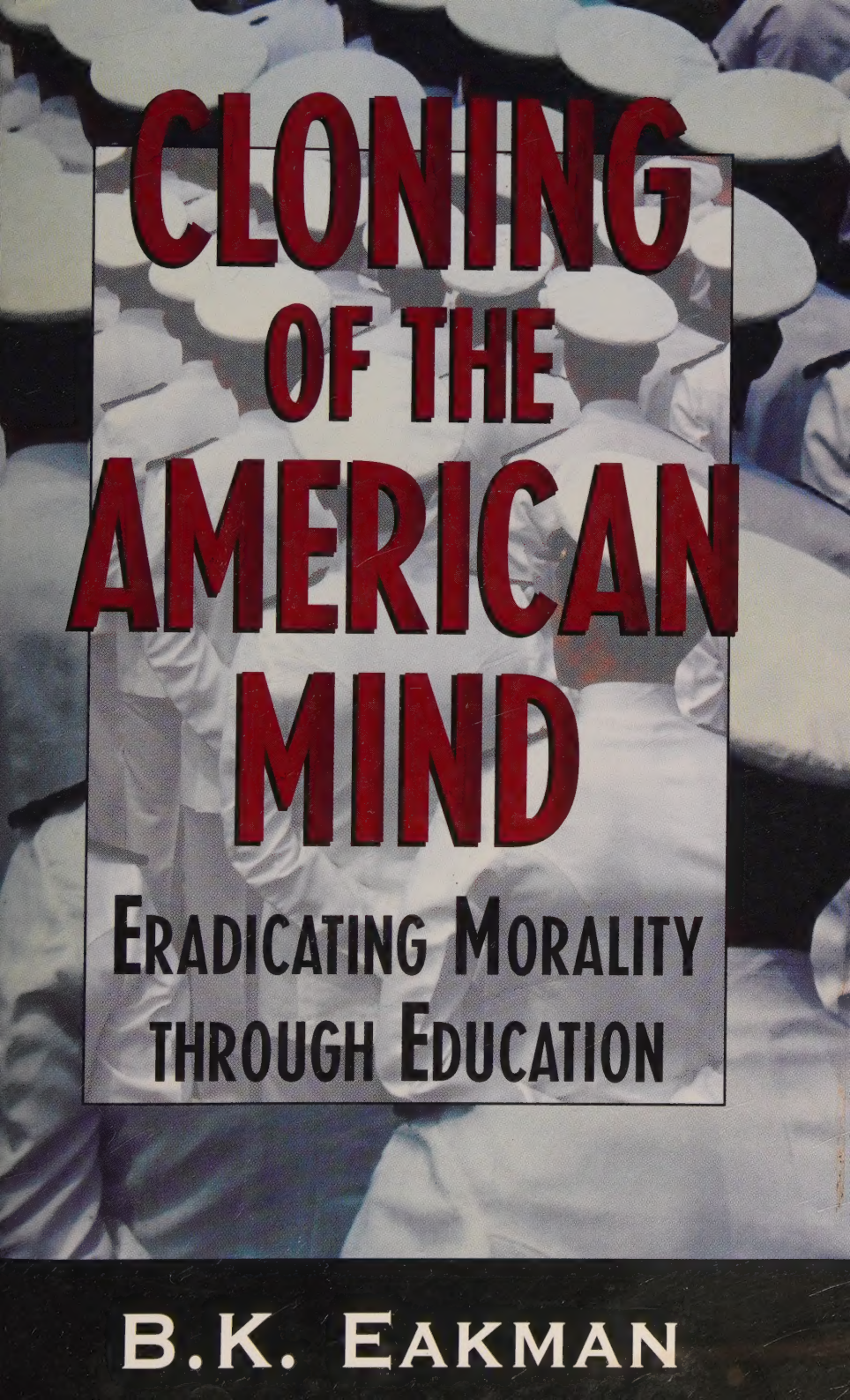




CLONING OF THE AMERICAN MIND

**ERADICATING MORALITY
THROUGH EDUCATION**

B.K. EAKMAN



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Cloning of the American Mind

Eradicating Morality
through Education

by B. K. Eakman

"The educational system should be a sieve, through which all the children of the country are passed. . . . It is very desirable that no child escape inspection. . . ."

—behavioral eugenicist Paul Popenoe,
American Eugenics Society; editor,
JOURNAL OF HEREDITY, 1926.

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DEDICATION

To Susan Tinkelenberg,
a wonderful friend and dedicated human rights advocate,
who passed away on 6 July 1996, before
this work could be completed.

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CONTENTS

Preface	vi
Acknowledgments	9
Prologue	10
Introduction: The Minds Behind the Mandates	21

PART I

Your Computerized Ego: The Use of Psychographics in Education

Chapter 1	35
Modern "Marketeers" and the Market Mentality	
Chapter 2	43
Psychographics and the Curriculum Connection	
Chapter 3	64
Taking a Ride on the SPEEDE/ExPRESS	
Chapter 4	89
High-Tech Ethics in a Low-Tech Legal Environment	
Chapter 5	94
Disability and Deceit	
Chapter 6	104
Ethical Gridlock	

PART II

Masters of Delusion: Psychiatry, the Counterculture and Education

Chapter 7	109
Preventive Psychotherapy: Educating for Mental Health	
Chapter 8	140
Birds of a Feather Start Flocking Together	

Chapter 9	Third Reich Psychs	167
Chapter 10	Scientific Coercion and the Engineering of Consent	191
Chapter 11	De-Nationalization and Moral Neutrality	212
Chapter 12	In Pursuit of Happiness: The "Spooks" Who Knew Too Much	225
Chapter 13	Training Teachers for a "Sick" Society	231
Chapter 14	Moral Neutrality Achieves Virtual Legality	253
Chapter 15	What Do We Really Know About Learning?	263

PART III

The Land of "Virtual Legality": The Legislative Connection

Chapter 16	Congressional By-Pass Surgery	268
Chapter 17	Legislative Overview	299
Chapter 18	Outcome-Based Education	312
Chapter 19	Hillary's Baby: Workforce 2000	347
Chapter 20	The "Full-Service" Education Model	364
Chapter 21	Curricular Atrocities	376

PART IV
The Rules:
How to Combat Psychological
Exploitation and Win Back Your Schools

Chapter 22	Up From Manipulation	415
Chapter 23	The Principles of Psych-War	419
Chapter 24	Patterns of Reasoning and Fallacious Arguments	428
Chapter 25	Favorite Attack Strategies	471

PART V
Escape from the Sieve

Chapter 26	Alternative Schools	505
Chapter 27	What Should We Teach and How Should We Teach It?	513
Chapter 28	Teaching Sensitive Topics	533
Chapter 29	Special Issues In Education	549
Chapter 30	Conclusion and Self-Test	564
Table 1		571
Table 2		572
Reference List of Acronyms		573
Index		577

PREFACE

My 1991 book, *Educating for the New World Order*, a surprise hit, was the first publication to warn of individually identifiable psychological assessments being given under the cover of academic (achievement) testing. It revealed that "corrective" curricula were being brought into classrooms under the umbrella of remediation. Youngsters' beliefs and viewpoints were being remediated, not their skills in academic disciplines. Due to subsequent demand, a collection of my speeches was released in July 1994, in a one-time, special printing called *Microchipped: How the Education Establishment Took Us Beyond Big Brother*. I had no intention at that time of writing another book.

But technology intervened, as did the re-emergence of a second faction in the behavioral sciences.

Continually outmaneuvered whenever they tried to inject some common sense into education policymaking, perplexed parents, activists and even state legislators, began calling for a more in-depth understanding of "the system," which was becoming increasingly linked to high-technology and marketing. *Cloning of the American Mind* centers on America's "illiteracy cartel," a term I coined to describe an out-of-control psychographic consulting industry. Psychographics, a relatively new field that combines elements of demographic and marketing research, already has taken education into the next century, far beyond where the old "progressives" left off—a place where personal, student, and family records assume a commodity status under ever-more-complicated education mandates coupled with recent advances in computer technology.

Beneath the book's title, *Cloning of the American Mind*, is a quotation by renown behavioral eugenicist Paul Popenoe, who noted that "the educational system should be a sieve, through which all the children of the country are passed. . . ." Further research revealed how unethical behavioral psychologists (and their close colleagues, known as evolutionary psychologists) have teamed up with school testing companies, computer software specialists, market research (psychographic surveying) analysts, information brokers, and certain tax-exempt foundations, to create a political weapon that holds a child's employment prospects hostage to a set of politically-charged psychological criteria—while the nation's cognitive and cultural knowledge base is systematically eroded.

As psychology increasingly has taken on the characteristics of a messianic political movement, an unwary public and its distracted elected representatives have bought in to a well-marketed, but bogus, education agenda sold under the dual umbrellas of "mental health" and "assessment stan-

dards." In this work, I trace the contributions of two distinct factions within the behavioral science establishment—one on the far-Right and one on the far-Left—and show how their two disparate agendas eventually merged for the purpose of introducing psychological instruments and experimental therapies into the schools. The term "screening" takes on new meaning as children, and by extension, their families, today are assessed for supposed "markers" of psychological disorders (the most recent being Attention-Deficit Disorder as a "marker" for schizophrenia), with the results of such analyses going into cross-referenceable electronic transfer systems such as the one known as the *SPEEDE/ExPRESS*.

My primary concern is to explain, in terms the average person can understand, how information thus collected can be overlaid with other private and public records, and downloaded at any time by "researchers" or information brokers, including those with political motives. At the same time, I trace the development of a little-known spinoff of psychographic market analysis that permits both group and individual psychological profiles to be created from cross-matched computerized information. I describe how a computerized model is developed so that experts are able to predict with chilling accuracy the probable future behavior of any individual or group, including political reactions. Due to various loopholes in the law which I detail in the book—for example, those governing Medicaid and the Improving America's Schools Act of 1994—"canned" minicourses, aimed at modifying selected viewpoints and proclivities, are being infused, interdisciplinary-style, into lessons, including those lessons downloaded directly by satellite into the child's classroom personal computer, so that they bypass all the typical safeguards of parental inspection. I reveal how psychological diagnostics, including "confidential" surveys, are administered to determine whether, in fact, these mini-curricula are producing the intended results.

Part I of the book offers an authoritative look at the computer-privacy issue, including information concerning legal precedents and specifics on various advanced computer technologies. This section shatters the myth of academic testing and provides a crash course in psychographic surveying strategies, which have become part and parcel of today's student (and parent!) assessment processes.

Part II traces the labors of the chief gurus and architects within the two behavioral science factions, as well as works by their accomplices, disciples and, later, proselytizers on three continents. This section examines how their various individual contributions built upon one another, eventually re-directing the focus not only of American schools but education worldwide. The Delphi and Tavistock Methods of group manipulation and the science of "engineered consent" are explored in detail.

Part III names the major players of today's education establishment, inside and outside of government, and it outlines the laws, mandates, projects and programs initiated by the US government under the guidance of private interests working in partnership to reform education. Beginning

with the *Belmont Project* and the *Behavioral Science Teacher Education Project* in the 1960s, the *Change Agent Feasibility Studies* and the *Effective Schools Movement* in the 1970s, the *Paideia Project* and *American 2000* in the 1980s, and, finally, the *Goals 2000/Outcome-Based Education/Workforce 2000* package under the Clinton Administration in the 1990s, this section unites Parts I and II to unveil the big picture. Special attention is focused on a recently uncovered early plan by behaviorist reformers to ensure that control of education would be wrested away from local communities by seducing the once-independent state education agencies with promises that support from federalization would be "profitable." Various strategies of institutionalizing programs and policies that are legally disputable are described, such as the *Inside-Out Technique*. The section also examines a truly non-discriminatory approach to ability-grouping that is both scientifically sound and socially viable.

Part IV, "The Rules: How to Combat Psychological Exploitation and Win Back Your Schools," marks the point in the book where those seriously committed to taking back control of their schools—from community activists to local legislators—can learn to "trump" the professional agitators and "facilitators" who are sent into communities under the banner of "co-operation" for the purpose of engineering a phony consensus for policies and programs that would otherwise be rejected by voters. This important section teaches how to apply documents examined in Parts II and III to discern the real intent behind "pilot projects," "experimental programs," and various "reform" measures. The reader will find reprinted portions of official manuals from special interest groups used to rebuff parents and marginalize individuals daring to challenge educators.

Part V provides a reasoned look at what comprises a relevant, academic and well-rounded education in today's social and political environment. It alerts readers concerning biased and bogus curricula that are being thrust on communities around the country. This section covers the usual sensitive topics of sexuality, drug abuse, self-esteem, and political events, describing to what extent, if any, these topics should be broached in school curricula. More importantly, the section addresses disciplines frequently ignored by both traditionalists and progressives, such as elementary-level market economics, rhetoric, logic, diction, and enunciation.

ACKNOWLEDGMENTS

Many documents referred to in this book were directed to the author by researchers and other interested professionals from all over the world. Their willingness to help locate and share hard-to-find information dating back over a century made it possible to chronicle three parallel efforts—in information gathering methodologies, behavioral science, and legislation—and to place these in a context that not only provides insight into the times and circumstances surrounding each event, but the ramifications for our present era. A special thanks for their research efforts, therefore, goes to: Mark Barber, D.D.S., CCHR, for his research relating to behavioral eugenics; Dennis L. Cuddy, Ph.D., author, former senior analyst, US Dept. of Education, for his painstaking research on the history of and the interconnections between America's foundations and special interest groups; Michael S. Brunner, author, former research fellow with the National Institute of Justice and former program head of the US Dept. of Education's National Adult Literacy Project, for his outstanding research on reading methodologies used by teachers and the link between methodology and juvenile delinquency; Michael Minnicino, historian, for his insight into the rise of the counterculture and drug culture on three continents, beginning with the early 1900s; Ray Raehn, whose research pointed to certain of behind-the-scenes influential, counterculture figures; Bruce Wiseman, author and president, CCHR, for his analysis of illicit psychological experimentation on children worldwide; Charles M. Richardson, former learning center head, for his research focusing on the scientific and business communities and their relevance to the teaching of reading and mathematics; and Steven Kossor, child and adult psychologist, for his courage in revealing the extent of and purposes for which psychological principles are integrated into curriculum. Finally, a special word of thanks to my friend and colleague, Erica G. Kenney, whose vast experience as a legislative assistant on Capitol Hill enabled her to keep the various pieces of legislation, congressional committees, subcommittees, and hearings straight, and whose careful eye, great patience, and near-photographic memory were indispensable to the editing of this work.

PROLOGUE

. . . outsiders who have no legal right to know about these databanks or their contents are inexplicably given free access to them. Information in 56 percent of government databanks is examined regularly by private corporations and educational institutions, with few questions asked, according to the GAO [General Accounting Office]. In almost all cases, the government doesn't even bother asking what the data is being used for.

—Jeffrey Rothfeder, *PRIVACY FOR SALE*, 1992

On 25 June 1996, the first incriminating evidence hit the news, pointing to the existence of what White House officials admitted was a “supersecret federal information system” about private individuals. The technical name was the *White House Office Data Base*. But the people who used it had nicknamed it “Big Brother.”

Almost simultaneously, it was discovered that the White House had requested—and received from White House Staffers Craig Livingstone and Tony Marceca—at least 700 (later revised to over 900) files from the Federal Bureau of Investigation (FBI) containing personal information about staff from the two previous administrations. News journalists, talk show commentators, and, at length, even spokespersons for the White House itself, said the information had come from “security background checks,” conducted by the FBI at the time on individuals requiring clearances. But since most of the individuals in question no longer worked at the White House, the Clinton Administration was accused of using the files to “dig up dirt” on officials from the Reagan and Bush Administrations. The larger question was: Did the information from the FBI files go into the “supersecret” White House Office Data Base?

It smelled strangely like Nixon era *déjà vu*—an “enemies list”—a view that has since been confirmed twice, once by ABC newsman Sam Donaldson on 10 February 1998, and even by the first Lady herself. In an interview with President Bill Clinton's former top advisor, George Stephanopoulos, concerning the White House strategy to quash any serious congressional inquiries into the so-called sex-and-lies scandal by threatening to air everybody's dirty linen, Stephanopoulos told Donaldson: “Absolutely.” But Hillary Clinton inadvertently gave the strategy away three weeks earlier when she indicated that the White House had looked “at the backgrounds, the past behavior” of any “right-wing conspirators” rash enough to pursue the allegations and make sure that this information “comes out.” While this particular form of political blackmail isn't exactly new—indeed JFK's Attorney General, brother Robert Kennedy, sent just such a threat through

then-FBI director J. Edgar Hoover to outraged congressmen, who were threatening to investigate and expose President Kennedy's sexual dalliance with one Ellen Romesch, who turned out to be an East German spy—what is new is the predictive capability of today's computer systems, which can cross-match all sorts of personal information, from medical, title, and purchase records to a virtual compendium of rumors, hearsay, and opinion data collected in the course of a security background check and link it all in such a way as to irreversibly tarnish an otherwise stellar reputation.

Few journalists appeared to have made the connection between the stories on the Filegate, the White House Office Data base, and systematic leaks of personal information. Because for all the controversy . . . the news media missed the big story. Much of the private information in question simply could not have been obtained from routine security background checks—for example, what political activities and issues a person had supported in the past, financially or otherwise, and predictions about which ones that same individual might support in the future. That kind of information would have had to be acquired from somewhere else—from many sources, in fact—regardless of whether it went into the White House Office Data Base or not, which Linda Tripp now indicates it did.

The stories about the wayward FBI files and the "supersecret" White House Office Data Base ran exactly 10 years after a similar, but much less widely-reported incident, was uncovered in Pennsylvania. Parents there had discovered that personal information about their families was being collected through their children's school "assessment tests"—a carefully crafted term that didn't say "achievement," but didn't say "aptitude," either, and thus didn't say much of anything that set off alarm bells, at least not initially. The full technical name of the test was the Educational Quality Assessment (EQA), and it was made up predominantly of questions like these:

- *I often wish I were someone else. [or] I get upset easily at home.* The student is supposed to check: [a] *Very true of me*, [b] *Mostly true of me*, [c] *Mostly untrue of me*, [d] *Very untrue of me*.

- *You are asked to sit at a table with retarded students. In this situation I would feel:* [a] *Very comfortable*, [b] *Comfortable*, [c] *Slightly uncomfortable*, [d] *Very uncomfortable*.

- *A person in a crowd is standing on a street corner. They are protesting about something. Some people pick up rocks and start throwing them at windows. I would also throw rocks WHEN I KNEW:* (a) *there was no chance of getting caught*, (b) *I agreed with what they were protesting about*, or (c) *my closest friend decided to throw rocks*.

The EQA had 375 questions covering attitudes, worldviews, and opinions, most of them involving hypothetical situations and self-reports; there were also 30 questions on math and another 30 covering verbal analogies, which amounted to just enough academic questions to appear credible. The scoring mechanism, however, revealed that points were given only for what were called "minimum positive attitudes"—in other words, state-desired responses, most of which failed to strike the parents who saw them as

either positive or desirable. As in the case of the *White House Office Data Base* 10 years later, the larger question was: Were the children's responses going into a permanent file somewhere else that could eventually come back to haunt them? In fact, why were answers to questions like these being sought at all?

It took four years, an audit of Pennsylvania's federal funding links to the EQA, and a series of threats and counterthreats between federal and Pennsylvania education officials over the particulars of the funding, before state testing authorities finally admitted to the public that the EQA was, in fact, a psychological testing instrument and that it violated several of the seven protected areas under the Protection of Pupil Rights Amendment, passed in 1978, sponsored by Senator Orrin Hatch.

Like most cases of belated admissions of guilt on the part of government officials, the final blow to Pennsylvania's dissembling on testing happened by accident. Dr. Richard Kohr, the Measurement and Evaluation supervisor of the Division of Testing and Evaluation at the Pennsylvania Department of Education, had penned a letter with the intention of defusing the controversy, implying that everything going on in Pennsylvania's testing programs was on the up-and-up. He stated that the majority of the EQA dealt with "knowledge and skill items," and that furthermore "[b]ehavior modification is not advocated by our program, rather it is a specialized clinical technique used primarily by psychologists to achieve a therapeutic goal with their patients." Unfortunately for Dr. Kohr and the Pennsylvania Department of Education, this particular statement proved beyond any doubt that he and his colleagues knew very well behavior modification was a medical technique to be used only by licensed practitioners. So when opponents of the test located and publicized an "attitude scale" for the EQA, *devised by Dr. Kohr himself*, coupled with multiple curricula prominently displaying *not only* the EQA label right on their covers, but the terms "behavior modification" and "therapy" in the accompanying guide books, that was the last straw. What else could Pennsylvania education authorities say except, yes, the EQA was a psychological testing instrument?

This discovery that public school curriculum was tied to a predominantly psychological test was critical because it meant that students' personal opinions were being specifically targeted in the classroom. Researchers found that if a majority of children gave a "wrong" answer to an opinion-oriented question on the assessment, canned mini-lessons, 10-20 minutes in length, were called up from a computerized list of behavior modification programs geared toward English, social studies, or some other subject. These were the curricula (known in the vernacular as "strands") bearing the EQA labels on the covers, along with commentaries describing "behavior modification" and "therapy" in the guide manuals. The mini-lessons, or "strands," were designed to change the child's opinion and elicit a "correct" response the next time, two or three years later, when a remarkably similar assessment was again administered. Parents discovered that in some cases special "affective education" classes were convened to "remediate"

youngsters who repeatedly gave “inappropriate responses” on these survey-style assessments.

Naturally, the more Pennsylvania stonewalled the issue, the more questions there were from parents, angry citizen groups, and finally, members of Congress such as Senator Arlen Specter. What a surprise when they discovered that other states were doing essentially the same thing as Pennsylvania, under various testing labels. The youngsters involved were as young as 8 years old. Worse, the assessments frequently were given without parents’ knowledge or consent. Sometimes a school district would send a letter home implying that an impending test was voluntary and anonymous. But the term they actually used, “confidential,” meant neither of those things in a legal sense. In actuality, neither the children nor their parents were ever aware they had a choice. Which lead everyone to wonder: What on earth were the assessment’s creators trying to find out?

In combing Pennsylvania’s computerized regional instructional library for insight, something called the “Interpretive Literature” to the EQA was located, which revealed that the testing company was trying to ascertain:

- What is the child’s “locus of control?”
- Is the child “externally or intrinsically motivated?”
- Is the child “amenable to change?”
- Will the child “conform to group goals?”
- Does the child “willingly receive stimuli?”
- Will he “comply with authority” [figures]?¹

Needless to say, none of this sounded very much like academics, which raised concerns about other state tests. So researchers turned their attention to another test called the *Testing Essential Learning and Literacy Skills* (TELLS). In the foreword to the TELLs literature was an out-and-out admission that the testing company was doing only *token* academic testing, that a primary purpose was to find “indicators of gullibility.” Almost as an afterthought, the foreword added that “[t]he test also appears to measure knowledge to some extent.”

Why would a school-based test measure anything except knowledge?

Meanwhile, sophisticated surveys encompassing a wide variety of personality and opinion data were proliferating at a dizzying rate in classrooms nationwide, covering everything from sexual topics to political proclivities and social attitudes—drug and alcohol surveys, university studies involving self-reports, health (sex) questionnaires, and so on. A typical example is a 149-item questionnaire for sixth-, ninth-, and twelfth-graders in Minnesota which subtly sends the message to youngsters that illicit drug use, drinking, and unmarried sex is normal and encourages children to report on their parents:

- *Has drinking by any family member repeatedly caused family, health, job or legal problems? If so, who? [Mark all that apply.] The choices are: Parent who lives with me; Parent who doesn’t live with me; Brother or sister; Other relative; Other person who lives with me.*

- *Has drug use by any family member repeatedly caused family, health, job, or legal problems. [Mark all that apply.] (Same options as above.)*

- *If you use marijuana, how old were you when you started? If you use any other drug, how old were you when you started?*
- *How often do you get drunk?*
- *How often do you attend religious services? How important is religion in your life?*
- *Have you ever tried to kill yourself?*
- *How often have you run away from home?*
- *Have you ever felt so discouraged or hopeless that you wondered if anything was worthwhile?*
- *Have you ever had sexual intercourse (gone all the way)? If you have sexual intercourse, how often do you and/or your partner use any birth control method?*

Some surveys were even labeled as bona fide academic testing, not “assessments,” as per the *Metropolitan Achievement Test* in Indiana, put out by Psychological Corporation. Questions on this test included the pro forma ones about how many TV programs the student watches, whether the child reads to a younger sibling, how often the child shops for his own clothes, and whether the child helps with chores. Then there were some real, honest-to-goodness academic questions, but thrown in, literally at random, such as asking students the meaning of a vocabulary word or where a State of the Union is located. Surrounding these isolated academic questions were questions such as:

- *Is there a ruler in your house?*
- *Is there a protractor in your house?*
- *Are there other types of measuring devices in your house?*
- *Is there a dictionary/thesaurus in your home?*

The multiple choices were: (a) *Yes, I have one of my own.* (b) *There is one I can use, but it isn't mine.* (c) *I don't know if there is one.* And (d) *No.*

The Metropolitan Achievement Test in Indiana listed the child's name on the cover. Most nosy assessment-like tests, however, claim to be “confidential.” On top is usually a demographic background information sheet which the pupil “bubbles in” (darkens the circles) with a number 2 pencil that includes such information as the child's age, birthday, grade, school, class, parents' level of education and profession, number of individuals living in the household, income, social security numbers or other identifiers, and so on.

