



# The Phyllis Schlafly Report



VOL. 10, NO. 5, SECTION 1

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DECEMBER, 1976

## In The Name Of Education

by Jo-Ann Abrigg

When school bells ring each fall, bright-eyed healthy American youngsters are sent off by loving parents to be educated in the American public school system.

What will these children learn? What will they read? What will they comprehend? Or, more important, what will they *not learn*? Based on the experience of past years, what *will not be happening* in many classrooms? If statistics remain the same — and according to the series of educational reports recently published by the *Los Angeles Times* -- there is no reason to expect much differentiation:

Some 35 percent of those who have completed five years of school will be functionally illiterate. Children will not be able to add, subtract, multiply or divide. Scholastic Aptitude Tests will continue their drastic decline in scores. All the disastrous educational innovations of the 60s, found to be failures in the early 70s will still be very much in existence. Textbook publishers, responding to a changing market in college texts, will continue to use simplified language in their books because large numbers of college students simply cannot read the English language well enough to understand textbooks previously used and understood by college students. One-third of our young men will flunk the Armed Forces Qualifying Examination, which means they can neither read, write, spell, or compute on a 5th grade level. National publications and weekly magazines will continue to print articles about the shocking state of education. Brig. Gen. William Woodyard, Dean of the faculty of the Air Force Academy, has stated that more than 300 freshmen cadets will have to take remedial courses in English and mathematics.

Many students who graduated from high school with top grades will find that they can't make it in college -- even with their college textbooks now written at a 9th grade level. Many college graduates who received their diplomas this year will find out that they were not actually given the academic prerequisites necessary for a productive life in the working world, but simply received their diplomas based on inflated grades of A or B, due to the fact that their college didn't give anyone a grade lower than C, making it impossible for anyone to fail. James Kilpatrick, noted columnist put it quite bluntly: "We are raising a whole nation of

"culturally disadvantaged children" and "education is a sordid, sorry racket."

What is actually going on across our land IN THE NAME OF EDUCATION? In a country where concerned citizens have been willing to be taxed to the tune of over \$85 billion a year to provide education for the future generation, where young Americans should have had and could have had the greatest education in the history of Western civilization, how is it possible that such statistics could be making headlines?

No longer can we, who are footing the exorbitant bill for education, accept the "amazement" of the educationists as they are confronted with scholastic test results. Nor, should we, as parents, stand by silently and watch these so-called "educational experts" grasp for new and more outlandish reasons as they attempt to explain away their educational failures.

When Bishop Fulton Sheen wrote that Watergate might have been more indicative of our educational system rather than our political system, he touched on the real basis for the mess in public education. There is one very basic reason: that education has been redefined -- and is rapidly being redesigned. Where once it was the responsibility of the schools to foster the intellectual development of the child by providing essential basic skills, by cultivating the mind of each child to seek the systematic knowledge produced through centuries of academic endeavor, and by instilling our heritage and our culture, the purpose of education today is to use the child as a means by which society can be changed. Education is now defined as a "change of behavior," and "to educate" means "to modify behavior." The question that logically must follow is, "change to what?" "To what extent shall we modify the child in order to change our society?"

Who is responsible for this redesigning of education in order to implement this change? The answers to these questions can be found by researching educational programs, textbooks, teachers' manuals, materials used in teacher in-service training workshops, and the NEA Journals and Task Force Reports. These sources provide a clear-cut answer to the questions "Who is redesigning education and why?", "To what are we changing the behavior of the school child and why?," and "What methods will be used to bring about this change?"

## Behaviorism and Humanism

There are two trends or movements producing the major portion of public education today; one comes from the School of Behavioral Psychology, and is referred to as Behaviorism. The other finds its base in the American Humanist Association and the School of Humanistic Psychology (also called Third Force Psychology) and is referred to as Secular Humanism, or the religion of Humanism.

Behaviorism and Humanism have indeed become the major factors in public education today. As they rise to the surface, more and more parents and many dedicated teachers are becoming alarmed at just what education is producing through the adoption of these two trends. Many parents are withdrawing their children from public schools. Many concerned teachers are doing their very best to protect their own students from the influence of these trends in the programs and textbooks they have been mandated by school administrations to teach.

