LITERACY;  
VOCATIONAL REHABILITATION.**

**LEGISLATION BASED ON SCHOOL TO  
WORK LEGISLATION PASSED IN 1994.**

**FOUR TRAINING BLOCKS TIED  
TOGETHER AT STATE AND LOCAL  
LEVELS TO FORM ONE COHESIVE  
SYSTEM ORGANIZED AROUND A SINGLE  
PLAN SUBMITTED TO FEDERAL GOVT.**

**STATES WILL DEVELOP ONE-STOP  
DELIVERY SYSTEMS, BUSINESS-LED  
UNELECTED LOCAL WORKFORCE  
BOARDS, AND VOUCHER PROGRAMS TO  
ALLOW THEM TO MAINTAIN TOP-NOTCH  
STATE OF ART JOB TRAINING  
PROGRAMS.**

**BYPASSES STATE LEGISLATURES AND  
DRIVES MONEY TO STATES AND  
COMMUNITIES (IN MOST CASES  
80% FUNDING IS SENT LOCALLY).**

**GIVES ENORMOUS POWER TO  
GOVERNORS AND REMOVES POWER OF  
LOCAL SCHOOL BOARDS TO DETERMINE  
WHAT IS BEST FOR STUDENTS.**

**STRENGTHENS LABOR MARKET INFO SYSTEM FUNDED BY FEDERAL GOVT. TO INCREASE AVAILABILITY OF INFO PROVIDED TO THOSE WHO NEED ADDITIONAL JOB TRAINING;**

**TO PROMOTE ACCOUNTABILITY, SETS UP A SYSTEM OF GOALS AND PERFORMANCE INDICATORS (PPBS, MBO, TQM) TO ENSURE THAT STATES, COMMUNITIES, SERVICES PROVIDERS, AND CLIENTS ARE ALL FOCUSED ON *RESULTS*;**

**CONSOLIDATES OR ELIMINATES MORE THAN 150 PROGRAM AUTHORITIES.**

**THIS LEGISLATION FULFILLS REQUIREMENTS OUTLINED IN MARC TUCKER LETTER TO HILARY CLINTON, NOVEMBER 1992. REPRESENTS A RADICAL CHANGE IN AMERICA'S FREE ECONOMIC SYSTEM.**

**PROF. EUGENE BOYCE, COLLEGE OF EDUCATION, UNIVERSITY OF GEORGIA, SAYS IN REGARD TO THIS TYPE OF EDUCATION, IN "THE COMING REVOLUTION IN EDUCATION", 1983:**

**'IN THE COMMUNIST IDEOLOGY THE FUNCTION OF UNIVERSAL EDUCATION IS CLEAR, AND EASILY UNDERSTOOD. UNIVERSAL EDUCATION FITS NEATLY INTO THE AUTHORITARIAN STATE. EDUCATION IS TIED DIRECTLY TO JOBS-- CONTROL OF THE JOB BEING THE CRITICAL CONTROL POINT IN AN AUTHORITARIAN STATE. LEVEL OF EDUCATION, AND CONSEQUENTLY THE LEVEL OF EMPLOYMENT, IS DETERMINED FIRST, BY LEVEL OF ACHIEVEMENT IN SCHOOL. THEY DO NOT EDUCATE PEOPLE FOR JOBS THAT DO NOT EXIST. NO SUCH DIRECT, CONTROLLED, RELATIONSHIP BETWEEN EDUCATION AND JOBS EXISTS IN DEMOCRATIC COUNTRIES.'**

**1995 HR 1883 THE" BACK TO BASICS EDUCATION REFORM ACT" HAS OVER 100 COSPONSORS AND IS DESCRIBED BY ITS ARCHITECTS AS SHUTTING DOWN THE U.S. DEPARTMENT OF EDUCATION ONE-YEAR AFTER DATE OF ENACTMENT.**

**WHILE REMOVING THE NAMEPLATE OVER THE DOOR, H.R. 1883 DOES LITTLE TO REDUCE FEDERAL PROGRAMS AND FUNDING. THE BILL WOULD CREATE TWO NEW BLOCK GRANTS TOTALING \$11 BILLION AND TRANSFER NINE MAJOR PROGRAMS TOTALING \$17.5 BILLION TO OTHER AGENCIES.**

**THE BOTTOM LINE:**

**UNDER H.R. 1883 APPROXIMATELY \$28.5 BILLION FROM A \$33 BILLION AGENCY IS TRANSFERRED TO OTHER AGENCIES RESULTING IN A MERE \$4.5 BILLION REDUCTION.**

**1995 REPORTS OF OBE FAILURES POUR IN:**

**CHICAGO, ILLINOIS; JOHNSON CITY, N.Y.; UTAH OBE PROJECT; KENTUCKY, WASHINGTON STATE, CALIFORNIA, AND ROCHESTER, NY (CARNEGIE NATIONAL ALLIANCE FOR EDUCATION AND ECONOMY (MARC TUCKER/HORNBECK PILOTS); COTTAGE GROVE, OREGON (FIRST HIGH SCHOOL IN NATION TO ISSUE CERTIFICATE OF INITIAL**