The implication is that providing these facts renders disclosure of a student's name unnecessary and that aggregate, or group, data are all that the testing companies care about, that is, the test is truly anonymous. But in fact, what a pupil reveals on the demographic cover sheet nails down his identity, and sometimes identifies him outright. How many youngsters, after all, will have a birthday on May 14 in Mrs. Thompson's 5th grade classroom at Locke Haven Elementary School in 1996? And this doesn't begin to address the information the child reveals about his family—income, number of individuals in the household, and so forth. But time moves on, and even that issue is becoming moot, since today most tests and

assessments are “slugged” so as to be automatically identifiable down to the individual child, meaning that the tests or assessments are pre-coded with concealed, individual identifiers, such as bar codes.

The shocker, however, first discovered by parents in Pennsylvania, then around the nation, was not only that the information was being collected and maintained in cross-referenced data banks, but it was being tracked and monitored. This meant that someone was following the data over months, and maybe years. Monitoring was accomplished through the repeated use of “behavior modification” curricula that were keyed to assessments like the EQA. By using the assessments over and over, curricula that *didn't* change students' opinions could be junked for ones that *did*.

Proof concerning the nature of these curricula was located, once again, in the professional materials known as the “Interpretive Literature.” It was generally accessible only by professionals in the field. Only laypersons with some computer knowledge managed to find out how to access it. Or, a harried curriculum-development specialist in a school district might pass it along. Most parents don't even know such literature exists; nor in many cases, do classroom teachers and school principals. The Department of Testing and Evaluation within each States' Department of Education, however, is quite familiar with the professional literature, and education policy is generated accordingly. Today, it is typical to read from time to time about parents who suddenly discover that their young children have been exposed to, say, a 15-20 minute graphic sex education film which they were told beforehand would not contain certain types of visuals or information. Later, when it turns out that the class was misrepresented, no one from the school or the district office seems to be available for comment, and neither the teacher, nor the principal, nor the superintendent has anything to say to parents or the media.

That's what happened on 12 March 1996, in Centreville, Virginia. Larry and Blanca Wiggins gave permission for their 11-year-old daughter to participate in an elective sex education class, but only after being assured by school officials that the program was limited to discussions of girls' physical changes during adolescence. When they discovered that everything from erections to “wet dreams” was covered in graphic detail, they were angry. The Wigginses went back to the school officials, but no one had anything to say—not to them or to the press. Officials showed them only Fairfax County's opt-out policy. But that *was* the whole point. In this case, because there was an opt-out policy, the program could not be represented honestly because most parents would be opting their children out. The Interpretive Literature no doubt described exactly what would be covered. But the classroom teacher, and maybe even the principal and the superintendent, did not see it. They found out what it contained after the fact, just like the parents.

Indeed, in the aftermath of the Centreville incident, it was reported on 1 April 1996, that officials at the district level admitted that girls were only supposed to have seen a female sex-education film. That is why they had

had no comment for reporters earlier. But the very next day, on April 2, it was reported that young girls (fifth graders) routinely saw films about male puberty. The literature on what was actually covered had miraculously surfaced.

Most people today suspect that education is not really about literacy, "basics," or proficiency at anything. What is less well understood is that there exists in this country, and indeed throughout the industrialized world, what can best be described as an "*Illiteracy Cartel*"—ostensibly aimed at furthering "mental health." This cartel derives its power from those who stand to benefit financially and politically from ignorance and educational malpractice; from the frustration, the crime, the joblessness and social chaos that miseducation produces. The social work and remedial textbook publishing industries are just two examples of such beneficiaries, but they do not comprise the Cartel itself.

The Illiteracy Cartel in America is built around an out-of-control psychographic consulting industry. Psychographics has been around awhile, but it's a term with which most people aren't familiar. If one checks the listing in Webster's *New World Communication and Media Dictionary*, it states that *psychographics* means "the study of social class based upon the demographics . . . income, race, color, religion, and personality traits." These are characteristics, asserts the dictionary, which "can be measured to predict behavior." This, of course, brings up a panoply of civil rights and other ethical questions when applied to persons in captive, compulsory settings like elementary and secondary schools.

This book explores today's behemoth psychographic consulting/information brokerage industry, focusing in particular on state-of-the-art computer technologies and advertising strategies to show how behavioral scientists are combining these with psychiatry to reform education. In the process, we will see two factions of behavioral science as they evolve, clash, then come together, to accomplish what no extremist group or power elite has been able to do in the history of the world: hold an entire population hostage to a set of quasi--political, psychological criteria. How so? By predicating children's job prospects on whether or not they hold "acceptable" worldviews and opinions.

This, of course, is the holy grail of social engineering. What certain unsavory elements within the education establishment have discovered is that they can use state-of-the-art technology to target political advertisements to children, to obtain personal information about youngsters and their families, then get into the *belief systems* of the students and correct the viewpoints they find distasteful. Such is possible only because the technologies of computerization and advertising have evolved to the point where analysts are able to predict probable future behavior and turn their findings over to those in a position to act on such predictions.

Since the 1940s, when unworkable methods of child management began to be thrust blatantly upon the American parent, an unwary, increasingly undereducated, public and its distracted elected representatives have

been buying in to the mental health movement's bogus educational agenda—an agenda predicated on “correcting” the social chaos created and promoted following the Second World War.

Today, under the cover of “mental health” and “student assessment,” consultant-industry psychologists are using the government grant process as the primary vehicle for infusing experimental therapies, many of them medically dangerous and/or politically motivated, into school testing programs and curricula. At the same time, they're employing high-tech direct marketing techniques to “sell” the scheme to legislators and the public. As we shall see, an enormous system of interconnected databases is emerging that allows personal and family information, including juveniles' opinions, to be individually accessed, held for posterity, and transferred automatically to the workplace. But the key to creating an actual weapon out of this capability lies in strategic marketing and global networking, a shrewd combining of computerization and the latest techniques of consumer advertising.

For obvious reasons, the advertising industry is dominated by behavioral psychologists; they want to sell something. But the education establishment is similarly dominated. Once one understands this, the reasons why academicians and parents are getting trounced in their efforts to inject some common sense into education policy become less puzzling. Before we get into the particulars, however, there are some important distinctions worth noting:

First of all, when we ordinary folk use the term “parents,” we mean the majority of upstanding, decent people who care about their children. Statistics show that about one-half of one percent of American youngsters have no responsible adult to care for them. Yet, over the past 30 years, social and domestic policy have focused almost exclusively upon this irresponsible, negligent and abusive element. So when education policymakers hear the term “parents,” they're thinking of negligent, abusive and irresponsible people, or at the very least, of “rank amateurs.”

Education policy—indeed, all of social policy today—is aimed at dysfunctional people, *not* toward the backbone of society. This is an enormous departure from earlier eras, made worse by placing the education bureaucracy (and, indeed, most officials in every government agency) in a perpetual crisis mode—a reactive, process-oriented mentality that makes it difficult to deal with errors and miscalculations. Washington's obsession with crisis has aided and abetted those opportunists who would use the taxpayers' largesse to regiment, not merely regulate, thought and action, while state and local governments, as well as collaborating public and private institutions, drown in mandates and paperwork to obtain or keep federal funding. In similar fashion, amassing dossiers on individuals, beginning with people's children in the classroom, becomes a “necessary preventative measure.”

Secondly, the sophisticated combination of marketing and agitation that is responsible for hoodwinking the nation into supporting the new brand of “education” relies on four key principles:

a. Redefining.

c. Consensus-building.

b. Redirecting.

d. Marketing.

The aim is to legitimize, then institutionalize, unpopular and bogus policies and learning programs before people know what hit them.

Appealing marketing slogans like "World Class Standards," "critical thinking," "cognitive," "higher-order skills," and outcome-based education (OBE), are either coined or redefined by advertisers, paid for by well-funded educational innovators (for example, William Spady's *High-Success Network*) to promote and disseminate deceptive buzz-words to various "target audiences." Every societal faction—from business and the intelligentsia, to religious organizations and lawmakers—get a "pitch." For example, to promote certain experimental programs, an advertising firm may target well-educated, professional neighborhoods by popularizing terms, phrases, and images that will appeal to these residents' sense of intellectual accomplishment. Another pitch will be used for struggling socio-economic neighborhoods—all based on state-of-the-art direct-marketing technology. Of course, as soon as folks catch on to what the slogans and terminologies mean, the jargon is changed. For example, the "global education" of the 1970s was recast as "multiculturalism" in the 1990s; "school reform" was born again as "restructuring;" "situation ethics" has been re-introduced as "ethical judgment."

How do they know which pitches to direct to which groups? First and foremost, they have the data from your childrens' surveys and assessment tests. Such factors as use of leisure time, hours spent in or outside the home, methods of discipline, and political leanings frequently can be ascertained from just the cover sheets, especially when combined with public records from other sources. For example, researchers can overlay public records like census data, and put the whole business through a statistical modeling process that isolates and compares the various data points in ways that enable analysts to provide a profile of your neighborhood or family to marketing experts—who will, in turn, come up with an advertising plan. So it winds up being a continuous cycle.

Thus have educators adopted not only the terms, but the strategies, of marketing psychology. In the end, marketing strategists will redirect the attention of the community away from the actual level of learning among students and toward such intangibles as "getting along with others," "working in groups," and expressing "environmental responsibility." Professional consensus-builders—using the tactics of political "agitators"—will be brought into the community to ensure support for this agenda, employing specific strategies of group manipulation, which we will be examining in detail in later chapters.

Why isn't there a major uprising on the order of the *Million Man March* when parents discover the kinds of so-called "tests" and "basics" schoolchildren are getting under the guise of academics? Well, as always, most parents are in their twenties and thirties. Except that nowadays, many can't recall what a real test looks like. In addition, we have all been condi-

tioned to the logic that unless one has something to hide, there is no reason not to answer personal questions. Bombarded with a never-ending array of personal (and tasteless) magazine surveys; ubiquitous questionnaires concerning intimate bodily functions; self-help questionnaires, and TV fare like Oprah and Ricki Lake—all of which focus on the most intimate details of a person's life—we are becoming not only desensitized to divulging personal information, we're no longer sure what "personal" means.

Certainly our children don't know. Asked to report on the contents of the family's medicine cabinet, they happily comply. Queried concerning various specific sexual practices, they exaggerate their responses just to sound impressive. Quizzed as to whether a parent has mental problems, is depressed, or drinks liquor (including wine with the evening meal), they eagerly divulge that information, believing they have pleased the teacher. The fact that children are not particularly discerning about what they reveal, and that they may misinterpret what they see and hear, thereby interspersing false information with accuracy, is of little or no concern to those collecting information. The media, of course, have no stake whatsoever in other people's privacy.

Simon & Schuster was the first of the large-scale media to broach the privacy issue in any depth when it released *Privacy For Sale*, authored by business journalist Jeffrey Rothfeder (1992). His curiosity sparked while attempting to do a story on another issue, he decided to see just how much information he could obtain about a prominent public figure. He selected former Vice-President Dan Quayle, someone he held in mild contempt anyway. By using his personal computer and making a few phone calls, Rothfeder found he could easily gain access to information he wasn't supposed to be able to get. He discovered more than he bargained for, and started sounding off alarms. But for all that, Rothfeder was blissfully unaware that techniques identical to those he was describing were being used in the nation's elementary and secondary schools.

There was no mistake. While some of the computer banks first identified during the Pennsylvania fiasco in 1991, when the story did finally come out, underwent several name changes and encountered frequent technical difficulties, primarily in the area of system compatibility, what first came to light in assessment testing in that state foreshadowed what today is enshrined as fact: a database exists which not only has the capability to track and cross-reference generic information about people and their beliefs, but can be used to predict a person's likely future actions. The reason is the level of detail that now can be specified: family ties; friends' and associates' names, addresses, phone numbers and aliases; political/civic clubs and associations joined; magazine subscriptions; frequent shopping places; favorite mail order houses; political campaigns and causes contributed to; how a person might be important by region, state or city; and what potentially embarrassing information one may harbor. Which brings us back to the *White House Office Data Base*. Staffers who accessed it surmised *how the targeted individuals felt about specific issues and what they might want from a current or future political administration*.

The critical point here is that a computer model is available to predict behavior, simply by deriving a *pattern of one's past activities*. These activities can include anything from long-distance telephone usage to spending, recreation, and health. Such a capability has not, in the past, been a part of any routine security background check. But as we will be examining in these pages, times have changed, and such information is no longer difficult to obtain and add to a routine background check for those with the know-how and motivation to do so. At the touch of a button, a knowledgeable computer hacker may be able to provide information that singles out individuals for embarrassment, extortion, bribery, or entrapment. Then there is the ever-lurking "information underground" to which even government officials turn when they cannot get their data through legitimate channels.

What this means for education is that the constitutionally protected right to freedom of conscience is in serious jeopardy—not to mention the future prospects of America's youngsters. Like today's television advertisements, which increasingly are imbedded within the story lines of TV movies and sitcoms, the new style of learning programs have already begun to function more like subliminal advertising than academic curricula. At a time when lawyers are still seeking to redefine terms like "record" and "document," and the US Supreme Court, in an effort to address the issue of cyberspace porn, is arguing over whether the Internet is more like a public park or a telephone, Information Age behavioral scientists are way ahead of the game. Now a staple in most public relations firms, behavioral science has already redefined "advertising" and it is stamping messages on everything that stands still. The scandals involving the *White House Office Data Base* and the FBI files are but a warning of the properties inherent in screening systems around the country utilizing psychographic capabilities. Indeed, the very term "screening" has taken on new meaning.

Let us, therefore, examine the history, the gurus and factions that are facilitating and promulgating the psychographic testing, monitoring, and screening processes. Let us explore the many methods and strategies used to accomplish with "virtual legality" policies that are wholly unconstitutional and which even violate state and federal laws, and discover how learning programs and educational fare which are, in reality, unpopular, can be made to look as though they have public support when taken to the nation's lawmakers on Capitol Hill. In considering these issues, let us think of elementary and secondary schools not as institutions of learning or job preparation, but as a series of sieves through which the entire future population must pass in order to find a place in society. Only then might we discover how to beat the Illiteracy Cartel at its own game.

NOTES

1. "Questions and Answers on the EQA," Educational Quality Assessment, Pennsylvania Dept. of Education, 1981.

INTRODUCTION

THE MINDS BEHIND THE MANDATES

The epitaph of the 20th century should be: "Here lie the victims of open-mindedness."

—Joseph Sobran, syndicated columnist

On January 22, and again on 15 September 1996, the *Washington Post* published the results of polls showing that the Number One issue on the minds of voters in the upcoming national election was not the budget, the deficit, or even crime, but education. What a change from just 20 years ago, when publishers were telling alarmists who saw the scribbling on the wall, as it were, that "no one was interested in education."

It was the year of the nation's Bicentennial, 1976, when education's high priests finally succeeded in their long-standing struggle (since the heydays of John Dewey, Edward Lee Thorndike, and James Earl Russell's "progressive education" in the 1920s) to shift schools away from academics and scholarship to socialization and guardianship. Teachers threw out stuffy old books, learned how to say "Hey, Man!", exchanged their dresses and suits for blue jeans, and dismissed "the value of x ." Likewise, student dress codes and rote learning were scrapped, tests and curricula were dumbed down, once-neat rows of desks were traded for "open classrooms," teacher lecturing and grading scales were condemned, and a technique called "behavioral conditioning" (à la B.F. Skinner) began replacing drill and repetition.

The increasingly powerful teachers' unions—the National Education Association (NEA) and, to a lesser extent, the American Federation of Teachers (AFT)—meanwhile solidified their gains by insisting that teachers be treated as "experts" and "professionals." The tactic swelled union membership rolls as teachers watched their classrooms dissolve into chaos. Even some who didn't agree with the unions' political positions were swayed to join when colleagues with maturity and experience (and higher salaries) started being replaced with more youthful, but inexperienced people. The appeal to professionalism—and the new medical insurance packages—also provided a powerful incentive to unionize.

Whether the public at large any longer viewed classroom teachers as professionals was, by the late 1960s, another matter. But this did not deter either the teachers' unions or the university departments of teacher preparation, both of which were making a financial killing from unionization. The NEA and AFT got a windfall from membership dues, and the univer-

sities attracted more graduate-level education students who needed course work in educational psychology to keep up with the times. For their part, the two unions lobbied for ever-higher teacher salaries, state accreditation, and universal credentialing of teachers (along with some bizarre socio-political causes); the universities conferred or denied professional status via the National Teachers Examination.

By 1973, the NEA was working to consolidate its local, state, and national organizations so that any teacher who joined one would have to join all three—for a much higher fee. Further finagling led eventually to legislative mandates in most districts that forced teachers to join either the NEA or the AFT as their “collective bargaining representative.” Not satisfied with their new-found influence, the NEA sought to make itself invincible by inciting their members to outrage over the reticence of a few remaining die-hards who had yet to join up and be counted. The argument went that it wasn’t fair for all teachers to benefit from bargaining gains which only the dues-paying members had subsidized. The upshot of unionization was that it launched an us-against-them mentality—between teachers and school administrators, and between schools and parents. Teachers, already frustrated in the classroom, were easily goaded into lashing out at their superiors and at the mothers and fathers who expected so much from them. Predictably, principals and superintendents withdrew the traditional disciplinary support teachers had enjoyed for so many decades; indeed, school administrators no longer were expected to have taught any academic subject as long as they obtained the requisite administration credentials. Instead of assuming their traditional role as buffer between teachers and the public and ensuring adequate supplies, the new variety of school principal pushed teachers to pass failing students and “relate to youngsters on their own terms.” Teachers now had to forget what little they ever knew about a classical education and change their focus to “humanizing the education process” and “being relevant.”

While the idea of a more hands-on approach to get students personally involved with their education had merit, neither college preparatory courses nor teacher inservice workshops afforded any inkling as to how instructors might apply that to a youngster grappling with the mechanics of basic grammar and algebra. Unsurprisingly, grade inflation became rampant.

So, along came “accountability” legislation. Accountability meant developing a process by which teachers would prove statistically each term that so-much learning had transpired in their classrooms. The first step involved devising and administering a pretest at the beginning of a term, to ascertain what students knew when they walked in, then writing a formal set of objectives based on the results, and finally creating and administering a post-test at the close of the term. This sounded professional and hard-nosed. It was going to separate the good teachers from the “losers.” Refusal to comply with accountability legislation, teachers were told, would result in loss of state and/or federal funding for the school district.

Since there was no longer any hint as to what a child ought to know by such-and-such a grade level (social promotion, remember?), and because accountability was now going to be used to rate teacher performance, department heads told teachers to write their objectives accordingly. If goals were set too high, they said, the only people who would look bad at the end of it all were the teachers, not the administrators. So that's one way the "dumbing down" of course work in public schools happened. Unsurprisingly, tests often didn't *reflect what would actually be taught*. Sometimes teachers wound up giving the same test for the pre-test and the post-test or even teaching the test to the students. By 1980, the semester objectives for a 9th grade English class looked something like this: *"Forty-three percent of my eighth-grade students will improve their vocabularies by twenty percent over the next thirteen weeks."*

This was considered a realistic goal! According to these objectives, 57 percent of the students could be chronically absent, get suspended, or spend the term decorating the gym. Assuming none of the pupils knew beforehand a single vocabulary word the teacher would present that semester (a patently ridiculous notion), the 43 percent who supposedly would improve their vocabularies by 20 percent could miss a full *80 percent* of their test questions and still be said to improve their *vocabularies* (as opposed to their vocabulary *scores*) by 20 percent, overall. The possibility that anyone would analyze the semantics or the figures was slim. School principals knew statistics could be made to say anything, and so did their superiors in the district office.

In reality, principals and superintendents had powerful reasons to overlook and even to participate in this statistical juggling act. For one thing, many principals had made it to their positions more on the basis of their old football or basketball coaching records than on their course work in school administration, which typically is the ticket out of the classroom. Statistics were not their strong suit. In addition, their superiors at the district level wanted good relations with the community, and the way to assure that, they thought, was to perpetuate the idea that students and teachers were happy. It wouldn't do to make teachers mad and precipitate a strike, which would have been the result of any nitpicking on their statistics. And the NEA would certainly have backed the teachers. Consequently, teachers and administrators often scratched each others' backs on such matters and saved the quibbling for things like salary negotiations.

The then-new trend toward comparative scoring, or "norming," actually aided and abetted the deceit. To satisfy legislators and the local news media that students were receiving a quality education, test scores were publicized *in percentile form*, which administrators could count on being misinterpreted as a numerical (or "raw") score by the public. Suppose there are 50 questions of equal value on a test, and a student gets 25 correct. That pupil knows only half the material he's being tested on, right? But by using a *comparative* reporting mechanism like percentiles, if the majority of students taking the test *fail* to perform even as well as the fellow who knows

only half the material, then that one student can conceivably score at the 90th percentile. With no raw score, or benchmark, against which to rate achievement—that is, without knowing what level of knowledge is represented by the norm—comparative scores like percentiles can be made to look as though students have excelled or improved, and disguises the fact that knowledge, *per se*, has declined.

This is obvious today, and it is one of the justifications touted by education moguls for establishing national standards and goals. Proponents include the former Assistant Secretary for Research and Improvement at the Department of Education, Chester Finn; the former Secretary of Education and Republican presidential hopeful, Lamar Alexander; former “Education President” George Bush; President Bill Clinton; and the virtual dynasty of former Commissioners of Education under the old Department of Health, Education, and Welfare (HEW) who ascended to the post from the Carnegie Foundation for the Advancement of Teaching. However, none of these eminent men has ever actually suggested doing away with comparative scoring.

At the time, teachers believed that the legislators who passed the accountability measures, and groups like the Carnegie Foundation—which has long set the nation’s education policy via government channels, as well as testing procedures, via its profitable spinoff organization, the Educational Testing Service—had no idea what educators were going through at the classroom level. Such as: checking for marks of vandalism on desks, chairs, books, and nearby walls the first and last five minutes of every class period; arguing the merits of bringing books, papers, pencils and other equipment to class; squelching miscellaneous fights, smart-aleck remarks and confiscating drugs; taking roll and writing as many as 50 slips a day for students to go to the nurse, the office, the counselor, the bathroom, or meet Mom for a doctor’s appointment; and disseminating equipment, like textbooks, that are frequently ordered on a one-to-three ratio (that is, three students for every one book). On a good day, one might have 20 minutes out of a 45-minute class period to spend on the lesson. On a bad day, the principal might announce over the loudspeaker that students can get out of class for one dollar to go watch a volleyball game.

Students, of course, loved watching teachers traipse about in cutoffs and listening to “hip” music to do math by. But they quickly became disenchanted when creatures who didn’t look much different than they did started getting huffy around mid-term and demanding assignments. Their response was an obscene gesture.

The accountability fiasco didn’t end with pre-tests, goals, and post-tests, either. It meant that teachers were accountable on a daily basis not only for those students who troubled themselves to show up for class, but also for those who didn’t. A pupil could be absent for any number of reasons—sick; late; truant; at the principal’s, the doctor’s, or the counselor’s office; running photocopies for another teacher; at a family reunion or funeral; removing a dog from the premises; getting a drink of water; or

smoking pot in the bathroom. If the student in question was actually at school—say, practicing for a student council campaign skit—he was supposed to see the teacher after school to get the work he missed. Mind you, he didn't have to *do* the work; he only had to *get* it. The teacher was accountable for that student, as though he had been in the classroom.

If a pupil was out sick or at a family reunion, teachers were supposed to send all the work home, with lessons written out, plus any materials. They were accountable via long distance. When a student was suspended or truant, of course, teachers weren't accountable. But upon the pupil's return, the teacher again became accountable, even if there was no hope that the student would ever catch up! None of this, of course, had anything to do with the teacher's command of the subject or teaching skill. Consequently, most teachers had difficulty taking accountability seriously. In physical education classes, the expression "no pain, no gain" became popular. But teachers never heard it in academics. Learning was supposed to be easy and fun. It occurred through some mystical process of osmosis—a notion which since has become an article of faith, not only among educators, but parents and students as well. The school's rationale, of course, was that nobody should have his personality "warped" by failure. Psychologists challenged: *Do you want your child to be a Hitler? A Mussolini?* This struck a chord with the World War II generation, which was in no mood for a repeat performance.