At the same time, there are many parents, teachers, board members and administrators who are either unaware of these trends, or are initiating and promoting programs utilizing Behaviorism and Humanism without understanding their implications or ramifications.

The School of Behavioral Psychology was founded in 1913 by John B. Watson. Behaviorism stands for the extension of the methods and point of view of Animal Psychology and states that man must be regarded as simply an animal, nothing more. The Behaviorist states unequivocally that the human being has no mind, no consciousness, no soul, no instincts, no native intelligence, no special talents or inherited gifts, and no emotions. The Behaviorist believes that man is simply a whole living organism reacting to his whole natural environment, and that all of his activities can be explained by one who regards him as a stimulus-response machine. According to the Behaviorist, man's whole system of behavior is built up from a few simple reactions by the important process of conditioning. The conditioning process is one of the most important factors in Behaviorism.

Conditioning is a method of learning by which a specific response is continuously given to a specific stimulus until it is learned and, therefore, becomes a conditioned reflex or response. The specific stimulus can be a material or physical stimulus (as in the often-quoted canine conditioning experiments of Pavlov, where the conditioned dog salivated simply at the sound of a bell). Or, the specific stimulus can be words, groups of words, phrases, or even a specific facial expression, which through the conditioning process will eventually elicit a specific response or reaction. Conditioning can be done on an individual basis, or it can be applied to groups. With groups, it is then referred to as "group reflexology." With "group reflexology," the individual loses his own identity and becomes one of the group, accepts the interaction of the social group or "peer group" as his own, and becomes conditioned to thinking like the group and reacting with his "peer group" to a given stimulus. One very important thing to remember with conditioning is that the original response or original behavior to a specific stimulus is changed or altered or modified through the conditioning process. In other words, a Behavior Modification takes place.

## Behavior Modification

Thus, from the School of Behavioral Psychology, we find the formula or method which forms the basis for Behavior Modification, which is promoted in thousands of classrooms across this country. When we talk about modifying or altering or changing behavior, we must ask, changing behavior to what and why? One needs only to read the writings, philosophies, and ideologies of the Behaviorists to find this answer. From the time of J.B. Watson, to Pavlov and Bekterev, the Russian Behaviorists, up to the present time with Benjamin Bloom, who helped design the Elementary and Secondary Act of 1965 (known as ESEA Title Funding), Dr. Jerome Bruner, who wrote the controversial MACOS program, and Dr. B. F. Skinner, author of *Walden II* and *Beyond Freedom and Dignity*, we find in the School of Behavioral Psychology an elitist attitude that they must not be content with merely understanding the human animal and predicting and controlling him through conditioning, but the Behaviorist must also alter and "improve" man. This knowledge of conditioning must be used to manage the human race. The Behaviorist is sold on the theory that, IF he has the power to condition all human animals, then he will have the ultimate power to control mankind and design a future Utopian society.

What will this future Utopian society be like? Who is utilizing the techniques of Behavioral Psychology, such as conditioning, to design and produce a future Utopia? Most important, is it a society which we as freedom-loving, God-fearing Americans desire as a replacement for our present society, imperfect though it may be?

The second movement making a tremendous impact on education today, the American Humanist Association, is a relatively small organization. Those referred to as Third Force Psychologists and Secular Humanists actually make up a very small portion of our country's vast population. But when you delve into the backgrounds and philosophies of the nationally known spokesmen for education today, those who are writing educational books and journals, speaking at teachers' conferences, designing behavior modification programs, and holding the leading in-service training workshops across this country, we find that the secular Humanists are doing an impressive job of directing public education.

## The Religion of Humanism

Humanism is a religion, and has been so declared even by the U.S. Supreme Court. It is a way of life, a philosophy, an all-encompassing ideology. The Humanist Manifesto states that there is no God, every man is his own creator, there is no right or wrong, ethics are situational, there are no absolutes, there must be no feeling of individuality, the individual must be trained to think of himself as part of a group willing to be manipulated for the good of society rather than for individual gain or achievement. Under humanism there must be no patriotism, no feeling of nationalism developed, because all society must eventually be conditioned to accept living in a global collectivist economy under a one-world government.