**MASTERY-CIM); PASCO, WASHINGTON;  
SIZER'S COALITION OF ESSENTIAL  
SCHOOLS FUNDED BY CARNEGIE'S  
EDUCATION COMMISSION OF THE  
STATES AND MULTIMILLIONAIRE  
WALTER ANNENBERG; INNER CITIES,  
MOST OF WHICH USE MASTERY  
LEARNING; WHOLE LANGUAGE  
DISASTER WHEREVER USED (CA) ;AND  
PROBABLY MANY OTHERS ABOUT WHICH  
CONTROLLED MEDIA HAS KEPT SILENT.**

**(WHY DO EDUCRATS PERSIST WITH  
REFORM? TO TAXPAYING  
CITIZENS/PARENTS FAILURES ARE A  
DISASTER; TO CHANGE AGENTS  
FAILURES ARE NATURAL RESULT OF  
"BREAKING THE MOLD". ONCE ALL  
ASSESSMENTS ARE PERFORMANCE-  
BASED, NOT NORM-REFERENCED, WE  
WON'T BE ABLE TO IDENTIFY *ACADEMIC*  
FAILURE. OUR OPPOSITION TO OBE  
HELD UP THEIR IMPLEMENTATION OF  
PERFORMANCE-BASED ASSESSMENT.  
THEY DIDN'T EXPECT TO HAVE FAILURES  
SHOW UP BEFORE NEW ASSESSMENT  
IMPLEMENTED.)**

**1995 MIKHAIL GORBACHEV, EX-DICTATOR OF THE SOVIET UNION, WITH ITS GULAG ARCHIPELAGO AND ITS ENVIRONMENTAL DISASTERS, ISSUES INVITATION TO WORLD LEADERS (\$5000 EACH) TO ATTEND STATE OF THE WORLD FORUM SEPTEMBER 27, 1995 AT FAIRMOUNT HOTEL IN SAN FRANCISCO.**

**PURPOSE OF FORUM IS TO 'ANALYZE CURRENT STATE OF THE WORLD AND ARTICULATE THE FUNDAMENTAL PRIORITIES AND VALUES NECESSARY TO CONSTRUCTIVELY SHAPE THE EARLY TWENTY-FIRST CENTURY.'**

**INVITEES LIST INCLUDES MOST WELL-KNOWN INTERNATIONALISTS (GOVERNMENT AND BUSINESS AND A BIG SPRINKLING OF REPRESENTATIVES OF EASTERN RELIGIONS.)**

**1995**

**PRESIDENT WILLIAM CLINTON ORDERS U.S. TROOPS TO BOSNIA TO SERVE UNDER NATO (UNITED NATIONS ENTITY) CONTROL. RUSSIANS CONTRIBUTE CONTINGENT TO NATO OPERATION. SEN. DIANE FEINSTEIN (CA) OFFICE SAYS CONSTITUENT MAIL RUNNING 1000-1 IN OPPOSITION TO DEPLOYMENT, ALTHOUGH SHE SUPPORTS CLINTON; CONG. TOBY ROTH, WI. SAYS "THE DEPLOYMENT OF U.S. TROOPS WITHOUT CONGRESSIONAL AUTHORITY IS AN IMPEACHABLE OFFENSE".**



**NOTE OF CAUTION: ONE SHOULD SMELL A SKINNERIAN RAT WHEN EDUCATORS START ADMITTING THEIR RESTRUCTURING PROGRAMS ARE NOT WORKING AS PLANNED. 'DOWN WITH NASTY OUTCOMES! DOWN WITH WHOLE LANGUAGE!' LISTEN TO PARENTS! WE GOOFED! ETC. THESE COMMENTS ARE FOR EXTERNAL CONSUMPTION ONLY. COULD IT BE THIS IS THEIR WAY TO GET ACCEPTANCE FOR "DIRECT INSTRUCTION" WHICH PARENTS DON'T REALIZE IS THE SAME CONDITIONING METHOD AS MASTERY LEARNING WHICH IS NECESSARY FOR WORK FORCE TRAINING? SKINNER SAID "WHAT IS REINFORCED WILL BE REPEATED." AND "I COULD MAKE A PIGEON A HIGH ACHIEVER BY REINFORCING IT ON A PROPER SCHEDULE".**

**VERY INTERESTING THAT CANADIAN FILM 'FAILING GRADES' PUSHES DIRECT INSTRUCTION, EFFECTIVE SCHOOL RESEARCH, SKINNERIAN FOLLOW THROUGH PROGRAMS, AND HAS CHARTER SCHOOL/CHOICE ADVOCATES FROM BROOKINGS INSTITUTE, CHUBB AND MOE, DISCUSSING IMPORTANCE OF CHOICE WHICH IS, OF COURSE, VITAL FOR IMPLEMENTATION OF MASTERY LEARNING WORK FORCE TRAINING.**

**OH, WHAT A TANGLED WEB WE WEAVE WHEN FIRST WE PRACTICE TO DECEIVE!!!!!!**