Educational psychologists in expensive "think tanks" questioned whether the ability to spell correctly was worth the price of a traumatized student. They didn't ask if the license to spell *incorrectly* was worth the price of a traumatized adult. As time went on, good, responsible parents became less trusting of the schools, and finally apathetic. Statistics began showing that after a child's fourth year of school, parental interest dropped dramatically. By the late 1970s, day care was a booming business, and educators were becoming "agents of social change" and "facilitators of learning."

Awash in unworkable philosophies of child management for over a decade by this time, parents could scarcely get rid of their youngsters fast enough or for long enough periods. Psychiatrists touted the day care concept as beneficial not only to parents, but a boon to a child's socialization and school-readiness. The reality, however, was less positive. Day care centers overstimulated toddlers and made them nervous; they transmitted diseases like hepatitis; they weakened the bonds between parent and child. But the day care phenomenon had laid the groundwork: Institutions of learning had now taken on a new function: that of substitute parent.

Unsurprisingly, by the late 1980s the American teacher no longer derived any pleasure or pride in being viewed as an adjunct to parents—and teachers' level of "scholarship" was questionable as well. Articles, such as a March 1996 cover story in the *U.S. News & World Report*, "Why Teachers Don't Teach: How Teacher Unions Are Wrecking Our Schools," continue to bear this out. Teachers who hadn't taken a real examination in years, and who spent more time babysitting than teaching suddenly were given tests

to assess their academic knowledge. Many couldn't do simple math; some didn't know history or geography; others couldn't punctuate or spell correctly. Of course, by that time, many of the mature, experienced instructors of yesteryear had been weeded out, leaving young teachers who knew more about "education psychology" than their subject areas. Child psychology, adolescent psychology, educational psychology, behavioral psychology: when this author left graduate school in 1972, psychology courses already had superseded scholarly pursuits for America's prospective educators. It was no longer important to be an expert in the subject one was teaching or even to be particularly good at it. But if the new breed of teachers had trouble mastering math and spelling, they had no trouble parroting the theme song of their teachers' union. Teachers were professionals, by golly, and if students lacked motivation, or discipline, or respect, or knowledge, it was the parents' fault for sending ignorant little brats to school.

Most teachers were too young to have noticed that the advice parents had been getting out of books and magazines for 15 years mirrored the same misguided pap that was coming from the pages of their college textbooks. Indeed, Baby Boomer educators had been inculcated with the belief that they were far more enlightened than parents—both their own and those of the students they taught. "Boomers" still viewed their elders with cynicism and contempt, even though they technically had become "grown-ups." College campuses of the 60s had reinforced the belief that teachers knew *better* than their parents how to raise children. This misconception of themselves as forever-young, "with it," highly skilled professionals was strengthened by the ever-more-powerful NEA, which played, and continues to play, upon the arrogance and fears of its members.

By 1990, the teachers' and the NEA's far-Left political agenda had become almost indistinguishable to the majority of taxpayers,¹ and much of that agenda was dominated by the *Human Potential Movement* which, in turn, had been steered and directed by many of the same behavioral psychologists who orchestrated the shift of education's focus in the first place—individuals such as Ralph Tyler (1903-1994). Ralph Tyler's multifarious background as president of Carnegie Foundation for the Advancement of Teaching and its spinoff, the Educational Testing Service, and as founder/director of the Center for Advanced Study in the Behavioral Sciences positioned him well for his positing as a Commissioner of Education under the old US Department of Health, Education and Welfare (HEW). Tyler's *forté* became educational testing, which was typically long on attitudes and opinions and short on substance. He co-created the National Assessment of Educational Progress (NAEP) and many of the state assessment programs (under separate contracts), such as the 1981-1986 Pennsylvania's Educational Quality Assessment, discussed in the Prologue to this book.

According to Tyler, nearly everyone can be *induced* to change viewpoints given the right circumstances. What he and other behavioral scientists at the testing company wanted to know were the *conditions* most likely to result in a change of viewpoint or behavior. By "behavior" they were not referring to decorum, as in "behaving oneself."

Despite periodic protests by parent groups, the issue of illicit psychological testing has been largely ignored by legislators. But on 9 February 1996, the Pittsburgh Tribune-Review's Harrisburg (Pennsylvania state capitol) correspondent, Dennis Barbagello, scooped the rest of the media with a front-page story concerning Pennsylvania schools. This time it was three school districts (Shaaler, Gateway, and Duquesne) that were targeted to be part of a psychological experiment.

In covering a House Education Committee hearing, Barbagello discovered that the National Institutes of Mental Health had made a grant to Western Psychiatric Institute and Clinic (affiliated with the University of Pittsburgh) for a "Multi-site Multimodal Treatment Study of Pharmaceutical and Psychosocial Treatments of Attention-Deficit Hyperactive Disorder (ADHD)/Attention Deficit Disorder (ADD)." It apparently had been recast for implementation in schools as a program called the Pittsburgh Schoolwide Intervention Model (PSWIM). Parents, including one MIT nuclear engineer, Richard Lopiccolo, produced the documentation, including a protocol summary,² showing that a combination of drugs and psychosocial treatments were planned. Neither parents nor school boards had been fully apprised of the scope of this effort; they had to find out for themselves. As a result, one of the three districts (Shaaler) refused to participate, and another (Gateway, where Mr. Lopiccolo's son attended) quit after six weeks, but not until after a lot of information had been collected from the students. Only the third district, low-income Duquesne, actually accepted the whole program. To Duquesne went the resources that would have been dispersed among the three districts. A marketing program was implemented to persuade community members of the positive aspects of the "education" project without disclosing any potential negative or adverse conditions or effects.

Among the significant aspects of the case was the revelation that psychological data was being mixed not only with students' education records but with medical records. Why is this important? Let's go to the bible of the law profession, *Black's Law*. There one finds that malpractice has three aspects: ethical violation of the doctor-patient trust, lack of good-faith, and "compensatable harm." In the Allegheny County case, neither the student nor the parent sought out the doctor or psychologist. The clinic went looking (stalking?) for a "patient" (or "subject"). Secondly, there was no informed consent, and, therefore, no good-faith. Thirdly, there was no proof that data on a particular child could *not* be retrieved at a later time, given the ease of accessibility to researchers using modern computer systems.

Moreover, somewhere there exists a record of a child having been seen and/or treated by a psychiatrist. Insurance companies, potential employers, or even a political candidate might find such information useful, especially considering the content of some of the 60 personally identifiable questions the children had to answer as part of the project. Among them were: "Have you forced someone into sexual activity?"; "Have you used a weapon that

can cause serious harm to others?"; "Have you been physically cruel to animals?"

Whatever the outcome of the Allegheny case, it was Ralph Tyler's "whole-child" interpretation of progressive education which brought us to this point. In theory, the "whole child" philosophy meant targeting the children's emotions, feelings, and beliefs as well as their intellect. In practice, *what the child believed and felt became more important than what he knew, and schooling became a process of "changing students' fixed beliefs"* (to use the phrase coined by Tyler's colleague Benjamin Bloom) instead of imparting substantive knowledge.

Others picked up the theme and promulgated it. For example, Francis Keppel, another Carnegie Foundation president and author of *The Necessary Revolution in American Education*, documented the Carnegie Foundation's role in creating, writing, and passing the Elementary and Secondary Education Act of 1965 (ESEA), the mother of all boondoggles which was again reauthorized by Congress in 1994. The bill, in effect, constituted a license for the federal government to meddle in local education by holding out the carrot of federal funds (through state departments of education), in return for each school district's compliance with a never-ending laundry list of mandates that would change the face of education.

A host of Carnegie Foundation bigwigs, from John Gardner in the 1960s to present-day Carnegie Foundation president Ernest Boyer, were the men behind the mandates, serving, in effect, as the major research arm and chief policy advisors to the old Office of Education, when education came under the auspices of the US Department of Health, Education, and Welfare (HEW), then to the cabinet-level US Department of Education in 1976, and even to the National Education Association (NEA), which generally did the Carnegie organization's bidding. The Carnegie Foundation and its fellows helped to drive the last nails into the coffin of knowledge-based education: TheodoreSizer,³ James Becker,⁴ Robert Muller,⁵ John Goodlad,⁶ Ronald Havelock,⁷ and Benjamin Bloom.⁸ The primary thrust of their government-subsidized efforts was to develop strategies for inculcating into students "appropriate responses" to life's challenges without necessarily providing a context (i.e., factual knowledge).

The primary method of choice for this goal was "behavioral conditioning"—a technique long ago advanced by B. F. Skinner (and pioneered by Ivan Pavlov and his famous dog). Skinner's methodology was only slightly modified by Tyler,Sizer, Bloom and others to avoid any resemblance to the old "skill-drill" of traditionalists and, above all, it made use of children's emotions, not their intellects, to ensure that the responses "took." In the vernacular of educationists, this is known as "internalizing the response" so that it is parroted automatically. Not coincidentally, this is also the goal of advertising: getting most individuals to equate certain products and ideas automatically.

Various labels have been applied to behavioral conditioning as an educational marketing tool—from the "effective schools movement" and

"humanizing education" in the 1970s, to "mastery learning" in the 1980s, to "outcomes-based education" (OBE) in the 1990s. But all reflect an expanded socialization agenda of which John Dewey would have been proud, until at last, under OBE, it has become established as a mental health agenda and codified into what proponents hope will be legislated nationally as *Goals 2000/Education America Act/Workforce 2000*. What it is, is *psychologized education*.

Today, the methodology combines not only the techniques of Skinner and Tyler, but the behavior modification strategies used by psychotherapists, reserved in the past for changing thought patterns responsible for such counterproductive habits as smoking, compulsive gambling, chronic hostility, and so forth. Banking on the fact that teachers will never investigate the underpinnings of these techniques, education heavyweights at the Department of Education, the Robert Wood Johnson and Carnegie Foundations, the NEA, and behavioral science colleges like Esalen Institute all continue to call behavioral modification strategies "cognitive learning" and insist that the psychotherapeutic goals and outcomes of the new outcome-based fad are going to usher in a new era of tough "standards."

But, as we shall see in Part II, the term "cognitive" has been vastly redefined by psychologists to include viewpoints, opinions, and attitudes so that psychologically manipulative fare is permitted to masquerade as "basic" subject matter, without presenting all the facts or any facts at all to the student. That way, ideas can be presented more or less in a vacuum—with neither context, nor background, nor information concerning potential biases. This makes it easier for curricula to target the child's "belief system," leaving his or her intellect bankrupt. The belief system, as defined in a dictionary of psychology terms, is made up of a collection of attitudes (i.e., viewpoints and unconscious assumptions).

The National Assessments Governing Board, meanwhile, is pushing for more extensive marketing-style questions on tests, such as, whether the family has a television, microwave oven, dishwasher, VCR, stereo system, and cassette recorder, among other items, in the home; whether the family receives income from royalties, stocks, estates, trusts, welfare, or alimony; what the family's total combined income is; and how often a child puts on a show (such as singing and dancing) for adults in the family.

In Nebraska, children are being surveyed about their parents' alcohol and drug consumption, including wine with the meal and prescription drugs—thus giving the impression that all such behavior is somehow deviant. Even more probing is the question: "What do you think about when you think about sex?"

In Oklahoma, parents report standardized test questions like: "Pioneers were able to survive because: (a) most people survive from their moral values, (b) their physical being was stronger than nature, or (c) they could live off of intellectual ability." Only one is the right answer.

A now fortunately defunct Baltimore, Maryland, health class survey for seventh-graders boasted multiple choice questions that included every

conceivable aspect of sex: who's responsible for birth control, the male or the female; how long the student has been dating; wet dreams; age of first sexual intercourse; age of first child (illegitimate, of course; what else is it going to be at age 13?); homosexual experiences; arrest record; drug use history; parents' rules and disciplinary methods; and all the old stand-bys about parents' age, work, history, salary, health plan, number of hours spent at home, and education levels.

In their purest form, surveys, tests, curricula, advertisements, and other activities that specifically target belief systems are known in the vernacular of behavioral scientists, as *affective programming*, defined as "non-cognitive" and "geared to the feelings and emotions rather than to the intellect." As such, they are technically outside the parameters of state-supported education. Like the word *norming*, which the public misinterprets as "averaging," and *percentile*, which most people misread as "percentage," the terms *modifying behavior*, *targeting attitudes*, and *outcomes* are misconstrued. For example, because of the massive problem today of disruptive students, together with non-stop media hype surrounding negligent and abusive parents, the public assumes that *behavior* in this context means "conduct," that *attitude* means "temperament," and that *outcomes* mean "standards." Not so. In the jargon of psychology, *modifying behavior* means "altering beliefs," *attitude* is synonymous with "viewpoint," and *outcomes* are the automatic, subconscious responses (or world views) a child is supposed to have when he or she leaves school.

The notion that a school (i.e., the state) decides what viewpoints somebody's child must acquire is anathema to a nation accustomed to a tradition of individualism. Whether some of the new viewpoints being inculcated are well-meaning is beside the point. Whether some parents do not take responsibility for their children is also beside the point. Yet proponents of behavior modification in schools consistently manage to frame the debate so that the real issues are bypassed. Look at it this way: If somebody went into a person's house and replaced his or her Mediterranean-style furniture with French Provincial, then tried to justify the act by arguing the merits of French Provincial furniture, what would the owner say? He or she would tell the intruder to get out of the house, of course.

Yet for some reason people allow education moguls to draw them into debates over the merits of self-esteem, decision-making, the importance of working in groups, and locating students who are "at risk" for crime and drugs. They ignore important questions, such as: Whose child is this? What is the mission of schooling? Why is it more important to send a pleasant message to troublemakers than it is to expend energy on children who go to school to learn? Since when has it become more important to work in groups than to take initiative? Are druggies and dropouts the factions that should be, in effect, determining the direction and content of education policy? Why is it necessary to undermine the authority and moral teachings of responsible parents and intact families for the sake of the one-half of one percent of American children who have no responsible adult to

care for them? Why is at least half the US school-age population deemed “at risk” for one reason or another? Why are schools providing miscreants with all manner of special programs and enticements, while well-behaved, disciplined and motivated children must tutor the pupils who won’t buckle down? Why is the overriding concern of school authorities to keep disruptive students from dropping out, instead of to produce leaders for tomorrow?

The fact is, the majority of parents still are decent and hard-working. They’re trying to instill positive values in their children in the face of tremendous obstacles like non-stop media presentations of sex and violence, illegal drug trafficking, and community transience. They don’t want the school coming along and usurping *their* role while failing to do the job educators are being *paid* to do—namely teaching basic subjects.

Logically most parents know that young children need leadership and guidance, not “decision-making.” They need the thrill of real accomplishment, not “self-esteem.” They need some moral absolutes, not sex education masquerading as science. They need elocution and diction, not bilingual education, “ebonics,” or *Show and Tell*. They need *real* foreign language, geography, chronological history, and historical literature to understand the world’s cultures, not trips to graveyards or activities glorifying pagan ritual ceremonies. Parents know students need a guidance counselor who will steer them to the teachers and courses that will help them with the subjects they are having trouble with, not someone who is busy examining children’s daily “journals” for defective parents. *But because we have allowed psychology to become the education establishment’s alter ego, schools today are geared to the irresponsible and disruptive, the negligent and abusive—not to the backbone of society. This is the key to understanding why massive surveying activities and interconnecting databases carrying personal information on families have been permitted to encroach upon the nation’s education system.*

Once upon a time, policy was written so that it favored the moral, the motivated, the upstanding, and the ambitious. This created those all-important social sanctions, today much-maligned, which in earlier eras were reflected by a predominating environment of responsibility, public civility, and self-determination—an atmosphere that continually replicated itself, from home, to school, and on into the workplace. Sadly, this is no longer the case. Policy today is directed toward precisely the opposite kind of people, and this has produced, tragically, a society based on the least moral, least motivated, most parasitic among us.

Lawmakers alone will not be able to turn this situation around. It will take a majority of Americans who thoroughly understand the mind and methods of the opportunists who have usurped the new technologies of computerization and psychology to realign the nation’s priorities in favor of those who are irresponsible and negligent. The result is a creeping tyranny that increasingly is institutionalizing itself, in the name of combating illiteracy, crime, teen pregnancy, and a host of other “emergencies” created in large part by those who supposedly are now working to contain them. In

the process, legislators and the courts are being asked to defy 200 years of constitutional safeguards established specifically for the purpose of repelling an illegitimate accession to political power.

NOTES

1. At the 1996 Democratic National Convention, more than 100% of the delegates were from the NEA (which puts it at about the size of the delegation from California), with another 40% from the American Federation of Teachers (AFT). The NEA delegates did not just attend the convention; indeed, one of their alumni members ran it! Deborah DeLee served as the Democratic National Committee's executive director, aspiring to that position from her former post as head of the NEA's political action committee (NEA-PAC), from which post she acted as the NEA's top Washington lobbyist. According to the Center for Responsible Politics (CRP), a nonprofit research organization that tracks campaign finance, in 1994, the NEA-PAC gave a whopping \$2.26 million, 98.5% of which went to Democrats. The two teachers unions together donated upwards of \$3.5 million to various congressional candidates, nearly all left-wing Democrats, but that doesn't even begin to approach the sums contributed by the NEA's state and local affiliate organizations (mandatory for teachers). *Forbes* magazine analyzed the available data and found that some \$35 million had been raised for political candidates over a two-year period. Indiana, for example, revealed that NEA-affiliated PACs there had spent nearly half a million dollars in one year. The *Washington Times* reported an Alexis de Toqueville Institution calculation that places NEA spending at about \$39 million a year for 1,500 field organizers (otherwise known as "change agents") to promote its bizarre political agenda nationwide. This doesn't even begin to address the so-called "soft-money" political donations to national party committees, from which the NEA channeled some \$6,000,000 into the Democratic Party in 1993-94 (a 44 percent increase over 1991-92). Similarly, the AFT provided \$236,000 in "soft-monies"—a 53% increase over 1991-92. So much for "nonpartisan" politics.

2. *The National Institute of Mental Health* document PKT 00-0016, Oct. 1995, describing Western Psychiatric Institute & Clinic's "Multi-Site Multimodal Treatment Study of Children With ADHD," subsection entitled "Cooperative Agreement for Multi-Site Multimodal Treatment Study of Children With ADHD (MTA)" is an eye-opener on this subject.

3. Sizer headed the "Effective Schools" movement in the 1970s and helped pioneer psychology-based curricula. He moved on to head the OBE movement in Arkansas, the same state where two young schoolboys went on a shooting spree at Westside Middle School in April 1988, killing four students and one teacher in an attempt to implement their own version of OBE-style "conflict resolution."

4. Becker is a noted futurist who promoted what used to be called "global education."

5. Muller was the former Assistant Secretary General of the UN (12 years). He went on to found the "School of Ageless Wisdom" in Arlington, Texas, and to write his infamous *World Core Curriculum* based on the writings of occultist Alice A. Bailey and on the teachings of M. Morya, found in the Agni Yoga Series.

6. Goodlad is a renown behavioral scientist and recipient of numerous government grants for education theory texts, including *Schooling for a Global Age*, in which he bemoans the fact that parents have too much influence in a child's early life.

7. Havelock is co-author of numerous books on psychological manipulation of groups and training manuals on the infiltration and of targeted institutions using highly trained, professional manipulators. Among his best-known works: *Training for Change Agents: A Guide to the Design of Training Programs in Education and Other Fields*, a text funded by the old HEW's Office of Education and the Kellogg Foundation, and *The Change Agent's Guide to Innovation*, an evaluation handbook comprised of actual experiences by "educational change agents."

8. Bloom is the author of *Taxonomy of Educational Objectives*, two volumes that comprise the bible of curriculum development. Volume II is largely opinion-/viewpoint-oriented.

PART I

Your Computerized Ego:
The Use of Psychographics in Education

MODERN “MARKETEERS” AND THE MARKET MENTALITY

There is definitely nothing illegal here. The [White House Office Data] system is used strictly for official purposes only. We go to great lengths to be sure of that by controlling access to the information.

—White House advisor Barry Toiv in an interview 24 June 1996, with the *Washington Times*

. . . the database had an early design feature that would allow it to interface with the computers at the Democratic National Committee and other political entities. . . . It was a hugely secret project; it was a very sensitive matter.

—A source familiar with White House computer operations, interviewed for the *Washington Times*.

Those who have worked for the Federal government or some other entity for which some kind of security clearance was required are familiar with the process called in a Federal Bureau of Investigation (FBI) background check. Old school chums and teachers may be contacted, former addresses verified, credit records perused, and school records—even masters’ and doctoral theses—may be examined. But personal opinions about this and that typically are not part of an FBI check, unless of course one has published widely, proliferating opinions everywhere, in which case one’s views become common knowledge. Otherwise, a person’s private viewpoints have generally been private, until fairly recently, that is.

If you were in junior high school prior to about 1978, the technology did not exist to maintain, track, and link information relative to your proclivities, family finances, political beliefs, medical and prescription information, acquaintances, lifestyle, use of leisure time, interests, and so on. About the best anyone could do was to gather information about your race, religion, immediate living relatives’ addresses, academic records, close acquaintances, citizenship status, and maybe financial loan information. To obtain even these data, it would have been incumbent upon the person seeking them first to locate the institution that collected *each component* of the information. The institution in question then might be able to retrieve it, if it hadn’t been too long ago. Of course, bank records, motor vehicle

records, census records, title (home and mortgage) records, school folders (the kind with written-out comments by the teachers and counselors, not merely grade transcripts), and personal medical records were available, even if not linkable. But an investigator who was ten years or more removed from the date of collection would have had to take the time and trouble to locate each of the sources in whatever state and town the information was accumulated, write it all down, then go to a statistician to have it analyzed for trends and anything else that might possibly be of value. If the investigator was lucky he or she would be able to obtain all the information without too much hassle. Census and title records have always been public, for example, so obtaining these would be just a matter of delving through reams of paper until one found what one wanted. Non-public records would be tougher, requiring a well-placed bribe here, a little lie there about the solicitor's identity and why one wanted the information.

But those days are long over. Nearly all the records in question are computerized (only a few tiny towns may not have gotten around to it). To satisfy state and federal mandates, most such data are held in compatible computer systems, so they can be linked, retrieved, and perhaps cross-referenced. Refusal to do so may result in loss of funding of one kind or another. Unlike paper and manila folders, computer disks have a long shelf-life. They are not as apt to be lost, and if they are, there's always a backup disk somewhere. Where record linkage is not as smooth as desired, the friendly fax machine can transmit the information in minutes.

A child's yearly cumulative record, not just his grades, are electronically transmitted to whatever institution requests them. If you, or your child, undergoes psychological counseling, that fact will be recorded for posterity in insurance records and medical databases, including Medicaid records, where applicable. If you failed to vote in the last election, even a relatively minor local one, that fact may be thrown in your face at the time of your interview for a political staff position, and the coveted job lost.

Are we to say, then, that there is something inherently evil in computerization? Of course not. Even if there were, there is no such thing as a technology being "uninvented." Like gene therapy, amniocentesis, and biological engineering, profound considerations exist, however, that need to be explored concerning the uses to which technology is put. The time for such considerations ought not to be after something has gone seriously awry. But, of course, that's never the way it is, is it? For citizens and governments, the "if it ain't broke, don't fix it" mentality is enticing and understandable. Unfortunately, it's not always the better part of wisdom.

NO SUCH THING AS 'COMMON SENSE'

When this author was in graduate school in 1971 at the University of California, Irvine, an educational psychology professor walked into class the first day, drew a circle on the chalkboard, then several concentric circles around it: "The first thing you need to know is that there is no such thing as 'common sense,'" he announced. The professor proceeded to print the

word *ego* in the center of the inner circle, and went on to assign other labels to the circles around it: *relationships, religion, values, interests*, and so on. He turned around and looked at his students, tapped the word *ego* several times with a piece of chalk. Pausing for effect, he reiterated his thesis. "Ego," he said. "Just remember that. It's all that really matters. Everything else is irrelevant or secondary."

Most of the pupils went on to get an easy "A" in the course without ever realizing at the time the profound implications of what they were learning (more accurately, "absorbing"), much less comprehending the enormous ramifications of this philosophy for both education in particular and society in general. They didn't understand then, as many surely do today, that it is the tenets of behavioral science, not "social conscience," which have, in effect, redefined Western civilization and reshaped modern politics.

For example: perhaps you receive in the mail a very official-looking survey from one or the other political party, and more from its affiliate organizations, think-tanks, and interest groups. Both political parties have similar organizations, so for the sake of argument let's take the Republicans. Their key organizations are the *Republican National Committee*, the *National Republican Senatorial Committee*, the *National Conservative Political Action Committee*, the *National Republican Congressional Committee*, and, of course, various national, state, and local election campaign committees. Each survey you receive will be numbered on the envelope in which it arrives as well as on your personalized return envelope. The last question or item on most surveys is reserved for your personal comments. Frequently, there is also an "other" category in one or more sections of the survey that allows a respondent to fill in information he or she considers relevant. The cover letters to these surveys are written in such a way as to give the impression that officials at these various organizations—or, in the case of a political campaign, the candidate himself—are going to read these responses, especially your comments, and wait breathlessly for a tally of all the surveys. These surveys also contain a solicitation for funds, ostensibly to continue the "outreach" program and deliver surveys to still more Americans.