The first American to use public education to promote Humanism was John Dewey, who also served as President of the American Humanist Association. Horace Mann, one of the founders of public education,

## Schools Turned Into Clinics

Then too, the NEA followed with its report, "Education for the 70's," which said, "Schools will become clinics whose purpose is to provide individualized, psycho-social treatment for the student, and teachers must become psycho-social therapists." "This will include biochemical and psychological mediation of learning, as drugs are introduced experimentally to improve in the learner such qualities as personality, concentration, and memory. Children are to become the objects of experimentation." This has already come about with (1) the thousands of children who have been given Ritalin and other tranquilizers to improve their classroom behavior, (2) the endless listings and categorizing of "learning disabilities," and teachers across the country who have already adopted the role of psycho-social therapists.

The Humanists and Behaviorists with their elitist attitude believe that, if they can just take children from their parents by the age of two, it will be much easier to condition and develop children with the "right" set of attitudes and values. This philosophy is the basis for the tremendous amount of child advocacy legislation being written to promote federal day care centers, state-run nursery schools, Senator Mondale's Child and Family Services Act of 1975, and the proposal by the NEA and the American Federation of Teachers that all children begin school by the age of three.

In the meantime, the Humanists and Behaviorists continue to design programs that begin in Kindergarten. The combination of these two schools of thought have made it clear that the chief concern of the schools should not be to teach the child knowledge and skills, but to work on his psyche so that he will fit into the specific mold they have designed. These educationists endeavor to influence the child's feelings and emotions, attitudes and values, rather than teach him factual knowledge.

Is it any wonder that more and more parents and dedicated teachers are expressing alarm at what is going on IN THE NAME OF EDUCATION? Against this background of present day educational philosophy, let's take a quick look at specific programs, methods, and techniques found in the classrooms.

One of the most popular methods being utilized is called "open-ended discussions" and "problem-solving group discussions." Discussions must be about "relevant" issues such as racial equality, poverty, free speech, sexual freedom, academic freedom, war, ecology, women's lib, homosexual liberation, death, abortion, the occult, witchcraft, suicide, the pill, drugs, family planning, friendship, love, and taxes. These moral, emotional, or social issues either replace or are added into discussions on basic academic subjects.

## Total Attitudinal Change

The Behavior Modification that takes place is called Total Attitudinal Change, a specified goal of the Behaviorists and Humanists. During these discussions, the teacher must adopt the role of psychosocial therapist, in which he or she must remain non-directive, and non-judgmental (in other words, there is no right or wrong). Without any absolutes (there are none), without any basic truths (there are none), without any guidance or direction from the non-judgmental teacher, the group of students "solves" all of these relevant issues. They bring uninformed opinions into

stated: "What the Church has been for medieval man, the public school must become for democratic and rational man. God would be replaced by the concept of the public good." Beginning in the early 1930's, John Dewey and his many disciples of progressive education have continually promoted and increased the impact of Humanism on public education. These include Dr. George Counts, who initiated Social Studies in the curriculum (instead of the individual subjects of geography, civics, economics, and political science); Dr. Abraham Maslow, whose Third Force Psychology formed the basis for the National Training Laboratories; J.L. Moreno, who developed Psychodrama and sociograms (and who states that through Role Playing and Psychodrama we can rid ourselves of the God-syndrome); Dr. Carl Rogers of the Western Behavioral Sciences Institute, well-known for its many forms of sensitivity training; Dr. Lester Kirkendall and Dr. Mary Calderone, Directors of SIECUS, well-known for many objectionable sex education programs; B.F. Skinner, father of modern Behaviorism, who is also on the Board of Directors of the American Humanist Association and was named Humanist of the Year; Dr. Sidney Simon of the Center for Humanistic Education, author and promoter of Values Clarification Programs in the schools; Dr. William Glasser, whose so-called "educational philosophy" was rapidly placed in many classrooms under the title "Schools Without Failure" and "Reality Therapy;" and Dr. Robert Carkhuff, who has been making the rounds with teacher-training sessions and his human and educational development series.