When virtually identical surveys start arriving every other week, many people, of course, start having second thoughts. However, the majority of the American people still live in rural areas, a fact which may be somewhat surprising to you, and most Americans. In any case, most people are not what one would call "politically sophisticated."

Having worked around Capitol Hill for many years, and having close contacts with staff in the various congressional offices, this author can say with certainty that these surveys are never read and, in many cases the responses are never tallied. The respondents' envelopes go to what is known as a "fulfillment house," the checks are removed and placed in a bank account set up for that purpose, and contributor' names are entered into a computerized database, along with the amount of the contribution, so that

(a) an appropriate thank you letter can be computer-generated and (b) an appropriate pitch for more money can be sent in future mailings. No one who included a question or concern in the spaces allotted for personal comments will receive a response to what he or she actually wrote. Even angry requests to stop sending surveys will be ignored. So long as the survey is mailed back, the computer will continue to generate another survey or form letter soliciting the respondent's "personal input" and, of course, additional funds. Direct mail organizers are paid big bucks to come up with a letter that will sound "personal" and "urgent."

Many people suspect all this is true, and still others know for sure it is true. Nevertheless, we want to believe—our ego leads us to believe—that someone thinks our opinion is important and worth soliciting. We want to believe someone will read and heed our comments. We like to think that more surveys to more people will give average folks like us more say in public policy.

Just as many people believe that a letter to one's congressional representative or senator will be considered in future policy decisions, so do they reach for their pens and their checkbooks, however reluctantly, when the direct mail solicitation comes around. We rationalize (and the media reinforce the belief) that: "If I don't fill this out and do my part, I have only myself to blame when we get bad government." Such rationalizations are the result of good marketing. When an organization can generate such strong feelings, it's public relations (PR) at its best.

EGO, LEGITIMACY AND ACCESS

Nowhere was the power of political marketing brought home to me more than when I was speaking one weekend in Michigan in October of 1991. It was one of my first speeches, in a suburb of Detroit. In those heady days, I frequently accepted invitations to stay at the homes of individuals in the host city so they could save on hotel expenses. Without exception, I found these people to be warm, honest, hospitable, hard-working folks who were eager to learn and make a difference in their communities and the nation. Most contributed significant portions of their resources and/or time to political causes and groups which they hoped would represent their views in Washington and worked with them to address community concerns. I learned a lot from these folks, often in the wee hours of the morning, as many were desperate to relate their experiences and those of their community to someone "important" who would listen.

This time it was an 80-year-old woman who was recently widowed. Her late husband had been concerned for a number of years about the direction public policy was taking, particularly in education, and had decided to do something about it. After retirement, he had made it his singular mission to educate himself on these issues and to become actively involved in their solution. A former intelligence officer during the Second World War, this man began using his intelligence-gathering skills to pass

along information about what was going on in his community to his elected representatives. He had made frequent trips at his own expense to their offices in Washington to provide insights, and he wrote detailed and articulate letters outlining the facts as he saw them. This gentleman was no senile old geezer. He was polite, well-educated, and apparently warmly received by Hill staffers.

Upon his death, his widow had gathered together the numerous letters mailed to him from Washington after his visits or in response to his correspondence. She encased each letter in a plastic sleeve and divided them among three expensive, leather binders. She invited me to take a look at the volumes, along with the extensive political library she and her husband had amassed since his retirement, especially in the area of education. Bursting with pride, her whole demeanor was saying to me: my husband was important. He made a significant contribution. I must carry on his effort as best I can.

But this day she was both worried and puzzled. Like many others in her community and across the state, she was fighting something called the Michigan Model—ostensibly a “health” curriculum that encouraged youngsters to ignore their parents, become sexually active, divulge personal information about family members, and make “value-free” judgments about drugs. Worse, the state’s new education goals were predominantly non-academic, textbooks were rife with political overtones, and parents had found themselves suddenly powerless in their struggle to retain any control over the kind of schooling their youngsters received. Michigan was also among the first states to “slug” its “confidential” tests and surveys, so that they could, in fact, be traced to individual students.

At length, she placed the leather binders in my lap, noting that she had not yet shown them to anyone else. I fingered the covers, unsure what to expect, then began reading the letters one by one. By the time I was a third of the way through the first volume, I had the picture. I started scanning instead of reading; faster and faster I went, thinking that maybe I was missing something. But the letters all had the same unmistakable tone and wording—that familiar boilerplate sound to them which I had myself knocked out on the word processor to countless citizens from my various posts in a government agency: to people writing to NASA’s public relations office in Houston in the late 1970s, to individuals writing to Chief Justice Warren Burger, Chairman of the *Bicentennial Commission* in Washington in the 1980s, for officials at both the *Voice of America* and the Justice Department in the early 1990s. They were the same form “constituent letters” I’d seen my staffer friends on the Hill pen for their employers, United States Senators and Representatives.

In this case, as in so many others, not a single letter I read spoke to the specific concerns or issues that this woman’s husband had brought to his legislators. In their places were boilerplate assurances that the recipient was a good and helpful citizen.

Had this former intelligence officer actually believed he was making a difference? That staff were following up on the leads he so painstakingly

had given them? Did they take the time to investigate the encroachment of professional agitators, called "change agents" and "facilitators," brought in from outside the community to generate community acceptance of programs they knew parents and other taxpayers wouldn't like? At length, I handed back the volumes and smiled appreciatively, and I could feel my eyes sting as I climbed into the down-covered bed in the guest room at 2 o'clock in the morning. I couldn't tell this proud woman that all of her husband's carefully bound letters were meaningless.

In the course of time I would learn more about public relations in politics. For one thing, I would learn that serious self-promotion was the only way to be heard in today's society. Merely being articulate, having exemplary research, or stating something profoundly was not enough, by itself, to get anyone to listen to you. Times had changed since the 1940s, when young, eager, now-famous writers like Isaac Asimov and Russell Baker waited patiently for hours, even days, in a publisher's or newspaper editor's reception area to get their first chance at print. Back then, such displays of perseverance were impressive and, if you were good, they did not go unrewarded.

Today, legitimacy is elusive. Earnest activists and whistleblowers—like the ones in Pennsylvania during the flap over the EQA—often discover such truisms to their sorrow. Parents without psychology or education credentials who complain about a test or a curriculum get the brush-off all the way up the bureaucratic food chain. If they hire a lawyer or take their cause to a large existing organization, they may do better, especially if, through some well-known group or, perhaps, an articulate journalist, the press can be made to publicize their plight.

Even then, prospects are iffy. An activist organization—be it the *Family Research Council* or *Planned Parenthood*—must first consider its own public relations, which comes down to: How are we going to market your issue or complaint? How can we get the biggest bang for the buck (i.e., how many people can we get fired up over this)? If the answer is "not many" or "too controversial" (meaning that it would make some existing members or constituents angry), then the issue is deemed a money-loser and shelved. Today, a person's ego and computerization are locked in perpetual struggle. This has affected every aspect of American life, but none with more ramifications for society than education.

THE PREDICTIVE POWER OF MARKETING

In the late 1970s, a billion-dollar marketing agency by the name of Ketchum Communications was a presenter for a proposal to expand an airport in the Pittsburgh area. The expansion idea met with a good deal of public resistance, so Ketchum was hired to make it more palatable. For some reason, officials at Ketchum invited an individual from one of the Intermediate Units, an arm of the state education agency, to help pitch the proposal. The Intermediate Unit is a regionally centralized distribution center, or repository, for curricular materials and programs, especially those

supplementary materials that frequently are the sources of parent complaints. The materials that come out of these repositories, because they are supplementary, don't have to go through the textbook adoption process. Instead they circulate from school to school, even from county to county, usually in vans, sometimes to private as well as public schools, loaning films and other teaching aids. Some states call them Educational Service Units, or ESUs. They're paid for by the state education agencies out of federal block grant funds.

So this connection between "selling" airport expansion by using a representative of the state's Intermediate Unit was one of those odd pieces of information that nobody knew what to do with, until someone noticed an article in the *Pittsburgh Press* in May 1992 pointing to this same firm, Ketchum, as having just been "hired to boost the stalled funding for [President George Bush's] . . . 'America 2000'."

On a hunch, someone posed as a potential client with Ketchum and called the president of the firm. The "client" claimed to be interested in opening up a chain of day care centers and asked what Ketchum could do for her. For \$30,000 here's what the president of the company said they'd do: They would collect demographic and lifestyle data in seven locations of the state using their tried and true VALS technique. This data would give the client a good idea what kind of receptivity to expect for day care facilities and the best locations to put them. "VALS" stands for *Values and Lifestyle Studies*. It is what the company president described as a "psycho-behavioral marketing technique" that collects, correlates, and analyzes information in the areas of beliefs, values, and lifestyle. "Lifestyle" includes health, income, and energy levels. Now most of that is fairly self-explanatory. But what's "energy level"?

Energy, said the official, meant "locus of control, adaptability to change, willingness to receive stimuli, willingness to conform to group goals." This news rang a bell. It was the same laundry list of traits that Pennsylvania's state assessment, the EQA, had been looking for.

The "client" then asked whether they'd ever surveyed schoolchildren. *No*, said Ketchum's representative, *you couldn't do that kind of surveying with children.*

Was he *positive*?

"Yes, he replied."

"Why not?"

"Because it violated privacy," the company's president said, "and that would be illegal."

Counting on the element of surprise to get a straight answer, the "client" asked about the airport expansion incident a few years ago. Why had somebody from the Intermediate Unit, an offshoot of the state education system, been asked to present?

The official was clearly uncomfortable now. Apparently a fellow who'd once worked for Ketchum had handled that. So the "client" asked just one more question: What would happen if someone *did* collect VALS data on

children, and then brought in "corrective strategies" in order to *change future results*.

Ketchum's president said that that would be highly unethical; that in his opinion it would be *thought control*. He seemed genuinely concerned that anyone would even think of using such techniques with children, much less in an educational setting.

Let's look at the facts so far:

- One of the presenters representing Ketchum for the airport expansion, a political issue, was from the education system;
- Pennsylvania's EQA test was set up to use the same psychological instruments that a marketing research firm employed to conduct its attitude and lifestyle studies;
- It had already been discovered that curriculum in Pennsylvania and other states was driven, at least in part, by the assessment results.

All this says that somebody is terribly interested in what makes you and me tick, and wants to see if we can be made to "tick" differently. Somebody is applying psycho-behavioral marketing principles to school-children, with a view to *changing future behaviors*.

PSYCHOGRAPHICS AND THE CURRICULUM CONNECTION

American parenthood is a sitting duck for the blitzkrieg that is about to hit. . . . Powerful bureaucracies have been put in place, and organized private interest groups . . . will be egging them on. . . . Gullible mothers who flocked to purchase Hillary [Clinton's] book have no idea what is coming down the pike. . . . [P]rotective measures have been put in place without the necessary checks and balances. The machine is out of control and is eating up the innocents.

—Paul Craig Roberts, syndicated columnist

Among the first definitive pieces of information concerning remedial mini-curriculums linked to non-academic testing came from the professional literature to a “citizenship” curriculum in Pennsylvania. The guide manual was accessed via an automatic dissemination system known as the National Diffusion Network (NDN). Local teachers and curriculum specialists locate curricular programs through this and other regional computer systems. The programs come to them as government-“validated programs,” which is interpreted by local educators as a “Good Housekeeping” seal of approval, despite the disclaimer on the bottom of each program cover about the government not *sponsoring* the curriculum in question.

Technically, that's true. The government is not sponsoring the curriculum, it is only making it available. The reason it is “validated” is that someone, somewhere, has found it to be “successful.” An unelected government committee called the Joint Dissemination Review Panel, now called the Program Effectiveness Panel, housed within the Education Department, places it into the system, often without actually studying it. If the curriculum appears to be credible based on the writeup that comes with it and the supposed *legitimacy* of the source (we're back to that word again), then it goes into the NDN system.

These mini-lessons, or strands, are delivered to children over and over until they either “meet the goal,” (the “outcome,” as per OBE jargon) or until pupils reach what behavioral scientists call “psychological threshold.”

The teacher's manual to the “citizenship” curriculum from Pennsylvania defined *threshold* as a psychological term denoting “the severity of stimulus tolerated before a change of behavior occurs.” The cut-off level, it stated, is

the point beyond which a strand becomes too hard-hitting for the child to tolerate. For example, in Pennsylvania, third graders were asked to play out disturbing games about hypothetical life-and-death situations involving their own parents, and seventh graders watched films of young, cuddly animals being burned alive—supposedly to garner support for saving the environment.

When one tests for threshold, says the literature, “it is possible to assess not only the students’ predisposition [toward certain reactions] . . . but also to provide some measure of the intensity of that predisposition across a wide spectrum of situations.” Now, that’s pretty sophisticated stuff. It is also a tenet of psychographic surveying, a market data-gathering strategy that involves computerized statistical modeling.

If it’s true that “it is possible to assess the students’ predisposition” toward certain reactions and “to provide some measure of the intensity of that predisposition across a wide spectrum of situations,” then it’s not surprising to see hypothetical, situational and self-report questions on school tests and survey materials. For if it’s personality and human reactions that are being tested, with a view to altering them when necessary (i.e., changing viewpoints) then what cannot be passed off as demographic background data on the front cover of such tests or surveys may be legitimate in the context of an “assessment.” Of course, if anyone were paying attention, they would see immediately that once the use of the term “assessment” is dropped, in favor of the word “achievement,” as in the Metropolitan *Achievement* Test, the result is blatant fraud.

The subtlety that’s been lost on policymakers of all political stripes is that if one faction can do this sort of thing, so can another. Today, the gay lobby; tomorrow, the “skinheads.” The more uneducated our population becomes, the more likely it is for the marriage between psychology and technology to be usurped and used in ways that negatively impact freedom of thought and conscience. Imagine being judged for a job interview before you ever showed up—on the basis of what magazines (political, religious, pop culture) you said were in your home, at the age of 15!

If “threshold” implies a point at which a child may “crack,” might not the use of psychological instruments in an uncontrolled, compulsory (“captive”), and non-clinical setting such as an elementary school violate a person’s constitutional and civil rights? The answer is that this has not been tested in a court of law. Inasmuch as public policy no longer incorporates a religion-based moral yardstick against which to judge these kinds of issues, neither lawyers, nor politicians, nor educators are bothering to investigate education literature that describes the use of threshold-seeking psychological instruments. With all this in mind, it is time to take a closer look at the fascinating field known as *psychographics*.

THE INFORMATION BROKERS

Most people are familiar with the magnetic strip on the back of a credit card. It is a personal identifier, with additional information like a bank account number, address, social security number, and other information

(the equivalent of three typewritten lines). Electronic scanning devices record the information on credit and check cashing cards when your groceries are tallied at the checkout register.

Enterprising companies, called *information brokers*, make it their business to collect things like tapes of register checkout data, which have recorded all these purchases. At the end of a day, reels of data tapes from supermarkets nationwide are turned over to various information brokerage firms. These companies place the tapes on large mainframe computers to analyze patterns and trends—region-by-region, city-by-city, and even block-by-block. The analyzed information is sold to direct marketers, who then design and target ad campaigns to specific groups of people. Obviously, the ideal would be to link this checkout data with other information on *individual* shoppers. If you have one of these cards, you may be part of a market study.

The financial institution that marketed the card you used at the grocery has a database to sell on your *actual* purchases, not merely on your projected purchases. This data is so valuable, especially when linked with other information, that banks underwriting store check cashing cards often waive their fees to the supermarket. But information brokers have something more important than your convenience in mind: a record of *what* you bought and *when* you bought it.

Until about five years ago, marketing firms mostly were after aggregate, or group, data. Just like the schools in the late 1970s, when they first started asking your children personal questions and collecting the responses in data banks, now consolidated, called the *Common Core of Data*, the *Universe Files*, and the *Longitudinal Studies*. The difference is that there are “preferred” answers for your children, whereas information brokers involved with retail sales couldn’t care less *which* product you buy or *where* you shop, as long as they can keep track of the information and sell it to people who *do* care.

Jeffrey Rothfeder’s 1991 book, *Privacy for Sale* didn’t get much hype, but it turned out to be a landmark piece of investigative research. The same is true of writer/producer Mike Tomlinson’s documentary, “We Know Where You Live,” which appeared on PBS’s NOVA in 1992. The latter caused such an uproar that a copy can’t be obtained today from PBS for under \$200, if at all. Among the more humorous revelations in Mr. Tomlinson’s documentary, uncovered in an interview with a Chicago information brokerage firm, was that people who own dogs also appear to buy Ragu spaghetti sauce, whereas the people who buy cat food seem to prefer Prego! Staff at the firm called this their “furball predictor of consumer behavior.” Before you laugh, examine again the terms they used: “predictor” and “consumer behavior.”

FORECASTING BEHAVIOR

When you buy even the most mundane product at a store, you may notice that the cashier asks for your name and the last four digits of your phone number, or perhaps your zip code, even if you pay cash. The cashier

types this in and the rest of your address pops up on the screen. If you look, you may notice that sometimes other information about you and/or your past purchases comes up, too.

For example, at a BEST Products store in 1995, this author had the following experience: I was buying a hand-held vacuum cleaner and mentioned that the one I had bought from them six months ago wasn't much good. Of course, I had no receipt, nor had I brought the product with me. They asked for my phone number, and all kinds of other information about me and my past purchases came up. I got credit for the earlier purchase without a receipt and without bringing the item back, and without a hassle. I benefited, but the store benefited more.

Because the best predictor of what I'll buy in the future is what I bought in the past—my purchase history, if you will. The best predictor of what I'll do in the future is what I, or my family, has done in the past, or has believed in the past.

That's what it's all about: the science of prediction, using "predictors," also called "indicators," based on your *behavior history*. Is your child "at risk"? Does he have the "wrong" worldview or political bent? Just look to see what behavior and opinions he (or *you*, the parent) has expressed in the past.

Successful marketing today, whether it's selling candy, encouraging "safe sex," or gaining votes for candidates for office, depends on how accurately one can predict human reactions and behavior. It's a high-tech, high-stakes science that combines and overlays data in specific ways through computerization. A good *statistical model* is used to write a computer program that will provide the analyst with usable data. Once one can predict behavior and probable reactions, it is possible to use psychobehavioral techniques to reverse these predictions. The best way to do that is subliminally.

The practice of applying psychotherapeutic techniques in non-clinical settings is a growing phenomenon, the school being just one of the vehicles used to mold future public opinion in this way. This practice has tremendous implications for our constitutional freedoms. How is a new brand of coffee going to get its share of a market already saturated with coffee? By targeting a market. How was the rap group, Ice-T, "sold" to your child? By tailoring each promotion to a specific group-type of children. Moreover, the same technology which has revolutionized direct marketing is moving into the classroom. It is a market driven by the axiom: all consumer behavior is predictable.

All you have to find are the *right predictors* (which includes one's past purchases), the *right indicators*, the *right circumstances*, the *right "stimuli."*

Here's how it works:

A CRASH COURSE IN PSYCHOGRAPHICS

Predictors, or *indicators*, are categories of information that vary from person to person, group to group, region to region. The individual facts in each of these categories are called *variables*, which are used to predict

something. Real estate trends are predictors, for example. How much you paid for your house is a variable. Automobile sales, occupations, average number of children, number of magazines in the home, average education levels: All these are predictors, or indicators. But the particulars in each category—like *what type of or which* magazines are in your home, or your particular educational specialty—are variables.

When you combine, or overlay, this information with other data, like census records, real estate records, motor vehicle files, product warranty card information, medical records, bank card purchases, and/or various survey data, it can be used to predict consumer behavior. Companies like *National Decision Systems*, based in Encino, California, and *Claritas* in Alexandria, Virginia, “crunch” the numbers—which means combining the data using a mathematical formula. Then they sell it. The closer a direct marketer can get to nailing down the variables at the individual level, of course, the more successful he will be at *targeting* his audience—that is to say, his “market.”

Have you ever noticed the correlation between the 800 telephone numbers you dial and the kind of junk mail and soliciting calls you receive a few weeks down the road? Acting on the premise that if a person calls an 800 number from a TV or magazine ad, he or she must be pretty interested in the subject, telephone companies add that individual's name to a list of 800-callers' phone numbers, then sell the list to “marketeers,” who use it to direct their sales promotions. These marketeers cross-match phone numbers from a special nationwide source, Cole's Directory, contained on CD-ROMs (a high-tech improvement on the old Criss-Cross directories), to get your name and address, again often with the help of the telephone company. While they're at it, phone companies may also sell the information to information brokers, who add the 800 numbers called to your existing *profile*. Suppose, for example, you respond to an ad for vacuum cleaners, and dial the 800 number provided in a television ad. Your mailbox and phone solicitations soon may include offers for all kinds of cleaning devices, not just vacuum cleaners.

How do marketeers target people for porn magazines and sexual paraphernalia? Sometimes they use a form of caller ID that automatically traces the caller of those 900 numbers they advertise on cable TV. These are hooked to a computer that cross-references an address. An ad or sample product is sent to that address. The names from the 900-number chat lines may go into another list—one containing purchasers for everything from the lottery to “personals” ads to *Soap-Opera Digest*. Unsavory types may take the process one step further, by assuming that certain publications attract potential pornography buffs, even if that is not necessarily the case. For example, one exercise enthusiast subscribed to *Men's Health* and *Muscle & Fitness* magazines. Both contain fairly good articles on exercise, but the latter also exploits the macho-man image with exaggerated photos and occasional articles on sexual topics.

Suddenly, this gentleman was receiving solicitations for pornographic literature. *Muscle & Fitness* (or, rather, its fulfillment house) had sold its

subscriber list to a company specializing in pornographic materials. Fortunately, only solicitations were mailed in this case, and not actual samples of products, a situation that happens more often than one might suppose. Families with children can wind up with truly disgusting things in their mailboxes based on something as mundane as a hosiery purchase from Frederick's of Hollywood.

Many states sell the personal information listed in motor vehicle records—that's drivers' licenses and automobile registrations. Drivers licenses are one of the most complete records direct marketers can get their hands on: address, age, height, weight, kind of cars you drive, prescription eyewear, handicaps, and more. Medical researchers and insurance companies access motor vehicle data regularly, of course. But when individuals with disabilities wonder why suddenly their mailboxes are filled with solicitations to buy products targeted to their own particular handicaps, they'd better look to the State. According to Maryland State Senator Brian Frosh, in 1995 the state of "Maryland's Motor Vehicle Administration (MVA) grossed almost \$13 million from the practice [of selling records]. In 1995, Maryland sold a list of information on women to a beauty pageant operator, university researchers, and a comedy club. It sold lists of people with handicap tags to businesses hawking products for the disabled. To other marketers it sold lists of cars with Chesapeake Bay tags and farm tags. It sold lists of . . . older African American female drivers, dump truck owners and Corvette owners. *And to a political campaign, it sold a list of registered cars sorted by category.*"

Consider the ramifications of that. Then think about the White House Office Data Base that officials nicknamed "Big Brother."

Direct mail operations know, for example, if you're going to have a baby—or even *trying* to have a baby—because of your purchases, like a home pregnancy test that winds up on your bank card. Suddenly your junk mail is all about baby food and diapers. This capability has revolutionized direct marketing and politics. The United States is in the forefront of this kind of technology, *which is based on the proposition that all consumer behavior is predictable.*

Since most information about people—even their pharmaceutical purchases—is public, with no restrictions whatsoever, information brokers can get rich dealing in these facts and figures. Two drug store chains and one of the largest medical insurance firms in America, Blue Cross/Blue Shield, recently came under fire in the Washington, D.C., area for making prescription lists available to other companies, including, as it turned out, marketers. Information brokers were having a field day poring over individuals' prescriptions. Of course, they probably could have obtained the information anyway, but with more trouble and risk. The Drug Enforcement Administration already has a copy of every prescription your doctor writes for you. Look in the upper right-hand corner of your next prescription slip for the DEA number. A carbon copy must, by law, be sent by your doctor to the government.

Using a process called *geodemographics*, brokers can compile a profile of a "typical resident" in any square mile tract. To give you an example of just how public, non-confidential, and volatile your personal records can be, take the following 1994 *Notice To Policyholders* from the Maryland Insurance Group, which was mailed to existing clients. The subject: "NOTICE OF INFORMATION PRACTICES." Pay particular attention to the words and phrases (*italics is added for emphasis*), as these are critical to any discussion on psychographic data-gathering and information brokering. Policyholders were told henceforth to be aware that the company "may collect [information that] will enable us to make possible judgments about your character, habits, hobbies, finances, occupation, general reputation, health or other personal characteristics." The notice continued:

We may obtain this information from *several sources*. For example, we may contact any physician, clinic or hospital. . . . We may get information by talking or writing to other insurance companies to which you applied for a policy, members of your family, neighbors, friends. . . . We may also obtain information from your motor vehicle reports, court records . . . *There are some disclosures which may be made without your prior authorization.* These include:

—Persons or organizations that conduct scientific research, including actuarial or underwriting studies.

—Persons or organizations that will use the information for *sales purposes* . . .

—Our affiliated companies for auditing our operations and for marketing an insurance product or service.

The last statement, concerning affiliated companies, is significant, as the Maryland Insurance Group is part of the *worldwide* Zurich Insurance Group.

"In addition," the notice went on, "we may provide information to state insurance departments in connection with their regulatory authority and to other governmental or law enforcement authorities to protect our legal interests."

And there was more:

Information we collect about you will be kept in our policy files. . . . You have the right to know what kind of information we keep in our files about you, . . . There are some types of information, however, to which we are not required to give you access. If you think your file contains incorrect information, notify us in writing. . . . Within thirty days of receiving your notification, we will either correct the information *or notify you that we do not believe that the correction is justified.*

If the company doesn't believe the correction you've requested is justified, it remains in the computer system, and may be accessed by someone else. It

may wind up in the hands of marketeers, who will use it to direct their sales promotions.

The State of Maryland gained the spotlight again when the *Washington Times* reported on 12 March 1997, that a 1993 state law allows confidential health information on patients to be handed over directly to the state:

The Health Care Reform Act requires, among other things, that health insurers turn over details of every patient visit and treatment to the state, which adds them to a huge, and supposedly secure, data base at the so-called Health Care Access and Cost Commission. The point of the law was to ensure the delivery of medical services in the most cost-efficient manner.

Simply turning over such data in the aggregate—without breaking them down by individual—won't work because some repeat patients might seek treatment from different doctors, which could skew data and resources. So [state] Delegate Jim Kelly's attempt to pass legislation . . . requiring patient consent to pass on confidential information didn't win support from state health-care bureaucrats or enough votes from lawmakers.¹

This news did not bode well in light of a flap that occurred just two years before, when it became known that since 1990, Maryland Medicaid clerks had been selling thousands of "confidential" patient records to health maintenance organizations (HMOs) for sums ranging from 50 cents to \$2 per printout. HMO salesmen then took the information and went directly to the Medicaid recipients and "pitched them on the benefits of their particular coverage."² Sometimes these salesmen even forged the signatures of the patients and, of course, got a commission for each patient they signed up. After a four-month investigation, the state Attorney General won fraud and bribery convictions against two dozen people.

Anything passing for a "research group" can access personal information. One computer buff in Oregon paid over \$200 for a copy of the state's list of names and license plate numbers from the state's Department of Motor Vehicles and posted it on the Internet, along with the software allowing people to search it! Just type in a license plate number and *voilà*, a record appears in the name of the registered user.³

Some of the larger mainframe computer systems are privately owned, while others, like census records, come under government auspices. Investigative journalist Arnaud de Borchgrave, in a 21 April 1997 article for the *Washington Times* reported that "[o]f the 428 information specialists in Fortune 500 companies surveyed by the computer Security Institute of San Francisco, 42 percent acknowledged there had been unauthorized penetration of their computer systems." Conventional robbery is becoming old hat as "cybergangsters" fire back at cybercops with computer viruses and "logic bombs." German hackers, says de Borchgrave, managed to gain control of a Miami-based Internet service provider, together with all the credit card

information on the service's subscribers. Virtually unstoppable, they threatened to destroy entire credit card systems unless a ransom was paid.

Information systems are great fodder for terrorists. That includes political terrorists. Senior Pentagon leaders discovered in April 1998 that it wasn't difficult for a competent hacker to cripple US military and civilian computer networks. The following month, hackers from Boston admitted to the US Senate that they could bring down the entire Internet in 30 minutes, compromising everything from citizens' credit and medical records to the State Department and the Federal Reserve.

To come up with a profile of an individual "in order to make judgments," as per the Maryland Insurance Group notice, experts overlay public information, such as income, property values, and number of children with *societal indicators*. Societal indicators are community beliefs and attitudes, such as how people spend their income and leisure time. This technique makes it ever easier to discriminate against, however "innocently," certain groups—racial, religious—and to gerrymander voting districts. By comparing data with regional and national models, personality sketches can be created which point to political leanings, as well as to personal tastes and lifestyle. Now you begin to see why these kind of data are beyond the scope of a cursory background check held in a single computer bank.

By looking at just these variables discussed so far at the *geodemographic* level, analysts can start categorizing neighborhoods into what they call *cluster types*. These are gleaned from various credit accounts, from local department stores to large-scale credit companies like Visa, MasterCard, and Discover. Documentary producer Mike Tomlinson found that most brokering firms have code names for their clusters categories. One Chicago firm dubbed *Young Influentials* a cluster. It translates as "Yuppies." *Young Suburbia* was another cluster type. *Shotguns and Pickups* referred to low-income, urban residents, while affluent suburbanites with mature families were given designations like *Pools and Patios*. *Blue Blood Estates* described the very wealthy.⁴ *Experian* (formerly TRW Information Systems and Services) uses descriptive categories like *Highly Affluent Consumer*. So does Claritas, with classifications such as *Tobacco Roads*.

To find the sometimes subtle differences among categories requires combining *psychographic data* with geodemographic data and *purchase behavior*. Psychographic data, remember, includes *attitude* and *lifestyle*; geodemographic data are the more public, census-type information, categorized into descriptive "clusters"; purchase behavior includes what's on grocery checkout tapes: factors like recentness, frequency, amount, and type of products purchased.

This is where the crystal ball process comes in. Only it's not called that. It's called "market segmentation." You take several zip codes, for example, in a demographic area. Run them through a computer program and see how many variables each has in common. Remember "targeting" a market? Selling "rap music" to your son or daughter? Well, behavioral scientists in

the field of education target learning programs to specific types of students. For example, anti-drug programs are targeted to children considered at risk for drug abuse. *Targeting* means aiming a campaign, be it an anti-drug, presidential, or anti-tobacco campaign. The target is always a specific segment of the population: at-risk children is a segment of the student population; *Young Influentials* is a segment of the married, Baby-Boomer, forty-something population; and Christians and Jews are two segments of the religious population. Fundamentalist Christians, Roman Catholics, Mennonites, and Pennsylvania Dutch would be *subpopulations*. Using a computerized technique known as *statistical modeling*, targeting smaller subpopulations is made easier and more accurate. You can zoom through those subgroups just like that to find the commonalties and the differences among them.

Now, of course, if one could individualize, instead of always targeting an ad or message to a *group*, that would be ideal. All one needs are the *individual variables*—facts like your father's occupation, your (and your spouse's) income, your parents' education levels and lifestyle data. These are the survey data and opinion questions piloted in Pennsylvania's EQA test.

"UNIFIED CODING" AND STANDARD DEFINITIONS

Data entered into the Medical Information Bureau (MIB) from your health insurance records use the same codes as the revised series of 10 "Student/Pupil Accounting Handbooks" for ease of information retrieval and transfer. These Handbooks cover every conceivable health, psychiatric, financial, learning and lifestyle situation, much of which inevitably finds its way into the largest electronic transfer systems, like the SPEEDE/ExPRESS, which we will examine in detail in a later chapter.

The MIB, for example, is unregulated, and its up-and-coming little sister, the Physicians Computer Network, based in Laurence Harbor, New Jersey, provides a free computer to doctors for managing their caseloads and practices. The system periodically searches files for interesting information to feed into its marketing lists used by pharmaceutical companies to assess trends in types of drugs prescribed.

To demonstrate just how easily accessed medical records of all types can be, a recent article by Don E. Detmer and Elaine B. Steen, both of the University of Virginia, featured in the quarterly journal *Issues in Science and Technology*, stated that "[m]edical records of average citizens have been posted without adequate safeguards in Massachusetts, dumped in a parking lot after closing of a psychiatric clinic in Louisiana, and sold in Maryland." The authors went on to describe one company that buys medical records "from a variety of organizations" and sells them to drug companies. "[I]n several instances, employers have received information from insurers that allowed them to determine that employees had AIDS or received psychiatric treatment." In recounting the Detmer-Steen article in a newspaper column, Daniel Greenberg, editor and publisher of a Washington, D.C.-based newsletter, "Science and Government Report," states that although

[s]everal bills have been introduced in Congress to provide federal protection for medical records, including the Medical Records Confidentiality Act, sponsored by Senator Robert Bennett (R-UT) . . . , the problems of medical-record disclosures remain far below the political boiling point, and the proposed legislation has not even been the subject of a hearing.

This brings us back to education, because it is this very lack of records-disclosure protection that makes the 10 Student/Pupil Accounting Handbooks, mentioned above, so critical. As indicated, the entries use standard definition codes, like the ones you see on your medical insurance receipt, right down to psychological counseling services (#2143). If you examine the bible of the psychiatric community, the reference text from which all professionals work when they name and treat emotional disturbances/illnesses called the *Diagnostic and Statistical Manual of Mental Disorders*, (or DSM⁵), you will find that each of the various definitions carry codes, and these correlate to identical entries in the Student/Pupil Accounting Handbooks.

With the ability to code and computerize genetic information, both government and private agencies are building the kinds of linkable information systems that nightmares are made of. So even though there is not just one, single, enormous computer bank, *à la* George Orwell, into which all information from all sources is poured for posterity and retrieval, there are instead thousands of large-storage-capacity systems that "talk" to each other on demand, cross-referencing and matching the correct with the incorrect and even the trumped up, so that all kinds of information about you and your family members, real and concocted, can be juxtaposed and widely disseminated.

UNDER THE INFLUENCE

A cover story on "New Age Advertising" in the 1 July 1996, issue of *Business Week*⁶ explains how advertising strategy is evolving so that "products are packaged to hide the big-buck marketing machines that created them and to obliterate the line between advertisement and entertainment and—in some cases—advertising and real life." Using recent examples—such as "GUESS? jeans' 90-second black-and-white drama [that has] virtually no connection to the sponsor's casual clothing" until the end, when the logo flashes briefly on the screen and the audience suddenly realizes it has been watching a commercial; and Elizabeth Taylor, who "wanders in and out of everything from *The Nanny* to *High Society* [TV movies], . . . shamelessly flogging her about-to-be-launched perfume ['Black Pearls']", the article describes the newest breed of "stealth ads." I happened to watch one of these myself for the first time in early September 1996. It was a police detective show, and the cops wanted the man they had just arrested to provide them with additional tips and information. The prisoner finally agreed, for a price: A Denny's breakfast, complete with specific items from the menu, adding that the restaurant was "open all night." Another tech-

nique is called "bundling," placing one ad inobtrusively inside another, more obvious, one. The *Business Week* article explains:

Some marketers aim for an ad that looks as much like an expression of the popular will, and as little like a paid sales message, as possible. . . . [A]ds have migrated from their traditional nesting grounds to invade spaces and institutions once deemed off limits.

Psycho-behavioral educators and curriculum development specialists are doing precisely what New Age advertisers are doing: inserting their messages unobtrusively into programs—learning programs. Subtle political messages increasingly are becoming part of the content. With a personal computer for every pupil, this becomes ever easier to accomplish. Add to that a student password (essentially another form of ID) and a closed-loop monitoring capability, and you have experts who are able to assess the student's gut reaction (predisposition) to whatever is presented. It is then possible to step in to alter, or re-package, the material to ensure a more positive (or negative) reaction the next time.

What experts tell legislators and parents they are doing is "providing immediate feedback"—that is, corrections or results—to the student and using a "proactive approach" to volatile issues like sex and drug abuse. What they are really doing, however, gives new meaning to the term "programmed learning."

This brings us back to the fact that the computer can be endowed with the capability to be predictive; that is, to have *the capacity to draw conclusions from the information it accesses and combines*. Analysts and policymakers, however, can put any spin they want on those conclusions. Marketeers, for example, draw conclusions about people's purchasing interests. Jeffrey Rothfeder learned from Claritas System staff that the 1.1 percent of households in the *Blue Blood Estates* category "buy computer equipment and tennis balls, visit Europe, invest in US Treasury notes, and drink Irish whiskey. They don't, however, use Tupperware, go bowling, purchase pregnancy tests or groin irritation remedies, or chew tobacco. They read *Barron's* and the *New York Times*, but not *1,001 Home Ideas* or *Hot Rod*." A bank's *consumer database* may contain hundreds of thousands of names and addresses falling into categories such as *Weight Conscious* and *Cosmetic Buyers*. It's simple enough to draw conclusions about the people in these categories via computer search.

This capability also makes it possible to discriminate ethnically and racially with little or no liability, inasmuch as direct-marketers have no *intent* to discriminate along racial or ethnic lines. Indeed, they want as much business as they can get! Computers, after all, are color blind, simply keying in on product purchase and behavior. However, neighborhoods that find their mailboxes bereft of junk mail and their dinner hours uninterrupted with telephone solicitations are not so fortunate after all; they're "nonentities" in the Information Age. Credit firms, like Trans-Union or

Experian, will, for a fee, take a list of names and screen out those who have been delinquent in their credit payments. Indeed, with a negative profile running around in cross-referenceable computer banks, disadvantaged persons find it very difficult to improve their electronic images—if they even know such a thing exists.

LOOSE LISTS

In response to consumer anger, the State of Maryland has installed a toll-free number for citizens to get their license numbers flagged “private.” Until State Senator Frosh introduced legislation that “would specifically define the circumstances under which such information could be released,” for a small fee (\$5.00 in Maryland) anyone could buy the information on a person’s driver’s license, tag number, or car registration. “If someone made a request for a specific record, *there was no way to block access*,” Frosh said. Indeed, it still is not foolproof, as anyone who has tried to remove his or her name from mailing lists knows. In most states, such documents are defined by law as “public records” and, therefore, are open to all. Unfortunately, neither Senator Frosh nor those at the federal level who supported his Drivers’ Privacy Protection Act, which has been signed into law in Maryland, have any idea how far things have gone or, for that matter, how to write legislation that will effectively protect the individual. But at least some are willing to try.

Meanwhile, Congressional representatives James P. Moran (VA-D) and Constance A. Morella (MD-R) have initiated a bill to force all states to make driving records available nationally on a computer database. Called the Driver Record Identification Verification Act, the bill would cost taxpayers \$5 million, obtained via the US Department of Transportation, just to *study* how to implement the system nationwide. Even more funding would be required to actually deploy it. Even though there already exist national databanks for drivers’ records—Commercial Driver License Information System and the National Driver Register’s Problem Driver System—support for a more potent federal database was drummed up by launching an emotional appeal relating to a dump truck driver, Willis Curry, who had racked up some 32 traffic citations and 274 violations of 24 federal truck-safety standards before causing a crash on 12 August 1997, that crushed an innocent teenager. But instead of asking why this man Curry wasn’t behind bars a long time ago, once again we find new legislation being initiated to target the irresponsible, negligent and abusive which will serve, in reality, only to further complicate the lives of the upstanding citizens. In this instance, a crisis was precipitated by not penalizing those who continually thumb their nose at *existing* driving laws, and the “cure” would wind up being an expensive, reactive venture that would compromise the rights of all citizens.

A similar mentality is reflected in the Kennedy-Kassebaum health insurance reform bill, passed by Congress in July 1996. It will allow companies in the health care industry to pass records freely among themselves in

much the same way as the Internet allows various computers to exchange information. This could easily hamper a person's job or insurance prospects.

With a plethora of information about every American being bought, sold, and circulated, using ever-more-accurate, cross-referenceable computer networks, it is possible now not only to produce a fairly accurate profile on individuals, but to locate them around the nation. The Treasury Department's Financial Crimes Enforcement Network (FinCEN) alone, with its easy access to dozens of confidential databanks at dozens of agencies, can create profiles detailing the demographic, ethnic and social backgrounds, lifestyles, and even the daily routines of individual citizens. The newer Treasury Enforcement Communications Systems (TECS II) can do even more. Of course, for individuals who are hard to find, there's always the computer-knowledgeable Private Investigator. Jeffrey Rothfeder tells of one such PI who, with a few clicks of a computer mouse, could find where a target subject "buried that \$1 million he's keeping from a business partner."

Do government networks engage in these information binges for noble purposes, like catching real criminals? Generally, yes; they perform such valuable tasks as tracking down money laundering organizations as well as dangerous, violent organized crime groups that move from state to state to avoid prosecution. In fact, law enforcement officials frequently are dealing with criminal organizations that have access to higher tech equipment than they do. But that isn't the point. The point is that (a) computer systems, government and non-government, are ubiquitous, (b) inaccuracies abound, (c) there are no effective legal protections for the innocent, and (d) computer cross-matching wizardry can be accomplished by anyone willing to spend the time even from a home computer (as long as he or she has a modem) and is resourceful. Essentially, all one has to do is subscribe to one of the commercial databases, such as DBT-Online, perform a name search using an established reference guide, like Dun & Bradstreet's *Dun's Market Identifiers* (library reference sections carried hardbound Dun & Bradstreet directories long before computerization), and voilà: name, address, social security number, occupation, birth date, and more.

Indeed, should someone come across a receipt you have thrown in the trash which bears your bank card number and signature, he or she can quite literally steal your persona, giving new meaning to the term, "identity crisis." According to the Federal Trade Commission, this particularly devastating type of crime, called Identity Theft, is becoming more common, as increasing numbers of thieves—from professional employees in stores, hotels, restaurants, and mail-order businesses to semi-literate garbage scavengers—learn how to make money copying the names, addresses, credit card or drivers license numbers, and sometimes even signatures, and resell them. The new "owners" then go about racking up huge bills, and even ordering more credit cards and charging purchases to those. Who gets the bill? You do.

Because of the lack of success in catching such thieves or protecting the

public from them, the pressure is on to perfect sophisticated identification techniques such as automatic fingerprinting and retinal scans, which will lead irrevocably to even less personal privacy.

Most people don't realize there's a vast intelligence network out there that follows them wherever they go—and scams like Identity Theft will actually make privacy even more elusive. Every time you move, make a long-distance call, buy a car or real estate, get a new insurance policy or government grant, apply for a loan, or go to the doctor, information goes into scores of computers—some owned by government, some by credit bureaus, direct marketers, banks, etc.

Some data systems are, in essence, joint ventures. The Lexis-Nexis system, for example, provides real estate data, but it also operates in conjunction with the largest credit bureau in America, Experian. This interesting combination of data is accessed by thousands of regional computer systems. It winds up on the desktops of corporate executives, private individuals and information re-sellers. Indeed, a flap occurred recently over reports that Lexis-Nexis had placed Social Security numbers in a giant database. The reports were wrong, but it was quickly discovered that the company's competitors did exactly that!

Information houses justify such actions by claiming they are actually helping to cut down fraud. For example, David Dennin, vice president of marketing for the Information Resource Service Company in Fullerton, California, says his organization sells its information strictly to other businesses. "Without information on consumers and business," Dennin says, "there would be a great rate of fraud occurring every day, which is passed on to the consumer in the form of higher prices."⁷ He neglected to say what happens, however, if one of his (or a competitor's) staff is bribed—i.e., when an employee goes underground with sensitive personal information. Dierdre Mulligan, staff counsel for the Center for Democracy and Technology, a high-tech policy and lobbying group, says that "Lexis and others in the market commonly say that they are merely using so-called public records. That shows they are out of touch with the public's belief that the costs of participating in society—getting a driver's license or a credit card—should not be the loss of control over those sensitive pieces of information."⁸ But the fact of the matter is that it is the public that is out of touch with reality, since most people are no longer even aware that such data are "sensitive." They give information freely even when they don't have to: on warranty cards, on mail-in purchasing surveys, in magazine questionnaires, etc. Moreover, upwards of 5 billion records, says investigative reporter Jeffrey Rothfeder, now exist in this country. Together, these can pinpoint a person's location at any given time.

THE INFORMATION UNDERGROUND

Congress' former Office of Technology Assessment admitted that it is "virtually impossible for individuals to learn about, let alone seek redress for, misuse of their records." That's because advertisers aren't the only

customers for firms who sift through computer tapes and correlate data. "Rambunctious teenagers, nosy employers, clever salespeople, corporate spies, and outright kooks run roughshod over computer security systems," declares Rothfeder. The real danger, however, emerges from the information underground.

The "information underground" is comprised of shadow enterprisers who refer to themselves as "private information suppliers" serving as middlemen and reselling computerized information for a large markup. This discreet, secretive world is run by former private investigators, retired intelligence operatives, marketeers, and computer hackers ("crackers") who purchase such things as computer system passwords from employees or simply penetrate computer systems by themselves. For a price, the intelligence underground superbureaus like *Tracers Worldwide* in Elmhurst, Illinois, will produce your unpublished phone number, the location of your safe deposit box, the latest credit charges on all your various accounts, a list of your phone calls (local and long-distance),⁹ your income tax forms, workman's compensation records, mortgage payment records, marital history, and driving records. So why not school assessment and survey data? What is more interesting about this underground, however, is that it is not just selling information to sleazeball tabloid reporters, but to reputable sources who are having trouble finding what they want among the legitimate sources. Alas, even government will, if necessary, turn to the underground to obtain information it cannot otherwise locate.

A 1991 *Time* magazine article entitled "Psst, Secrets for Sale" warned about black market dealers who do a hot business in Internal Revenue Service (IRS), FBI, Social Security, and other federal data. One group even advertised its illegal services in brochures! Some Social Security employees sold earnings histories for \$25 apiece. These were marked up by brokers who, in turn, resold them for \$175 apiece!

Again, the *Time* article revealed that "*government is the largest consumer of personal information.*" As we've seen, *personal information includes your beliefs and attitudes.*

In an April 1998 update on the situation, an Associated Press article reported that the IRS provides easy access to confidential taxpayer files. Undercover government investigators were able to obtain the confidential taxpayer records of prominent people by providing merely names, addresses, and Social Security numbers. That is to say, an imposter who knows only the above information could, at the time of the audit in 1996 and 1997, obtain tax and income information from the IRS with a simple phone call. "As more transactions are handled over the phone, the risk of unauthorized disclosure increases," stated the report. With some 60 million calls answered on IRS toll-free lines in Fiscal Year 1997 alone, this gives you some idea of the breadth and scope of the problem. Today, the flap over IRS auditing of conservative-leaning public-policy, tax-exempt groups, utilizing on occasion media tips¹⁰ to select their targets, demonstrates the ease with which opinions (or belief systems) can be used as a tool for political harass-

ment. Depending upon the political climate of the moment, these views might one day wind up in the White House Office Data Base, which *New York Times* columnist William Safire calls a "rape of individual privacy." Clearly foreseeing such an eventuality, the highly respected Institute of Electrical and Electronic Engineers (IEEE) put out a position statement in December 1994, detailing the widespread, unlawful political abuses of electronics technology.

"Data laundering," or document doctoring, is also becoming big business. For a fee under-the-table, one can get a bad credit report doctored, as Jeffrey Rothfeder convincingly demonstrated in an interaction with a fellow named James Duke.¹¹ Underground companies are cropping up which specialize in providing new, unblemished identities to "deadbeat customers." In similar fashion, someone with an axe to grind can doctor other kinds of reports in ways that reflect negatively on the individual, personally or politically. It's like digital photography, in which a photograph can be doctored to deliberately mismatch people and events. Whatever one can use for good, one can also use for ill.

New anti-fraud systems have been developed to thwart those who would impersonate individuals cleared to access data, so that defrauding a computer system has become more difficult, but this level of sophistication is reserved for only the nation's most important data systems, such as those involving national security. Such anti-fraud devices are not going to protect against the willful selling of data for personal or financial gain. The potential for extortion is frightening, all the more so because a targeted individual, especially one who is technologically unsophisticated, may not be able to amass enough information about the perpetrator to go to the FBI with it. Even if the victim does produce significant information, unless he is *financially* damaged by release of the information, there is little to be gained by going to court. Libel and slander are extremely hard to prove and generally do not result in monetary settlements. Not so long ago, people who wanted personal information had to go through a number of clerks. This left behind an "audit trail."¹² But today computerization has effectively neutralized that safeguard, leaving the victim of illicit data releases with no case.