Because of their own alien ideology, the Humanists are designing education today from the basic premise that children, by the time they enter school, have been indoctrinated by their parents and their church with certain beliefs, attitudes, standards and values (so-called middle class values) such as belief in God, belief in moral standards of right and wrong, patriotism, individualism, competition, achievement -- and that these beliefs and values have no place in a future one-world Utopian society. The Humanistic educationists have designed what they refer to as "psychosocial education" to develop the whole child "emotionally, socially, and psychologically." In order to accomplish this, they have "borrowed" from the Behaviorists the psychological techniques which produce conditioning.

Thus, we find this psycho-social philosophy as the basis for the Hawaii Master Plan for Education (which has been reproduced as a blueprint for use across this country), which states that all classrooms must now be considered "mental health clinics," all teachers must be looked upon as Mental Health Clinicians," and all students must be regarded as "patients." Then, through the use of psychological techniques which produce behavior modification, the students will be conditioned to an acceptance of the religion of Humanism, which is basic to a one-world government.

This same philosophy is the basis for the Michigan State University project sponsored by the U.S. Department of Health, Education and Welfare called BSTEP -- Behavioral Science Teacher Education Program. BSTEP is the specific program designed to produce elementary teachers who will use psychological techniques to condition the minds of their students, after they themselves have been conditioned on the college campus.

discussion, keep exchanging them, finally come up with an uninformed answer based on nothing absolute, and feel that they have solved the relevant issue. The immensity of this modification in attitudes can be realized when you recognize the fact that these open-ended discussions are utilized in sex education, drug education, family life series, human development programs, dimensions in personality courses, values clarification programs, health programs, social studies series, and many English courses and reading series. Beginning in Kindergarten and continuing through high school, these programs continuously "modify" the children in their attitudes, standards, values, and beliefs. They alienate them from basing any opinions or decisions on Christian-Judeo morals and values taught by the home and church.

Through these specific programs which produce Total Attitudinal Change, the Humanist philosophy of Situational Ethics is promoted to the extent that young children become conditioned to thinking only in terms of "the situation" rather than the Ten Commandments. The only true authority presented in the conclusion of open-ended discussions in the classroom is, "What do you, the child, think?" Or, "What does the peer group decide?" There are no right and wrong answers, there are no basic truths, and there are no absolutes.

The ideas are introduced, through stories, group discussions, social studies, visual aids, and reading materials, that Mothers and Fathers are old-fashioned, Mothers and Fathers have strange ideas or hangups about different things, the morals that Mom and Dad and the church preach are not really relevant to today's society, everything is moving so quickly today that older people just can't keep up with the changing times, and, besides, look at the mess the world is in today, and, after all, who got us into all these problems! The older folks obviously don't know very much, but you young children are brighter than any others! In order to accomplish things in today's society, you must be relevant and base your thoughts and actions on the "situation," -- not on old and out-moded Christian values and morals that certainly haven't solved the problems of the past and hold no hope for the future.

## "Modifying Your Child"

How long do you think it will take for this type of education to "modify" the young child's previously held values and beliefs, particularly if the parents are unaware of what is happening in the classroom?

There are many other techniques being used to change and modify the child, such as: Psychodrama, Role Playing, Role Reversal, Soliloquy, Group Dynamics, Encounter Group Sessions, Sensitivity Training Sessions, "All About Me" Diaries, Daily Journals, reality therapy, magic circles, self-actualizing sessions, and values clarification programs. These techniques are incorporated into many different courses and at all different grade levels. All these techniques were designed and utilized originally by licensed psychiatrists treating emotionally disturbed patients in the controlled situation of mental clinics and hospitals. Now we find them being used in classrooms by teachers, playing the role of amateur psychologists, on normal, healthy, well-adjusted American children who have never been diagnosed as in need of psychological help.

Concerned parents in different sections of this country, while raising their voices against some of the more notorious pornographic materials found in the schools, have not, unfortunately, voiced protests against the utilization of psychological techniques being used on their children. Yet these techniques can cause irreparable emotional damage when used by amateurs and can condition our children to an anti-Christian-Judeo philosophy and religion.