SMART CARDS IN CYBERSPACE

The 27 April 1998 issue of *Time* magazine calls cyberspace "the final frontier of finance," with the high rollers seeking "a kind of business immortality" through a combination of sheer size and "killer technology." Among those technologies is a new kind of credit/debit card, a Smart Card called "Montex" that replaces virtually everything in your wallet. In a project launched by MasterCard, this new card will "store not only electronic dollars but also five other types of currency, an abbreviated medical history and even a personalized electronic 'key' that can open everything from your apartment to your office." The long-term goal of embedding all these encoded microchips is to produce a "lifestyle card," says Harry Mundt,

MasterCard's executive vice president. A concurrent goal of current electronic cash projects in general is to be able to implant one's "checking account" in a microchip under the skin.¹³

Not content with the current high-speed linkages across international borders, which already are making the laws of traditional transactions like taking out a loan obsolete, enterprising financiers are looking forward to the day when a person's "wealth card," enables one to pay for an item simply by drawing on the "wealth"—i.e., financial value—of another item in his or her possession.¹⁴

Meanwhile, Britain's Tavistock Institute, the entity made infamous, as we shall see in Part II, for its psychological experiments under James Rawlings Rees beginning in the Second World War, is working with the US and Europe to develop a "personal skills card" that would become the individual's ticket into the work force—and not just in one's own country, but globally. A set of feasibility studies and pilot projects, already underway, are aimed at certifying educational competencies through an automated credentialing system that functions like a Smart Card. Initially billed as a European Skills Accreditation System, Tavistock will use this as the launching pad for a managed global work force using America's Goal's 2000, School-to-Work program, National Skills Standards Board and SCANS educational blueprint as a base. The short-term objective is to set up a technical infrastructure. According to the Tavistock's October 1997 Final Report,¹⁵ that means creating a "skill culture" internationally and establishing both a Standardization Agency to set criteria for the standards and regional assessment centers to actually certify the skills on individual Smart Cards. Electronic assessment and testing, use of remote transmission and access, and a network of user/supplier networks—a redefined system of "chambers of commerce"—are all of a well-laid-out plan to move the average person into a globalized, skills-integrated economy for the 21st century. Given the millions of dollars already invested in these innovations, it is imperative that the current Administration move and implement America's Goals 2000-related initiatives. There is nothing on the legislative table—no national security issue, no foreign financial crisis, no domestic scandal—with stakes so high. The agenda must continue.

SENATOR SAM ERVIN TAKES ON EDUCATION PRIVACY

The late Senator Sam Ervin, Jr. (D-NC), in talking to reporter David Burnham (who was then writing a book entitled, *The Rise of the Computer State*) said prophetically: "Government has an insatiable appetite for power, and it will not stop usurping power unless it is restrained by laws it cannot repeal or nullify. There are mighty few laws it cannot nullify." It was also Senator Ervin who, back in 1978, attempted to amend various laws relating to research on "human subjects," including prisoners "in a captive environment," such as a penal or mental institution, or experiments on children (Public Law 93-348, Research Involving Children). Senator Ervin sought to include prohibitions against research on children in a classroom setting. He didn't live long enough to see his effort through.

Senator Ervin and then-Attorney General Elliott Richardson were among the first to publicly comment on the potential abuse of the Social Security number.

The *Washington Post* carried a long story on 19 June 1974, detailing their concerns about the growing potential for creating dossiers on American citizens. Ervin released the results of a four-year study, "Federal Data Banks and Constitutional Rights," which today should be considered a document of singular historical significance. Referring to the 53-page summary of the 4,000-page report, Senator Ervin charged that federal agencies "understate, if not hide, their data banks." One can only imagine what he'd say today with "killer technologies" like MasterCard's "Montex" and Tavistock's "personal skills card" in the pipeline. The *Post* article discussed the interlinking that was possible even back then, and quoted Representative John E. Moss (D-CA) as charging that the system would soon allow the government to assemble "dossiers on any individual or institution."

It seems Senator Ervin's interest in the subject was sparked by a group of Maryland citizens who went to him in 1973 with large numbers of curricula straight out of the National Diffusion Network as well as assessments and surveys which asked schoolchildren incredibly personal questions. In those days, the coordination between testing, surveying and curriculum was not nearly as sophisticated as it is today, but it was enough, apparently, to scare the daylight out of Sam Ervin. The Watergate affair, complete with so-called "enemies lists" was the cherry on the sundae. It was clear to him where we were headed.

Ervin had collected hundreds of documents relating to the invasion of privacy in education. He called it "the biggest scandal in the history of the United States." Remember this was *before* Watergate. As a result of his concern, he co-sponsored Amendment 1289 to Senate Bill 1539 to "prevent schools from making guinea pigs out of children by delving into their personal attitudes and privileged information about their families, as has been done in schools throughout the United States."

No one listened, and the amendment went nowhere. Senator Ervin was furious and insisted that "a person held in a compulsory environment has a right to be left alone." Although unusual for a United States Senator to take such a personal interest in an issue, especially considering that the group which first approached him about it wasn't even from his state, privacy protection soon became Senator Ervin's personal crusade. Just when he was about to dig in his heels, the Senator was tapped for chairmanship of the Watergate Committee. After Watergate, he became ill and died before he could get back to pursue it.

It is interesting, looking back, to note that a young lawyer and counter-culture diva, Hillary Rodham Clinton, also sat on the Watergate Committee investigating then-President Richard Nixon (against whom a young Bill Clinton had protested during the Vietnam War). Senator Ervin's fervor on safeguarding personal privacy in a democratic society obviously failed to inspire her. Perhaps that is why, in 1996, the Clinton Administration saw

fit to specifically exempt the classroom setting from laws banning human experimentation.

Computer novices that most law- and policy-makers are, they don't get it. They hear, on the one hand, high-sounding concepts about modernizing the classroom for the new generation of students who "are growing up with computers," and on the other hand, they hear noble pronouncements from supposed education experts like those of the Robert Wood Johnson and Carnegie Foundations, both of which have been advising government in an official and unofficial capacity for years, about "individualizing education" and the benefits of providing the student with "immediate feedback." That the two together could easily be used to sweep away parental rights and individual freedom of conscience is over the heads of most lawmakers.

What it comes down to, however, is that the best and the brightest can be located and culled via computer according not only to a predetermined set of sills, but to extremist political and psychological criteria, such as the following, which were actually listed as preferred "values" in a North Carolina middle school:

- consensus is more important than principle;
- amenability is more valuable than hard knowledge;
- nothing is permanent except change;
- the collective good is more important than the individual;
- there are no perpetrators, only victims;
- ethics are situational: there are no moral absolutes; and
- there is no right or wrong, only conditioned responses.¹⁶

Young people who, for whatever reason, are not receptive to this new "value" system, will be fed the kind of pap and social services increasingly offered to most students in lieu of academics, thereby ensuring their dependence upon a false, puppet elite to fulfill their needs. Youngsters who show promise—i.e., display the right viewpoints—will magically score higher on aptitude and IQ tests, and may even make their way into magnet and gifted programs as a result.

When today's average 8-year-old becomes a voter, he or she may not only lack any real knowledge upon which to form decisions or opinions, but end up with an ingrained, set of conditioned responses to certain stimuli—like the ones that come through familiar slogans, films, lyrics, commercials—that override rational thought. Educator-advertisers know that these children will repeat what they hear without remembering where they heard it, just like their parents. They won't be aware they're getting a sales pitch when teachers or their classroom personal computer presents "remediating" curricula, or "strands" such as the now-infamous *Pumsey*, *Project Charlie*, and *Heather Has Two Mommies*, some of which we will take up in more detail in Part III. Because these curricula are packaged as "literature," "citizenship," or "health," they will function like the Denny's commercial in a TV story line—as subliminal advertising. That is, the "strand" will reach below the conscious level.

The point is this: *If* psychographic instruments are legal, without informed consent, in a school setting with minors; *if* behavior-modification curricula can be brought into the classroom as legitimate, cognitive course work; *if* teachers or even *bona fide* mental health professionals can use the schools to “treat” students for real or imagined psychological problems, then all the other issues like school choice, vouchers and the textbook adoption process are moot. If a politically motivated faction within the behavioral science community can get into your belief system through your children, then they can do the same thing in reverse: *Go back through your children to mold future public opinion.* They can sell their wares just as surely as your local department store. Public opinion, after all, is only what everyone else thinks. And the greatest single factor that determines what people think is, more often than not, the individual ego.

NOTES

1. “Big Nurse,” Editorial, the *Washington Times*, 12 March 1997.
2. Ibid.
3. “On-Line Databases Draw Privacy Protests,” Elizabeth Corcoran and John Schwartz, the *Washington Post*, 20 September 1996.
4. *Privacy for Sale* by Jeffrey Rothfeder, Simon & Schuster, 1992, 97.
5. The all-important DSM is discussed in detail in Chapter 4.
6. Mary Krantz, Joseph Weber, and Heidi Dawley, “The New Hucksterism,” *Business Week*, 1 July 1996, 76-84.
7. Corcoran and Schwartz, op. cit., A7.
8. Ibid., A7.
9. Rothfeder, op. cit., 81.
10. The tips reportedly came from negative articles about certain nonprofit groups.
11. Ibid., 39.
12. Ibid., 82.
13. Joshua Cooper Ramo, “The Big Bank Theory and What It Says About the Future of Finance,” *Time*, 27 April 1998.
14. Ibid., 50-51.
15. Joe Cullen, “State of the art on approaches in the United States of accreditation of competencies through automated cards,” FINAL REPORT: SUMMARY, Prepared for DGGXII of the European Commission, October 1997 Contact #: ERB-SOE2-CT-96-2011.
16. Many of these actually appeared as legitimate choices on a student questionnaire given in 1994 to 9th graders in North Carolina.

TAKING A RIDE ON THE SPEEDE/ExPRESS

. . . like those assembling an atom bomb, very few of them understand what they're building, and won't until we put all the parts together.

—Cecil Golden, former Florida
Associate Commissioner of Education,
The Ledger, 27 July 1972

As indicated earlier, school assessments and surveys passed off as anonymous are probably not. What one finds is generally the term “confidential,” rather than “anonymous.” Confidentiality means that a person’s identity is linked to information, but the source promises not to divulge that information except to “authorized” parties. Confidentiality does not mean that the information has no name.

Testing companies may claim that, to ensure confidentiality, results are not reported to or about students. They do not say that the information is not collected about individual pupils (and, by extension, their families). They do not claim that no one sees the information, although sometimes the wording is just fuzzy enough to give the untutored that impression. In this chapter, we shall explore various identifying techniques—from “sticky-labeling” to “slugging” and bar coding—and take an “evolutionary” journey down Technology Lane until we reach the electronic transfer and storage system that already is revolutionizing the way your children will live and work: the SPEEDE/ExPRESS.

INDIVIDUALIZATION VERSUS CONFIDENTIALITY

One of the most complete descriptions of the pre-identifying, or “slugging” (tagging) processes is found in the administrative literature to the Michigan Educational Assessment Program (MEAP), written by the Michigan Department of Education. A June 1992 cover letter describes the then-new “pre-identified answer documents”:

The pre-identification process allows districts to provide NCS [National Computer Systems, Iowa City, Iowa] with student record data files containing the required MEAP identification/

demographic information, as well as other information that is important. . . . This information will be linked to a number which will be 'slugged' on the answer document along with computer printed student, school, and district data. The process will require one or two data tapes, cartridges, or diskettes from each district.

For the 1992-93 MEAP, the Pre-identification Field Source and Requirements sheet included a State District Number, a State School Number, student's grade level, Student Name, NCS ID number, an assigned Student Number, Sex, Date of Birth, Racial-Ethnic Category, Special Education Category, Research Codes I and II, Feeder School Number, Teacher Number, Teacher Section, and Administration Code. Some of these fields were optional, but if the district was going to pay good money to have its load lightened, it likely would go the whole nine yards and do it right. In any case, a name and an NCS ID number was all that were needed to identify students. The Pre-identification Pupil Data Tape Layout, which accompanied the package, provided numerical values assigned to each category.

Another example is revealed in a testing contract between CTB MacMillan/McGraw-Hill (Monterey, California) and the State of Maryland. (The company has similar contracts with the states of Indiana, Tennessee, Kentucky, and Washington.) Its identification methods represent an increased level of sophistication from the contract for the Michigan Assessment. The 1992-1995 CTB/MacMillan/McGraw-Hill Testing contract with the State of Maryland for its Maryland School Performance Assessment Program (MSPAP) is a comprehensive state-of-the-art criterion-referenced assessment instrument administered to students in grades 3, 5, and 8. Its stated purpose is "to measure Maryland outcomes at the school and local district levels." Like most service contracts, the one for the MSPAP includes testing student attitudes as well as "printing, pre-slugging, packaging, distribution, collection, and processing of the test."

Notice that "distribution" sometimes means (but not always) that a representative from the contracting agency goes to the local school to disseminate, proctor, and collect the tests—which is one reason why teachers frequently are not aware of administrative directions that allude to student identifiers, nor are teachers always aware of the exact contents of the test itself (i.e., the wording of the questions). The contract not only reveals how tests are pre-slugged for identification, but how data tapes are made from the information collected. *The contract goes on to describe how "research studies" are "embedded" within the tests.* Page 3-3 of the document makes clear that the test developers, analysts, and so on, are psychologists. No mention is made of any experts in English or math, science, history, or any other academic subject.

The first thing about the contract that one notices is that three organizations are involved: CTB MacMillan/McGraw-Hill (CTB), Data Recog-

nition Corporation, and National Computer Systems. The three-year, approximately \$2.9 million contract was with the State education agency, not with local school districts. The stated purpose of the contract was to "meet State needs," which means that the needs of local school districts are secondary (and the needs of parents are ignored). Therefore, a parent complaining to local school officials is going to find people who are (a) probably not very knowledgeable about the test or the processes used in giving, scoring, or packaging it, and (b) going to pass the buck and give parents the runaround. The local district is indirectly bearing some of the cost of this test and doesn't want it invalidated by a lot of unnecessary wrangling. Therefore, any complaint is better initiated at the State Department of Education, whose officials will start off by saying: "If you have a complaint, go to your local school district"—where the parent will be ignored.

With this in mind, let's take a look at portions of the Introduction to this "Confidential" project package:

Preslugging was creatively handled by CTB last year by using two matched labels, each matching student ID's and student names. Having teachers affix the labels will simplify pick-and-pack [described later] and eliminate the need to number booklets. Both are cost-saving features. In addition, students showing up unexpectedly will still be accommodated by the system. CTB will produce matched, numbered labels with space to enter the last-minute student's name. Later, CTB will match these students to a MSDE¹-provided tape of biographical information.

Part B of the Confidential project package describes the pre-slugging process, beginning with automatic file linkage. The goal is to eliminate as much as possible the laborious task of students and teachers darkening circles with a Number 2 pencil (known in the vernacular as "bubbling in") that correspond to various data points. Here's how CTB slugs the tests:

CTB will receive a tape(s) from MSDE containing data for all students across the state who are to take the test. The tape(s) will consist of 24 data files (one per district) which will contain biographical information and include student ID and the cluster number that the student has been assigned by his or her school.

From this paragraph several things become clear: (a) If you should opt to keep your child out of the test, that fact will be recorded, as it is the state, not the local district, which selects (supposedly in a random fashion) those students who will take the assessment; (b) The district policy is inexorably linked to state policy; in this case, the district must produce a data file containing biographical information on each student. If a district were to exempt itself, then test results could not be compared and the assessment would lack credibility. There is no question that state funding would be pulled from any district that balked. (c) Remember the term "clusters" from

the discussion on psychographics in Chapter 2? The cluster assignments referred to above are similar in that certain groups of children are tested together (i.e., physically together and/or merely given the same version of a test) *on the basis of certain characteristics that are computed automatically from biographical information*. The dissemination of tests referred to later on further indicates that children belonging to the same cluster are assigned identical identifiers in some categories of the biographical/background information. In other words, it's a way of labeling (some might say stereotyping) individual children. Of course the labels are computerized for posterity. (d) You will not know to which cluster group your child has been assigned, and therefore you will not know which version of the test he or she received. Continuing with CTB's discussion of pre-slugging, we find that:

During the pick-and-pack, a packer will take the appropriate number of answer booklets, response booklets, resource-material booklets, and the labels, and package these items for the specific class. Cover sheets in the box and outside the box will indicate the district, school, and class-group identification.

Teachers will be responsible for affixing the two labels to the student's Answer Folder and Student Response Book, and for electronically linking that student's responses to the biographical database. Extra blank labels will be printed for all "new" students whose data was not in the original data file. These "blank" labels will have a preprinted student ID and will require that the student's name be "bubbled in." After testing, CTB will identify each new student and inform MSDE, who then will obtain data files of biographical information for those students. CTB will merge the data into the original database, yielding a complete database linked to student responses.

In this case, it is clear that a teacher, not a proctor or administrator brought in from outside, will administer the test. (Of course, any state or district may opt not to have teachers perform this function.) It is also clear that a biographical database exists prior to the test, and that if a new student comes into the class, the state Department of Education—in this case the Maryland State Department of Education—will be expected to locate that data so that CTB can merge the student's assessment responses with it.

In discussing the "pick-and-pack" process excerpted below, CTB reveals that various "research studies" are embedded in assessment tests (note the italicized portion below):

. . . the pick-and-pack process is critical to the success of the program and . . . allows us to control the assignment of clusters to classrooms. *This is very useful when research studies are embedded in the basic testing.* . . . It also allows us to customize the

package for [selected] groups so they can be identified when materials are delivered and retrieved.

The pick-and pack process will be done by the subcontractor who does all of CTB's research projects. . . . CTB and its subcontractor have . . . established procedures for dealing with any type of situation that may arise . . . [such as] special handling of subpopulations and the Correlation Studies.

The reader may wish at this point to reread the discussion on psychographics in Chapter 2 about subpopulation groups and how various data points are correlated. Special questions targeted to specific subpopulations are the key to understanding the way educators utilize high-tech marketing in discovering, tracking, changing, and modifying, youngsters' attitudes and viewpoints. The pick-and-pack process essentially is a method of distribution that makes life easier for the test coordinator. In describing this service, CTB also reveals that the state Department of Education has a significant role in what is or is not added onto the tests at the local level.

Under no circumstances does the testing company want any test or response sheet to get away. Specific envelopes and labels are sent along with complex security procedures—much more than can be addressed here—for returning the testing materials for scoring and processing. The important point is that the security arrangements are *not* created to keep student information secure from information brokers or unethical data-gatherers; the security procedures are aimed primarily at keeping the tests away from parents, the press, and any lawyers who might cause someone to bring suit. Like other testing companies, CTB seeks to ensure that every scrap of paper is accounted for at the end of the testing period so that the testing service can complete its job of processing the information.

The practice described in the Michigan and Maryland examples above is, by all accounts, pervasive. A 1991 contract between the State of Pennsylvania and a testing company called *Advanced Systems In Measurement and Evaluation, Inc.*, for example, showed a wide variety of computer-scannable school tests, questionnaires, and survey materials. Each answer sheet included the ubiquitous ID number, and the test booklets were all precoded.

SEMANTICS AND STICKY-LABELING

The following indicates some improvements in the "confidential" labeling process of student identification, called "sticky-labeling":

There are various ways in which testing companies surreptitiously identify students.² A test administrator, for example, may be told in an instruction sheet to match a sticky-label on the test booklet with students' names on the list in his/her hands. He or she calls each child's name and places a "present" or "absent" notation beside it when the student responds, or fails to respond. When the pupil's name is called, the administrator takes the sticky-label off of the booklet before handing it to the student. What is on the label? Again, the student's name. What does the administrator do

with the label? He/she places it over the name on the list, to ensure that it matches. The reason the name must match is because there is a number after each name on the list (two students in a classroom could conceivably have the same name). On the cover of the test booklet there is also a number—a bar code. Sometimes the bar code also appears in numerical Arabic form beneath the bar code, depending on the test. In any case, the number next to the student's name on the administrator's list matches the number in the bar code (or the Arabic number) on the test booklet. The administrator confirms that that student has received the correct test booklet by placing the sticky-label on top of the name on his list. Lest there be any mistake, the child is asked to "bubble in" (darken) on the cover sheet to his booklet all the tiny numbered circles corresponding to his grade, birthday, sex, school, and sometimes teacher and zip code, depending on the test.

Thus, when school and testing officials claim that no name appears on the test booklet or the test cover, technically it is the truth. The real identifier in this case is a number, not a name; the name is taken off the booklet before the student ever sees it and is placed on the administrator's list. At the end of the test, the booklets are packed in a specific order and shipped back, overnight, to the testing company with the administrator's list.

Letters that go out to parents prior to test day, if they go out at all, are carefully worded to imply that no individually identifiable data are stored or transmitted to other parties. William Randall, chairman of the National Assessment's Governing Board has even claimed that "the names of the individual students participating in the National Assessment never leave the school where the student attends." Proving Senator Sam Ervin's words true when he charged that federal agencies "understate, if not hide, their data banks," Emerson J. Elliott, head of the *National Center for Education Statistics* (NCES)³ explained in a letter to a complainant in Pennsylvania that National Assessment officials make a distinction between "individually identified" and "individually identifiable" data. That is to say, when the testing company tells you that students are not individually identifiable, that does not mean that the pupils aren't individually identified.

Confused? It's clear only if parents get hold of the National Center for Education Statistics' 1993 Field Restricted Use Data Procedures Manual⁴ and then re-read the following paragraph on page B-2 about 25 times, and have a Ph.D. in linguistics:

Individually Identifiable Information—Any item, collection, or grouping of information pertaining to an individual and maintained by the *National Center for Education Statistics* or one of its contractors, including, but not limited to the individual's education, financial transactions, medical history and criminal or employment history, and containing the name, or an identifying number, symbol, or other identifying particular assigned to an individual, such as a fingerprint, voiceprint or photograph.

All it is, is a game of semantics. Take the "able" off of the word "identifiable" and you have something that is "able to be, or capable of being" identified. Instead of blatantly writing a person's name or social security number on a booklet, other information is provided, and/or alternative numbers are assigned, so that in cross-matching certain information, one can come up with a name. The *Psychological Corporation*, for example, employs this technique. On their "Scoring Service Identification Sheet" the student must darken numbered circles that correspond to the pupil's grade, school code, school name, as well as supply the name of the teacher, counselor or group name. Coupled with the demographic data placed on the test cover sheet, and the way in which test booklets and response sheets are collected, it's a fairly simple matter to identify student responses.

WHERE HAVE ALL THE DATA GONE?

When the child's test, complete with ID, is returned to the testing company, many different organizations may have access to it. For example, 29 organizations are given automatic access to the National Assessment, and other research organizations can apply for a license for access, according to NCES head, Emerson J. Elliott. He even provided a list of such recipient agencies. Those that should particularly raise privacy-and-intent concerns have been given an asterisk:

AERA-Appalachia Education

American Institute of Research

Arizona Department of Educational Research and Development

Boston College's Center Study Testing

Bureau of Census, Population Division*

CTB/MacMillan/McGraw-Hill (already has access to its own contracted services)

US Department of Agriculture, Economic Research Service

US Department of Education's Office of Research (houses multiple education databanks)

Economic Policy Institute

Educational Testing Service (already has access to its own contracted services)

LMP Associates, Inc.

MPR Associates, Inc.

Montana State Attorney General*

National Computer Systems *(see discussion of CTB contractor above)

N. Central Regional Educational Laboratory* (funded by US Dept. of Education)

Pennsylvania State University

Rand, Inc.* (produced change agent feasibility studies for US Office of Education)

Southeastern Regional Vision (funded by US Dept. of Education)

Stanford University

Texas Education Agency (the Texas Department of Education)*

University of Michigan's School of Education

University of New Mexico's College of Education

University of Southern California

University of Tennessee's School of Education

US National Goals Panel* (for outcome-based education)

US Department of Defense, Manpower Data Center*

University of California at Los Angeles, Center Evaluation Study

Virginia Tech, Research, Evaluation & Policy Division

Westat (frequent subcontractor for the Educational Testing Service)

Notice that the largest testing contractors (and even subcontractors) are on this list. Why do they need automatic access? The same could be asked concerning the Texas Education Agency—why does it need automatic access to, say, Maryland's testing information and results? Maybe it's because Texas sets the standard for textbook acquisitions: whatever texts Texas orders, the rest of the nation's school systems tend to follow suit. And the Department of Defense? Why is it on the list of those granted automatic access to National Assessment data? One can only speculate.

In a 1995 meeting with the head of the *National Center for Education Statistics* (NCES), Emerson Elliott, it was reiterated that most of the National Assessment data are held on a mainframe computer at Boeing Computer Systems and the rest are at the National Institute of Health. The data that would be of benefit to researchers are accessed through Boeing, which sets up a computer ID for them and charges a fee.

Through the Internet, one researcher in a state senator's office found school tests (as well as surveys and questionnaires) dating back as far as

1976 in, of all places, the National Archives' data banks. The researcher downloaded and printed out an excerpt from a directory of holdings at the Center for Electronic Records, which is part of the National Archives Records Administration (NARA). Only California's tests and surveys were selected due to time considerations, but the "clusters" (NARA's term this time) of any state could have been accessed.

ASSEMBLING THE SPEEDE/EXPRESS

The most commonly used electronic transfer system today in education (although it extends beyond schools) is the SPEEDE/EXPRESS, which stands for *Standardization of Postsecondary Education Electronic Data Exchange/Exchange of Permanent Records Electronically for Students*. As its title indicates, the primary purpose of the system is to expedite the transfer of files between educational institutions via standard, uniform cataloguing and coding of entries for easy accessibility (including satellite transfer of data) and cross-referencing. Not surprisingly, this also facilitates such transfer of records among government agencies, corporations, and countless other entities. The SPEEDE/EXPRESS was the culmination of a three-year effort to ensure state "cooperation" in producing state-federal comparable and uniform data on public school systems. Of course, today many private and parochial systems are roped in as well. An undertaking of the *National Cooperative Education Statistics System* called the *Education Data System Implementation Project*, the SPEEDE/EXPRESS essentially was established under the Hawkins-Stafford Education Improvement Amendments of 1988 (Public Law 100-297), and was, in many respects, the final nail in the coffin of state autonomy in education.

For those who may be technologically challenged, keep in mind the *microrecord* is different from the older, more commonly used *aggregate record*. An aggregate record is a summary of many data points. Using the old educational recording system, *Common Core of Data*, for example, there was not room to give data on each aspect of a student's school life, or each teacher, course content, or educational activity.

All that changed with the microrecord, however. Today, one can enter into a data base the records not only for each student—that is, every course he takes, every activity in which he engages, every teacher who teaches him, the results of every test or survey he takes, information about his parents and socio-economic background, medical records, every note from teachers and counselors, special needs, difficulties, and awards—but each of these "data points," or "variables," are considered a separate "basic" file, or microrecord.

We have already discussed the ways in which community characteristics are ascertained from a variety of public and private records. We have also discussed some of the psychographic questions that reflect parent opinions. Today, these microrecords can be linked to personnel files on teachers, which include information about salary, position, responsibilities, credentials, employment history, and participation in educational activities of

the district. All these can be linked, in turn, to school files and district files, which provide an in-depth look at financial and other statistical data.

The prototype for this type of system was called the "program-planning-budget-system" (PPBS) in the 1970s. PPBS was an early accountability/management system based on Benjamin Bloom's famous *Taxonomy of Educational Objectives*. PPBS was sold as a system that could enable schools to find out exactly how they were spending their money so that they would set priorities and generally get their financial houses in order. That's not exactly what happened, of course. Because PPBS was based on Bloom's educational objectives (the most famous of which was that education should be a "process of challenging students' fixed beliefs") school districts were encouraged, in effect, to make the child's belief system the primary target of their budgeting process. Things like bus service, lunch programs, libraries, and gym equipment were part of the budget process, too, but forces at the top were busy providing "incentives" for schools to make challenging students' beliefs the high-priority item. Equipment and services were important only if they resulted in a request for financial assistance. Testing contractors, learning materials, publications for school libraries, inservice workshop topics, and so forth, all cost school districts money that had to be budgeted in. The higher the total, of course, the greater the likelihood of need for assistance.

But PPBS didn't have the microrecord. With the microrecord, the above information, and more, became increasingly interlinkable. Thanks to federal maneuvering, not only did this hodge-podge of information become increasingly accessible, but statistical records outside the purview of the educational system, such as census records, health statistics,⁵ and so on, started to be brought in to improve projections. Similarly, under the old PPBS, school districts processed individual pupil records to the level of the school, the district and eventually the state to find test *averages*, course-taking *patterns*, and school financial and community *trends*. Remember: averages, patterns and trends were education policymakers' main concern. With microrecording capability, however, it became possible to add individual characteristics, in other words, to go beyond the aggregate. Today, through systems like WORKLINK,⁶ students quite literally can be tracked from kindergarten through college and on into the job force on a variety of data points, including individual political proclivities and characteristics. In other words, if your child joined a Young Democrats or Young Republicans Club or a campus gay group, the computer will record it. Self-reports (those in-class surveys, often emanating from university research groups mean that individual children are tracked into adulthood to find out whether, in fact, their reported behaviors support the hypotheses of the researchers. The downside to such tracking, of course, is that the youngster who goes on to make an effort to lead a decent life, despite early trouble-making and less-than-idyllic upbringing, somewhere has a record—a psychological profile that would be damaging in the hands of a prospective employer, a political entity, or institution of higher education.

As indicated, with the microrecord teacher characteristics can be linked, too, to pupil performance. This means the teacher will not be able to avoid teaching the objectives set forth by the state and district, no matter how idiotic these objectives may be, and the tests he or she gives will be scored for these particular objectives, whether they reflect opinions and worldviews or true academics. The bottom line is that microrecord computerization has evolved a three-way control mechanism that affects teachers and the workplace every bit as much as students in the classroom. Parents, needless to say, are out of the loop. Thus were the seeds of today's SPEEDE/ExPRESS sown in the 1970s.

Predating PPBS was WICAT, Utah's *World Institute for Computer-Assisted Technology*. The system's primary developer was Dustin Heuston, whose comment, below, was quoted in part in 1997 by President Bill Clinton during his State-of-the-Union address hyping the idea of more technology in the classroom:

We've been absolutely staggered by realizing that the computer has the capability to act as if it were ten of the top psychologists working with one student. . . . You've seen the tip of the iceberg. Won't it be wonderful when the child in the smallest county in the most distant area or in the most confused urban setting can have the equivalent of the finest school in the world on that [computer] terminal and no one can get between that child and that curricula?⁷

Regrettably, the President left off the last half of the last sentence of the above quotation, the part about no one getting between the child and the curricula. Consequently, most people who heard the speech never understood the ramifications of what he was saying.

WICAT eventually merged with a multinational corporation to form PLATO/WICAT Systems Company. The advertising brochure hyped an advanced, far-reaching delivery system to furnish individualized education for students in both public and private school settings.

Within 25 years, PLATO/WICAT had succeeded beyond their wildest dreams. Instead of hooking children up to the "finest schools in the world," they were hooking them up to a closed-loop, psychologically-controlled environment that could provide whatever lopsided view of history and events they pleased, with no interference from parents. Educators would be free to provide adequate and proper instruction in reading, writing and mathematics, of course, if they chose to do so (and still had time). But the real bonanza was the ability to indoctrinate and track progress while simultaneously cutting parents out of the picture.

Along the road to perfecting such a system were several key papers, one of the most important being "Alternatives for a National Data System of Elementary and Secondary Education," published by the *Office of Educational Research and Improvement of the US Department of Education* in 1985.⁸ It proposed two ways for the federal government to get information from

every school district and individual school in the nation, including private ones. Option "A" offered an integrated survey approach to gathering information on state and local education agencies, individual schools, teachers, students, and households. The method involved interviews by trained personnel sent out to America's cities and towns from the federal level using questionnaires and "other instruments." Under Alternative "A," data would have been supplied directly to a federal data center from the survey site without a pit stop at state or local headquarters. The federal government would have done all the work, and the states would not have had to alter their data collection methods (although they would have been urged to do so).

Under Alternative "B," states were to use their own management information systems, revamping them if necessary, so they could eventually link up and be compatible with the federal data center. The revamped state systems, usually an existing version of PPBS, would go into place in successive stages. Under this option, the states would get a first look at their own data, and they would obtain money from the federal government to update their systems.

There were various levels of participation in between the two options, but none in which a state or school could say "no thanks." Option "B" became the most common choice because, as we shall see further on, the federal government—through the *Education Commission of the States* (ECS), the *Educational Testing Service* (ETS), and the *Council of Chief State School Officers* (CCSSO), had already started the ball rolling on computer system compatibility as well as on mandated assessment testing. Page 87 of the "Alternatives" paper posited that once "all 50 states adopt a common management information system, state and federal needs . . . could be accommodated through the state systems and the need for federally-operated data acquisition projects would be eliminated."

APPEARANCES OF IMPROPRIETY

What wasn't discussed in the "Alternatives" proposal was the political need of the federal government to make large-scale data collection look like a bunch of state initiatives instead of a federal mandate. This was, however, addressed in another key document, a 1981 working paper published by the US Department of Education's then-component, the National Institute of Education, entitled "Measuring the Quality of Education," by Willard Wirtz and Archie LaPointe.

Wirtz and LaPointe show how terribly sensitive the issue of appearances was when they wrote on page 13 of "Measuring the Quality of Education" that "[s]pecial precautions were taken against [NAEP's] appearing a step, taken under Federal Government auspices, toward 'standardizing' American education." Page 20 expands the point:

Arrangements can be made for the inclusion in a state assessment instrument of enough National Assessment [National As-

essment of Educational Progress, or NAEP] items to make possible a comparison of state with national results. State officers can . . . use all or part of a NAEP instrument for their own assessment purposes. . . .

Other possibilities of reciprocal arrangements might involve building into the National Assessment sample some of the students assessed as part of a state program. These prospects go beyond cooperation with the states to include comparable opportunities involving local school systems.

. . . It remains important, both politically and administratively, that the Assessment's principal clients are not the Federal government but, rather, whatever is meant by "the public."

But Wirtz and LaPointe were not the first to worry about the appearance of impropriety. As far back as 1969, a book by education mogul Walcott Beatty entitled *Improving Educational Assessment and an Inventory of Measures of Affective Behavior* stated that federal funding for schools would hinge on data collection at the local level and that the use of national testing (NAEP) objectives in obtaining this data, including information on attitudes and opinions, would be key. Like Wirtz and LaPointe 12 years later, Beatty emphasized collection of non-cognitive information, with the caveat that the whole arrangement *avoid the appearance* of establishing a national test or curricula.⁹

What the 1985 "Alternatives" proposal stated was that the new data base would be federally maintained and operated. Sooner or later all states and local school districts would *have to* comply. Should a state department of education fail to twist the arms of the local districts, the federal government would take on the job. In practice, if state officials wanted a say about anything, it behooved them to jump on the bandwagon and not wait to be coaxed. That is precisely what happened. Eventually, the *National Center for Education Statistics* (NCES) awarded a contract to the *Council of Chief State School Officers* (CCSSO) to create the SPEEDE/ExPRESS. All the information formerly held in the old Common Core of Data, the Longitudinal Studies, and the Universe Files was converted on CD-ROMs and loaded into this electronic transfer system. As we shall see later, NCES is the oversight body of national testing and carries responsibility for "educational improvement" under the *Office of Educational Research and Improvement* (OERI), an agency of the US Department of Education. The CCSSO is, among other things, the eyes and ears of that agency in the states and local districts.

PRIVACY AND THE SPEEDE-ExPRESS

Very little appeared in the press in 1985 about the proposed data collection scheme. Neither political faction, liberal or conservative, had much to say. Even the usually vocal National Education Association on the

liberal side, which had for years taken a position *against* testing, on the grounds that it was damaging to the child's ego, was strangely silent. Then, in 1986 *Education Week* reported on the new generation of educational computers, with the headline "Radical Overhaul Offered for E. D. [Education Dept.] Data Collection." The story reported "a proposal [that] would allow researchers and policymakers for the first time to examine all nationally collected data on a state-by-state and even classroom-by-classroom basis" with "an unprecedented level of federal, state, and local cooperation."

By the time that story appeared, however, a new working paper had come out, this one by the *Center for Education Statistics*.¹⁰ "A Plan for the Redesign of the Elementary and Secondary Data Collection Program." It sounded like a follow-up to the 1985 "Alternatives" paper—as though the government had already started work on the project. What was new, was that the data system now had a name: *The Elementary and Secondary Integrated Data System* (ESIDS).

Officials at the NCES have maintained since 1991 that no computer system by this name was ever used; that there were "technical problems" that made it impossible to work with. But Appendix E to the Department of Education's publication, *The Nation's Report Card*, among other documents, clearly cited ESIDS. Regardless of how many times names may have been changed, or whatever technical challenges may have been encountered from time to time, these factors in no way deterred movement toward a national, inter- and intra-linkable electronic transfer network.

Like the "Alternatives" proposal, the working paper described a cross-referenceable computer system that combines millions of previously existing records with still more coming in from the states through various state testing programs and other sources. The key, again, was the "microrecord" that permitted linkages on individual students, teachers, and learning programs. But now, suddenly, there was a new wrinkle: The "Plan for the Redesign" working paper stated that teachers, students, and courses could now be "monitored." That is, watched and tracked every step of the way.

Research shows that this wasn't the first time the concept of continuous monitoring had been bandied about in professional circles. Willard Wirtz and Archie LaPointe's 1981 paper, "Measuring the Quality of Education," mentioned above, is a gold mine of information and insight in this regard. To understand how psychological research was misdirected into a scheme to collect personal information that could be used to mold public opinion and create dossiers, it is important to study this landmark document, because it serves as a philosophical basis for establishing a monstrous system like the SPEEDE/EXPRESS.

"Measuring the Quality of Education" makes no bones that state assessment tests would be linked to the national test, NAEP, or that the new, viewpoint-oriented testing was going to get into some very touchy areas:

Getting into the students' personal characteristics and situations invariably prompts warnings that the NAEP purpose is not to

analyze human development, and injunctions against confusing the measurement of educational results (outcomes) and the analysis of cause (inputs). But it is being recognized increasingly that the measuring of achievement is incomplete without an accompanying identification of whatever educational circumstances may affect these results.

The child's "educational circumstances," became the justification for attitudinal data collection, and writers Wirtz and LaPointe—indeed the entire National Institute of Education whom they represented—were clearly aware of possible political fallout over any such effort, as well as over local control and funding issues, which the authors address elsewhere in their paper. Nevertheless, they were so sure of themselves that they glossed over signs of trouble in formulating a rationale for "getting into students' personal characteristics." The authors maintained in their working paper that this and other potential sore points, like local control, could be overcome with enough money and the right public relations policies.

Just how much understanding or concern there was about the privacy issue in assessment testing in the late 1960s and early 1970s can be surmised from another document, *Crucial Issues in Testing*, co-edited by prominent behavioral scientists Ralph Tyler and Richard M. Wolf. A key essay in this publication, written by Henry S. Dyer and Elsa Rosenthal of the Educational Testing Service, asserts:

Hard questions are raised, not only concerning the propriety of using such information once it is in hand, but also concerning the possible deleterious effects on children of merely asking for such information in the first place . . . can . . . be regarded as invading privacy.

In an essay of his own, "Invasion of Privacy," which co-editor Richard Wolf includes in the compendium, he cites a rationale not only for the increased use of behavioral scientists in testing and curricula, but for the intentional deception of parents and the public concerning the types and uses of information that would be collected in the new data systems. On page 159 he quotes from Bernard Berelson in the *Journal of Educational Measurement*.¹¹

. . . "[G]reat society" programs have heightened the demand on behavioral scientists to work on social problems. . . .

[G]reatly increased financial resources for research have not only increased the level of activity but have also made large projects possible. Being highly visible, the large research project is more subject to public criticism. . . . And there are recent indications that the involvement of public funds evokes a special public concern for privacy.

. . . concerns are greatly heightened by the advent of computer technology. . . . The danger lies in gradual erosion of the

individual's right to decide to whom he wishes to disclose personal information.

Wolf goes on to address five major aspects of the privacy issue. Note the second one, in particular: "(1) respecting the dignity of the person tested; (2) permissibility of deception; (3) the rights of an institution to obtain information necessary for achieving its goals; (4) the special status of school children; and (5) limits on the freedom of scientific inquiry."

The furor which eventually developed over the ethics of obtaining and using personal information could not possibly have come as a surprise to these people (recall Senator Sam Ervin's comment about it being "the greatest scandal in the history of the United States"). Yet, when the *Protection of Pupil Rights Amendment* was first passed in 1978, and when articles started appearing regularly from the professional community and the public condemning psycho-behavioral testing and programming, the behaviorist establishment pretended shock. It is plain, however, when one places publications like *Crucial Issues in Testing* and "Measuring the Quality of Education" side by side that from at least 1969 behaviorist educators (if not computer specialists themselves, such as the authors of the "Alternatives" paper) knowingly shrugged off protests as the ravings of zealots who presumably had nothing better to do with their time than make trouble. On the thorny issue of "permissibility of deception," Wolf admitted in his essay that:

There are many occasions in which the test constructor tries to outwit the subject so that he cannot guess what information he is revealing. From the test constructor's point of view this is necessary since he wishes to ascertain information that the individual might not be able to furnish if it were sought directly. A number of personality inventories fall into this category.

. . . Educators and psychologists who are involved in the development and use of tests often justify the use of deception on the grounds that it is necessary in order to obtain information for worthwhile purposes. . . . However, if the results of a testing situation in which deception was employed are used in making a decision which the individual considers adverse, such as denial of admission to a particular program or institution, there are potential serious legal and ethical questions. Entrapment is an explicitly illegal procedure in the United States. To what extent the use of deception in testing can be considered a form of entrapment has yet to be determined.

Wolf asks whether the school has a right to withhold test information from the student and his or her parents, and whether students and their parents have a right to know what information the school possesses about them. In the end, Wolf apparently decides in favor of deception because of "the rights of an institution to obtain information necessary to achieve its

goals." This logic would mark government policy on the issue of data collection in schools for the next 25 years.

Had Wolf posed such a question to lawyers like Charles W. Sherrer and Ronald A. Roston, he would have gotten an altogether different perspective. Sherrer and Roston itemized their concerns in the Spring 1971 issue of the *Federal Bar Journal* under the title "Some Legal and Psychological Concerns About Personality Testing in the Public Schools." They explain that:

[a]ny personality test constitutes an invasion of privacy to some degree, as the person tested rarely understands the implications of all the questions . . . or the significance of the responses. The tests may not only reveal the thoughts and feelings which the student desires to withhold from others but those he is trying to keep from his own consciousness. The courts have recognized a common law action for invasion of privacy.

Sherrer and Roston cited the cases *Pearson vs. Dodd*, *Olmstead vs. the United States*, and *Griswold vs. Connecticut*, and the rationales behind these decisions. On the issue of parental consent, Sherrer and Roston say: "It is unlikely that the average parent knows to what he is consenting when he signs a piece of paper stating that the school psychologist can examine his child." One might also ask whether the average parent knows what he or she is "consenting to" when he or she isn't even aware that a psychological exam has taken place.

Some argue that questions on student assessments and surveys, while frivolous, are not all that sinister. After all, queries about owning a vacuum cleaner or asking whether one shops for his own clothes may be time-consuming, but personal? Leaving aside for a moment the fact that this observation begs the question, remember that it is not any one query standing alone that is at the heart of psychographic data-gathering. Rather it's *many* questions, taken together, analyzed and overlaid with other information, that produces a profile of an individual. With this in mind, take a look at the following survey passed along from a high school in Bettendorf, Iowa. Apparently it was used with an "Understanding Others" curriculum:

- Do you regard yourself as a bigot?
- Do you think the United States was stolen from native Americans or [that] it was rightfully colonized by Europeans?
- Have you ever rolled up your car windows in a predominantly minority neighborhood?
- Have you ever rolled up your car windows in a predominantly poor white neighborhood?

After that, there's a list of 18 ethnic and/or religious groups, then eight or so questions with response choices that must be matched using this list of ethnic/religious groups. The groups were:

NATIONALITIES & RELIGIONS

- | | |
|-----------------------------|--------------------------------|
| 1) Irish-Americans | 10) Japanese-Americans |
| 2) Hispanic-Americans | 11) Vietnamese-Americans |
| 3) Italian-Americans | 12) Native Americans |
| 4) African-Americans | 13) Middle-Eastern-Americans |
| 5) Eastern Indian-Americans | 14) Nordic-Americans |
| 6) British-Americans | 15) Eastern European-Americans |
| 7) French-Americans | 16) Protestants |
| 8) Polish-Americans | 17) Jews |
| 9) German-Americans | 18) Catholics |

These were the questions:

- Which of the above do you think is responsible for the decline of the US's economy? [The student is to choose from one of these groups.]
- Which of the above do you think is more likely to raise a large family . . . ?
- Would you ever associate with someone of the same sex who was either rumored or a self-declared homosexual? Why or why not?
- Which of the above do you think is most subject to . . . criminal activity?
- Which of the above do you think would be most likely to eliminate an entire race?
- Who has most influenced the way you feel about other races?
- If you could eliminate an entire race, would you? If yes, which one?

In 1975, Reed Martin was sufficiently alarmed about the legal ramifications of psychological probing that he wrote a book directed to behaviorist experts entitled *Legal Challenges to Behavior Modification: Trends in Schools, Corrections, and Mental Health*. He was warning educators of their vulnerability in promoting psychological testing and curricula. They didn't listen. But, then, they didn't have to. Despite the precedents cited by Sherrer and Roston, the "extent the use of deception in testing can be considered a form of entrapment [had] yet to be determined," such projects continued.

Finally, under *Concern Number 5* of Wolf's essay, "Limits on Freedom of Scientific Inquiry," he concludes that "fundamental constitutional issues could be involved." He cites L. J. Cronbach, who wrote in *Essentials of Scientific Testing*.¹² "Coding of records is not a full safeguard. Identity can be detected by matching facts from the coded questionnaire with other facts that are openly recorded." Here is where freedom of conscience, among other issues, come into play. Wolf obviously knew it, even then.

It is important to understand there was nothing secret about any aspect of these computer compatibility projects or documents related to them. It was just that most people never read about them in the professional papers. Every phase over the years—from research on the earliest prototype—WICAT in Utah, to the planning-programming-budgeting system (PPBS), piloted in California and Wisconsin, to the culmination of years of work toward a Federal Data Center, to the debunking of privacy concerns in various working papers and position papers; all was reported not only in professional documents, but in more widely read educators' publications like *Education Week*. Watered-down versions appeared from time to time for mass-consumption in newspapers like the *Washington Post* and *New York Times*.

It was there, but too few people recognized the connection between the stories. Indeed, some early proponents and implementers of the systems themselves would later say, as did Cecil Golden, Florida's Associate Commissioner of Education, "like those assembling an atom bomb, very few of them understand what they're building, and won't until we put all the parts together." Today, there are many companies specializing in large-scale data collection; for example, *National Computer Systems* provides training to subcontracting agencies and other groups in the areas of proctoring workshops, validation, writing questions, especially of the open-ended, opinion-oriented variety. A January 1991 pamphlet¹³ states that testers will get their data from: "anecdotal records, attitude inventories, writing samples." Among the privacy concerns is the fact that things like writing samples are being used to profile students and sniff out dysfunctional parents. The intention is not primarily to assess proficiency in skills like grammar and punctuation. More significantly, these anecdotal records, attitude inventories, and even the writing samples themselves are often used by educational (behavioral) psychologists to generate the correct political wording for a state's goals and outcomes—goals and outcomes that eventually will be sold to you, the taxpayer and parent, as though they were local initiatives.

Information Services Group is another testing services organization. A unit of NCS, ISG makes its headquarters in Iowa. It specializes in large-volume data collection, archiving records, and processing and distribution of services for educational, governmental, and commercial customers. The organization was a offshoot of Iowa Testing Programs and was purchased by Westinghouse. It went through some name changes as a Westinghouse affiliate and finally was acquired by NCS in 1981. Given its multiple interests in the education, government, and commercial realms, there are many interests common to education, government and commercial customers. Unsurprisingly, staff persons job-hopping from one to the other, can take their data with them under the cover of expertise.

Still another such "business venture" is *Information Technology*, which provides services to government, the student financial aid community, and commercial clients. The organization specializes in "data capture;" that is, data base management, and output processing for the US Department of

Education, the Department of Housing and Urban Development, and the American College Testing Program (ACT), among others. It strains credibility to imagine that not one of these organizations will trade any information.

TELEPHONE EDUCATION SURVEYS: A CASE STUDY IN PSYCHOGRAPHICS

As if the data collected and analyzed via all the state assessments, the National Assessment of Educational Progress (NAEP), and various student surveys about drugs, sex, race, the environment, and "health" were not enough, there is another major survey aimed at parents conducted by the US Department of Education's *National Center for Education Statistics* (NCES)—the National Household Education Survey. This one is conducted by telephone. Prior to receiving a call from an agency contracted by NCES for this task (in the case below, *Westat*), you may receive the following letter in the mail:

Dear Potential Respondent,

We need your help with an important research study. Your phone number was randomly selected for the National Household Education Survey. Westat, Inc., the research firm conducting the study, has been telephoning households since [date]. As of the date of this letter, we have not completed an interview with your household.

Since your telephone number was scientifically selected, your household represents thousands of households in the United States. Another phone number cannot be substituted for yours. It is very important that you take part so that our survey results will accurately represent the current state of education.

For this survey, we are interested in talking with adults who have recently taken classes or courses of any kind, as well as with adults who have not. We are also interested in children's experiences in school and in early childhood programs. Your household may be selected to be interviewed about one of these topics. Even if you think these topics are not relevant for your household, it is important that we speak with you. The educational experiences of people in your household are a part of the wide range of adults' and children's experiences in the nation.

In the next few days, a Westat interviewer will once again dial your phone number. Please participate. If we happen to call at an inconvenient time, simply request an appointment for a time that is better for you. If you would like to set an appointment in advance of our call, simply contact Westat at their toll-free number (1-800-607-2833). The operator at that number will

need your phone number, the name of the study (NHES), and your preferred appointment time.

Some frequently asked questions about the NHES are also printed on the back of this letter. I hope you will participate in this very important study.

Sincerely,
Kathryn Chandler
Project Director

Some frequently asked questions. . . .