Other specific psycho-social educational programs have been sold to school administrators, parents, and taxpayers as "answers to the problems we face in society," "cures for social ills," helping the child seek his self-identity" and "preventing future delinquents and mental patients." These programs are called "Open Classrooms" (an educational philosophy, not an architectural design); I.G.E. (individually-guided education, which sounds great, but in too many instances there is very little guidance for academic subjects); "Schools Without Failure" (so far there hasn't been any success); Education in Human Sexuality; Drug Education; Focus on Self-Development; Social Sciences, Concepts & Values; the Ginn 360 and 720 Reading Series; Supplementary Readers such as Arrow, Tab, Scope, Read, Scholastic Scope, Junior Scholastic; Career Education (don't mistake it for a new vocational program; its true purpose appears to be a behavioral design to program a child from "womb to tomb"); the NEA programs for our Bicentennial year (Declaration for Interdependence to make all American children interdependent on a one-world global society, and to wipe away from their minds any pre-existing notions that there is something marvelous and superior

about our United States); programs such as MACOS and Exploring Human Nature (designed with our tax dollars through the National Science Foundation); and a new one implemented in 24 states this year with our tax dollars: Meeting Modern Problems and A New Model Me.

## Above All, Be "Relevant"

Our teenagers can't discuss philosophy or the classics, or the history of our country, but they know everything there is to know about sex, drugs, the problems of America, pollution, abortion, ecology, population control, and the paperback books that have made four-letter words common in the classrooms.

Literature which promotes the beauty of the English language, teaches our heritage, uplifts the mind, and has its basis in morality, is no longer considered "Relevant" by the educationists. If children are never given good classical literature to read -- only pornographic garbage; if they are never given a chance to hear and learn about good music -- only hard rock; if they never have an opportunity to view good art -- only mod splashes on canvas; if they are never shown the beauty of this country -- only its problems; if the beauty of love and sex in marriage is never stressed -- only descriptions of lust, rape, and deviate sexual activity; they will be conditioned only for the society of the Humanists and the Behaviorists.

As Bishop Fulton Sheen said, "A person who has no contact with real precious stones, has no criteria by which to judge synthetic stones." If everyone sets his own watch to suit his relevant "situation", will there ever be a correct time?

After reviewing many of today's textbooks, one can't help but ponder this thought: Would we as parents knowingly hire a babysitter to come into our home and systematically teach our children the exact opposite of what we believe? Would we permit that babysitter to spoon-feed garbage to our child? Of course not.

Yet -- in the name of education -- we, as parents, are indeed paying taxes to school systems that hire teachers and purchase educational programs that fill our children's minds with garbage and utilize psychological techniques to condition our children to an anti-Christian-Judeo philosophy and religion.

Loud cries are constantly heard about our country's monopolies -- the monopolies of utilities, oil companies, and big business. These monopolies are nothing compared to the ever-growing monopoly on the most precious commodity that this country has -- the minds of our children. This monopoly is produced, promoted, and perpetuated by the elitist Behaviorist and Humanist educationists.

When the Supreme Court took God out of the classroom, the elitist educationists replaced Him with the religion of Humanism. We, the people of America, are the only ones who can protect our children from futuristic manipulation by these elitists.

But we must begin now -- we can't wait for the next generation to take action. By then they will have been "educated" to conform to the new definition of education, and educated to hold allegiance only to man and to a one-world government. They will never even know that they were misled. They may never know America the Beautiful. Above all, they might never know God.

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*Jo-Ann Abrigg is the president of the Committee for Positive Education. She has her B.A. in Psychology from De Pauw University and is the mother of four children. This was a speech given at the annual conference of the Eagle Forum, St. Louis, October 10, 1976.*

### The Phyllis Schlafly Report

Box 618, Alton, Illinois 62002

Published monthly by Phyllis Schlafly, Fairmount, Alton, Illinois 62002.

Second Class Postage Paid at Alton, Illinois.

Subscription Price: For donors to the Eagle Trust Fund -- \$5 yearly (included in annual contribution). Extra copies available: 15 cents each; 8 copies \$1; 50 copies \$4; 100 copies \$8.