Q. How did you get my (unlisted) number?

A. Your number was randomly selected from all possible phone numbers in the nation. We do not use telephone directories to select telephone numbers. If your number was unlisted, it still is.

Q. Do I have to give the names of people in my household?

A. The interviewer will ask for first names only because this makes it easier to ask questions about the people in your household. If you prefer, you may give initials instead of names.

Q. Will you keep my information confidential?

A. All information to the interviewer is kept completely confidential. All employees of the US Department of Education and Westat who are working on this study are required by law to protect the confidentiality of respondents. Also, individual responses are never published in reports; they are combined with the responses of others and published as group data only.

Q. How will the study results be used? What will you do with this information?

A. Some information from the study will be published in the annual report for the National Education Goals Panel. This study will also result in a series of reports on special topics related to education for adults and children. Those reports will be distributed widely to educators, researchers, news organizations, and the general public. The information we collect will also be used to better understand educational experiences and needs. Note that the results are published as summary tables only, and do not reveal individual answers.

Let's take it from the top and see how much we remember about the principles of psychographics. First, the letter: In the first paragraph of the letter, the citizen is told his/her phone number was randomly selected. In the second paragraph, the letter states that the person's phone number was "scientifically selected" to be representative of thousands of households in America and that "another phone number cannot be substituted for yours." Scientific selection is not random selection. If another person's phone num-

ber cannot be substituted for yours, then just how "representative" can *your* household be? Obviously, you are not expected to pick up on the ambiguity.

The answer to this dilemma is found in Chapter 2 of this book. Recall that "to come up with a profile of an individual 'in order to make judgments,'" as per the Maryland Insurance Group Notice to Policyholders, experts overlay public information, such as income, property values, and number of children with *societal indicators*. The latter are community beliefs and attitudes, such as how people spend their income and their preferred uses of leisure time. Yes, you were selected scientifically, by computer. The computerized information they are using, probably a combination of census records, telephone numbers and many other public records (technically known as "geodemographic variables"), were overlaid to come up with a large group of names that fit the profile of the kinds of household they wished to interview. These households comprise the "random" drawing and any one of them would probably do. The contractor will select another if you refuse.

Next: in the "Frequently Asked Questions" section, it states that telephone directories are not used to select telephone numbers, and suggests that the selection process is so random that they might even get an unlisted number. The computerized information they are working from to obtain the telephone numbers, such as census records, does not reflect whether your number is unlisted. So they are telling the truth when they say they are not using telephone directories and that your number is as unlisted as it was before they selected you. But the "random" pool is still obtained from a predetermined list that fits the profile they want. That's the key.

Now notice again under "Frequently Asked Questions," that the interviewer will only use first names for convenience, and, if you like, you can just give initials. This is because they already have your name (you received a letter, after all) and there is no need for you to give it again. If they are looking at census, school or other records, they can easily match an address.

Confidentiality: We have already discussed the problem of confidentiality in detail. You can be assured that your answers to this survey will be as confidential as the answers your children give on their state and national assessments which are automatically accessible by at least 29 organizations and any other "research organizations" that obtain a license to access the information. Remember, "confidential" does not mean "anonymous," and the laws relating to individual privacy are outdated and pretty much useless. It is unreasonable to suppose that not a single individual connected with the 29 companies listed as recipients of NAEP data, and none of the analysts connected with the various school assessments and surveys are going to be tempted to sell the information to which he or she has access.

Now let's return to the Westat letter and the topics the interviewers supposedly will discuss with you: adults who have, or have not, taken classes recently; children's experiences in school; children's experiences with early childhood programs. Later on, in the "Frequently Asked Questions"

section, the potential respondent is told that the *National Goals Panel* will publish the data (remember, that was one of the organizations on the list of 29 that have automatic access to student assessment data). The results will be published as group data only, but disseminated widely, to researchers, educators, the news media, and the public.

But more important is that this interview will be used to form the basis of a public relations campaign on education policy. Experts will cite findings from the interviews (remember, statistics can be made to say just about anything, being subject to interpretation and “spin”) in order to justify whatever policies they wished to pursue in the first place. If “x” percent of households appears to be doing this or that, the Department of Education can recommend such-and-such a policy, which is then taken to lawmakers. Legislators will not be able to dispute the findings, unless they wish to conduct an expensive professional audit of all the interviews as well as perform an analysis of the findings. They’re not going to do that. They will instead rubber-stamp whatever recommendations are forthcoming from the education establishment. The media will be told that the data were compiled by an *independent contractor*, implying, of course, that the information they got from you was not “cooked.” Westat, in this case, was the contractor. But independent? Not if the company expects to get more contracts, it isn’t!

Moreover, the purpose of the National Household Education Survey is to produce a justification for pursuing specific policies. Certain types of information from certain types of households are necessary to produce a credible justification for lawmakers. Thus, parameters incorporating all the indicators and variables that apply to a certain type of household were “crunched” to computer-generate an ideal profile. The households which received this pre-survey letter fit that profile as closely as possible within the limitations of the computer system. Before the first interviewer asks the first question, the contractor has a pretty good idea what kinds of answers, generally, to expect from the households. Occasionally, of course, interviewers may get surprised when they actually talk to people; the predictive capability of a computer is not perfect. But by and large, your responses will tell the Department of Education what it already knows, and you will, in effect, be feeding the “independent contractor” a statistical justification for what the education establishment wanted to do in the first place.

SURVEYING AND TEACHER INDEPENDENCE

As we have seen, teachers today sometimes participate directly in assessment testing and sometimes not. Most, however, don’t realize that, whether or not they participate, they are increasingly being pulled into a system that weeds out teachers who don’t go along. Remember that teacher testing didn’t go over very well, especially with the teachers’ unions. The NEA is more interested in pursuing a political agenda—generating changes in public beliefs and perceptions—than it is in educating children. What to do?

One solution has become the use of teacher surveys. Again, these incorporate the ubiquitous bar codes and/or "bubbling in" techniques for the benefit of a computer, which then tracks the teachers' responses along with the students in his or her classroom. Whatever teaching methods the teacher implies he does or doesn't use, can be correlated with the "improvement," or lack thereof, in student performance, academic and non-academic. Then there are the more creative methods of ensuring teacher cooperation. Take, for example, a new merit pay scheme in New Jersey—a "team approach" to merit pay. The superintendent, on a talk show on which he and this author were guests, said that merit pay for all the teachers would be determined in his district on the basis of the team's results, not on the merits of any individual teacher. Teachers are pressured to conform!

Thus, teachers of students whose beliefs do not change over time, and who will not use the "psychological strands" provided by the department head in his or her subject area, may be judged "ineffective." While tenure may protect some teachers for a time, there are other ways to get rid of them—such as giving them students with the worst behavior problems every year. Certainly that is a simple matter, using the in-house computer—or without any computer at all. Besides, the whole concept of teacher tenure is becoming unpopular with the public, and school officials can be pressured into driving a nonconformist teacher out of the profession.

NOTES

1. Maryland State Department of Education.
2. Bruce Wiseman (Executive Director, Citizens Committee on Human Rights), *Psychiatry: The Ultimate Betrayal*. Freedom Publishing, Los Angeles, 1995, 68. This book contains an excellent discussion of the techniques involved. Also the September 1995 issue of *Christian Conscience* contains a presentation of how this process applies specifically to the *National Assessment of Educational Progress*, the federal testing program. The cover article includes reprints of actual test cover sheets and administrator's directions.
3. NCES is part of the US Department of Education's Office of Educational Research and Improvement.
4. NCES (National Center for Education Statistics) Field Restricted Use Data Procedures Manual, 31 March 1993, C5.
5. The primary source of health statistics is the National Center for Health Statistics in the US and the World Health Organization and Center for Disease Control internationally.
6. Brainchild of the Educational Testing Service.

7. "Discussion: Developing the Potential of an Amazing Tool," Dustin H. Heuston, *Schooling and Technology*, vol. 3, "Planning for the Future, A Collaborative Model," *An Interpretive Report on Creative Partnerships in Technology: An Open Forum*, published by the Southeastern Regional Council for Educational Improvement with a grant from the National Institute of Education, 8.
8. "Alternatives for a National Data System of Elementary and Secondary Education," by George Hall, Richard M. Jaeger, C. Philip Kearny, and David E. Wiley (formerly of WICAT in Utah), OERI, US Dept. of Education, 1985.
9. This 1969 book by Walcott Beatty was accessed through a regional curricula repository computer system to a category called "Behavioral Objectives-Affective Domain." The book describes a NAEP committee being formed that would collect all *non-cognitive* tests. That "committee" was the Educational Testing Service.
10. Since renamed (for the second time) "*National* Center for Education Statistics."
11. Bernard Berelson, "Invasion of Privacy in Research and Testing," reprinted in *Crucial Issues in Testing*, Spring 1967, 159-160.
12. L. J. Cronbach, who wrote in *Essentials of Scientific Testing* (New York: Harper & Row, 1970).
13. This pamphlet was put out by a federally funded group called *Outcomes Accreditation* (OA) at the Central Michigan University, Center for Accreditation.

HIGH-TECH ETHICS IN A LOW-TECH LEGAL ENVIRONMENT

"You'll feel a prick, and then the numbness will set in," as dentists . . . say. The phrase also sums up the effect of law on political ethics. Legal decisions now undertake to define what a conflict of interest is or isn't. The notion of an ethical requirement as something beyond and above the law has been anesthetized. . . . [L]aw pins reason to the mat in no time. A conflict of interest, for example, disappears if it isn't big enough for the law to see it. This diminution of ethics is part of a general trend, and it has culminated in the sloppy assumption that, so long as something isn't illegal, it's ethical.

—Paul Greenberg, editorial page editor,
Arkansas Democrat Gazette.

In 1992, the *North Carolina Technology Information Study* came out of the Governor's office: "Fair Information Practices" by Earl R. Mac Cormac, Science Advisor, North Carolina. It concerned the growing national dossier-building capability that existed just four years before. North Carolina did a test to see how much data could be obtained about an individual and his family in 24 hours based on a scrap of information. Researchers were "shocked at what had been discovered" in that length of time. The document by Mac Cormac confirms the fact that computer technology is outstripping the legal system's ability to cope. He claims the industrialized world is fast becoming a surveillance society.

So far, apparently, there's no good way to write a law distinguishing between legitimate and illegitimate computer cross-matching to discover and deliver confidential information. The definition of a "record" and the distinction between a document and a database are becoming less clear as computer search technologies improve, including the cross-matching of documents from a variety of sources using network text-retrieval software. Out-of-context quotations, a tremendous problem for years, even without the computer, are exacerbated with the ability to encode, decode and interpret computer languages.

Most individuals' inability to distinguish between a database and a printed document arises from the fact that they think of computers in terms of their home word processor. The majority of people do not under-

stand the concept of a database, which is, basically, another language consisting of zeros and ones ("bits"), and converted into other numbers, alphabetic characters, or geometric forms. The process whereby "bits" are converted into final form on the computer screen or through a printer so that you and I can actually read them requires programming, and there is where the problem lies. Earl Mac Cormac explains:

Many databases, like those on water quality, for example, contain only numbers and the raw data must be interpreted. Who interprets data for the interested citizen? The government official who could potentially mislead, or the newspaper or TV reporter who could also mislead to dramatize a point? Computers "compute;" they manipulate various forms of information, including the English language (word processing). Estimates are that the State of North Carolina processes between 100,000 and 300,000 databases [in 1992], including those on individual workstations and microprocessors. . . . If one adds the number of databases in schools, universities, counties and cities, the number probably ranges between 500,000 and one million [databases]. . . . How many of these are readable?

How many, indeed? Who "interprets" the responses your children make on opinion and viewpoint-oriented tests and surveys? Psychological analysts. Analysts with degrees in the behavioral sciences: primarily, behavioral psychology. Too often, the field is more interested in "dramatizing a point" than in true scientific inquiry. The primary points they generally wish to make are that children need guidance from mental health professionals, and that parents are, by and large, mere amateurs at childrearing, and just as likely to be abusive and uncaring as not. Behavioral scientists are interested, naturally, in maintaining their present status as school psychologists, counselors, social workers, and so on. Politically and financially, they have no stake whatever in the "mentally healthy."

A democracy depends—indeed, prides itself—on the free flow of information. The advantages of free flow are obvious: elected officials can be held accountable for personal as well as professional actions; important documents, including legal decisions, major and minor pieces of legislation, position statements from officials, and all manner of professional papers ("white papers") are accessible for public scrutiny. News media—large or small, "mainstream" or not—can inform people about issues of the day as well as the operations of government and its leaders. These various media may carry their own particular slant or emphasize different points of view, of course, but it is assumed that the citizen is intelligent enough to pick and choose and decide for himself. Or at least that was the assumption until recently.

When the right to know is faced with demands for complete access to every known database, it creates a problem. It is then that the concept of public access clashes with the individual right to privacy. As we have seen,

public information can be abused by commercial activities that fail to respect the policies legitimizing access. A democracy that fails to protect privacy cannot remain a democracy very long.

The problem begins with defining a "record." Formerly, a record was simply whatever was written on paper. But then electronic storage came along, and the word required specific legal definition. Many have argued, including the media, that electronic data and databases are no different from any other information storage. Who cares whether data are on paper or in a computer? Simply release any documents that are not protected as "confidential" by statute.

The problem lies in computer cross-referencing and matching capability. Mac Cormac, in penning the document for the Governor of North Carolina, explains: "Simply take two different data tapes, each accessible for public scrutiny. Match the names from one tape with the information on the other and learn information that may be protected as 'private.' How? With today's high-speed computations, an identification can be made by eliminating all matches that are unsuccessful.

So, is a cross-match legitimate merely because it is being used to improve public policy? Is a cross-match not legitimate whenever it is used to reveal confidential information about an individual—for example, a candidate for public office? Mac Cormac cites the following examples of two frequently used, supposedly beneficial, cross-matches to illustrate his point: "[1] the use of on-line access to [the] Employment Security Commission's wage record file to verify reported earnings cross-matched with the Department of Motor Vehicle's Registration file to verify vehicle ownership and [2] correlation of data on educational performance in universities (with names removed) with data of high schools [to] provide guidance as to where improvement in instruction is needed."

Look at the second example again. Mac Cormac clearly does not recognize the slippery slope here. In describing cross-matches among educational institutions as "legitimate," he naively assumes that names will be removed from performance tests and that "educational performance" is a measure of academic knowledge. What he doesn't know is that tests are precoded in such a way that the removal of names is meaningless,¹ and further, that the performance tests in question may be over half opinion, heavily utilizing geodemographic and psychographic data. Had Mac Cormac been aware of these facts, his next statement would have carried far more urgency: "the relationship between disclosures of public records and private uses of such data for lifestyle and demographic profiling . . . provides a fertile field for invasion of personal privacy."

Mac Cormac does recognize, however, that information held in databases, which are subject to human review and interpretation, can be represented or misrepresented; the images can either enhance or distort a person's understanding. The new shapes, he says, are called "virtual worlds," and so far there is no such thing as an "ethical" standard of review; "anything is possible, including the construction of political images from databases."

Mac Cormac was more right than he knew, and before the term *virtual reality* had become popularized, too. What is happening to our nation's youth as they download lessons by satellite into personal computers sitting in their classrooms, and as information from their opinion-oriented tests and surveys make their way into cross-referenceable computer banks for permanent storage, is that their very identities are being catapulted into a "virtual world."

If private information can be made to appear innocuous—as in children's "assessment" tests—then you have not only a "virtual world" being represented as a real one, but a virtually legal means of attaining that world. Thus does the balance between public access and confidentiality become fuzzy, and a determination of what is private and what isn't becomes confusing. We have already discussed the use of basic public records, such as census records, to augment more specialized information. But look at the types of new questions the Census Bureau now includes in its "voluntary" survey—which, it turns out, citizens must answer or be pestered continuously by phone and in person until they do:

- Do you have indoor plumbing?
- Do you have rats?
- Is there any exposed electrical wiring in your home?
- How many bedrooms in your home?
- What are your earnings?
- Do you have any bonds?
- What did you pay for your home?
- What time does your spouse come home from work?

Young adults in their 20s and 30s are unaware that these kinds of questions would have been unheard of in their parents' day—and that is part of the problem.

Add to this quagmire the fact that many state legislatures have been conned into exempting standardized school assessments and surveys from the Freedom of Information Act (ostensibly because not doing so might compromise test validity), and you have a situation in which Congress itself practices little or no oversight of testing and surveying of individual citizens. Irresponsible behavioral "scientists" have free rein to pursue their projects.

The courts have consistently held that costs for duplication of, or electronic access to, information should not be erected as a barrier to access. Should it be made convenient, then, to decode and read hundreds of thousands of databases? Other than the easily circumvented 1970 *Fair Credit Reporting Act*, a woefully inadequate (and much-violated) 1974 *Privacy Act*, and an equally worthless 1988 *Cross-Matching and Privacy Protection Act*, there are practically no federal state laws to safeguard individuals against the release of personal information or to protect against inaccuracies which, of course, abound. For example, the *Fair Credit Reporting Act* allows only those "with a permissible business purpose" to purchase credit reports.

But in practice all one needs is a claim—legitimate or not—that the report is necessary to conduct business with another person in order to be allowed to access it.²

Similarly, the 1978 *Right to Financial Privacy Act* prohibits the federal government from accessing one's bank records without a warrant, but it says nothing about state agencies, local law enforcement officials, private employers and private researchers. About the only information that is protected, says Jeffrey Rothfeder in *Privacy for Sale*, is your video-store rentals—thanks to the *Video Privacy Protection Act* of 1988.

These lists, says Rothfeder, can't be sold without a court order or the customer's consent. This law was an outgrowth of one reporter's attempt to help "bork" former US Supreme Court nominee Robert Bork by getting a list of his video rentals from a store he frequented. The reporter got the list—but there was nothing juicy on it anyway.

On the surface, some requests for information may appear legitimate—banks and health insurance companies might need to know what kind of risk you are. But credit files and driving records take on lives of their own. Employment records, intimate details of our personal finances, including investments, medical records, all are fair game. On these, as on other kinds of personal records, certain key pieces of information are flagged: psychological and HIV test results; multiple refills on certain types of medications, especially psychotropic drugs; evidence of drug-dependency, and so on. Who could possibly want such information? A candidate for public office, to embarrass a political opponent. An interest group, to scandalize a critic. Or perhaps, a new administration, to weed out potential political opponents within the bureaucracy—as in a White House Office Data Base?

NOTES

1. See Chapter 3 on "slugging" and pre-coding.
2. Rothfeder, *op. cit.*, 26-27.

DISABILITY AND DECEIT

... every child in America entering school at the age of five is insane because he comes to school with certain allegiances toward our founding Fathers, toward his parents, toward a belief in a supernatural being, toward the sovereignty of this nation as a separate entity It's up to you [psychologists and psychiatrists] to make all of these sick children well. . . .

—Dr. Chester M. Pierce, Harvard University, keynote address to the Association for Childhood Education International, Denver, Colorado, April 1972

This brings us deeper into the issue of school records—in particular, medical records. Now that “health” includes mental, emotional, and physical well-being, according to the expanded definition under Medicaid (detailed further in Part III of this book), taxpayers foot the bill for medical expenses covering everything from an argument with one’s sibling to breaking up with a boyfriend or girlfriend. As indicated earlier, the reference text used by professionals to identify and code emotional disturbances/“illnesses” is the *Diagnostic and Statistical Manual of Mental Disorders* (DSM). The text can be found in any psychiatrist’s office. It is constructed around the belief that anyone who behaves in an unusual or different manner is “sick.” Every conceivable form of conduct is turned into “symptoms,” given a medical label, and becomes an “illness.” A youngster with a DSM code in his or her record is forever labeled with a psychological (emotional or mental) disorder, imaginary or real, characterized by certain indicators. Note that we are back to the term “indicators” once again, which means essentially the same thing as it did under psychographic surveying.

The categories of disorders are established by committee, which attempts to arrive at some consensus on terminology and what it means. There is little attempt at scientific method or analysis. Indeed, *Time* magazine quoted a psychologist attending the DSM-III-R hearings in 1987 as saying, “The low level of intellectual work was shocking. Diagnoses were developed by majority vote on the level we would use to choose a restaurant. You feel like Italian, I feel like Chinese, so let’s go to a cafeteria. Then it’s typed into a computer.”¹

DYSFUNCTION AND DOLLARS: DSM SCREENING

The DSM was first published by the American Psychiatric Association in 1952 and listed 112 mental disorders. It included observable behaviors resulting from actual, visible brain damage; psychotic disorders, such as delusions; disassociated thought, hearing voices and seeing nonexistent demons; along with various supposed neuroses and personality disorders, which back then included alcoholism, drug addiction, and "learning disturbance." Sexual deviations at that time were homosexuality, transvestism, pedophilia, rape, sexual mutilation, sadism, and a variety of fetishes. Today many of these behaviors are viewed as biologically based or "non-deviant." Moreover, the "disorders" defined in the first DSM run the gamut from neuroses to erotica (which the DSM described as "neurotica").

Its revision was published as DSM-II in 1968, with 163 disorders—including 6 new schizophrenic disorders, 13 new categories of alcoholic disorders, 5 more neuroses, 3 new personality disorders, 6 new drug addictions, 8 additional categories for sexual deviance, and, most importantly, a whole new 7-item category of "Behavior Disorders of Childhood and Adolescence."² This was the first time the term "hyperkinetic" appeared, and the diagnosis soon resulted in millions of children being placed on the addictive and dangerous drug Ritalin, resulting in a financial boon for the drug industry, as we shall see in Part II.

In 1980, DSM-III was unveiled, with the number of mental disorders jumping to 224. The *Sexual Deviation* category had now changed to "Psychosexual Disorders" with 14 new additions—sans homosexuality, which was changed to "sexual preference" in deference to extensive lobbying by the homosexual community (even at that, over half of the DSM committee opposed the change). In 1987, DSM-III-R appeared with 253 disorders, including the new section, "Disorders Usually First Evident in Infancy, Childhood, or Adolescence," such as "Pervasive Developmental Disorders," "Developmental Expressive Writing Disorder," and "Developmental Expressive Language Disorder." Classified as mental illnesses, patients so diagnosed often were eligible for insurance reimbursement and/or federal funding.

The committee also tried to include an "illness" called "Paraphilic Rapism" (also termed "Paraphilic Coercive Disorder") to describe persons who attempted or fantasized about sexual assault. But when a Maryland woman's daughter was attacked by two men who subsequently received light sentences thanks to such psychiatric shenanigans, public reaction sent a swift message that it was not pleased with psychiatrists' attempts to decriminalize such actions by dignifying them with clinical names.³ But by then pressure groups were on a roll—not only for political reasons, but to capture insurance benefits for problems formerly viewed as non-medical and often non-psychological as well.

The manual's most recent 1994 incarnation, DSM-IV, contains 374 disorders, including more "Learning Disorders": "Reading Disorder," "De-

velopmental Arithmetic Disorder," and so on. Even allowing for the probability that some of the observations so classified, such as an inability, or near-inability, to process numbers (dyscalculia) exists, the point here is that all the various labels carry a numerical code, just like "urinary tract infection" might appear on a medical insurance slip. Some of the classifications are ludicrous. In what was intended as a humorous commentary on the DSM-IV manual by *Daily Messenger* editor Mark Syverud, "... if your wife won't tell you that she snuck out to the outlet mall last Saturday, then she's definitely got 313.2 *Selective Mutism*. . . . Trust me, I am not making these things up. (That would be *Fictitious Disorder Syndrome*)." Syverud goes on to describe a panoply of "illnesses" detailed in the manual, from "Lottery Stress Disorder" (perhaps appropriately given the acronym LSD), "Chronic Tax Anxiety Syndrome," and something to ensure inclusion of all of psychiatry's Doubting Thomases, "Noncompliance With Treatment Disorder," number 15.81. Quips Syverud: "Only a decade ago, psychiatrists said one in 10 Americans had a mental illness. Now, according to the manual, half the population is mentally ill. How the other half stays sane remains a mystery."⁴

Psychiatrist Ron Leifer concurs. Laughing at the tendency in his field to find mental illness in everything, he says:

Everyone is neurotic. I have no trouble giving out diagnoses. In my office I only see abnormal people. Out of my office, I see only normal people. It's up to me. It's just a joke. This is what I mean by this fraud, this arrogant fraud. . . . To make some kind of pretension that this is a scientific statement is . . . damaging to the culture. . . . the more popular psychiatry becomes, the more mentally ill people there are. This is good business.

It may be "good business." But it is horrible education, appalling government, and a privacy nightmare. Psychiatrist Al Parides has claimed that the DSM is not a scientific manual at all but, rather, "a masterpiece of political maneuvering."

The DSM and psychiatric labeling are keys to accessing federal Medicaid funds while stereotyping a child for life. As we shall see in Part III, schools with high percentages of "at risk" youngsters can obtain a partial hospitalization license, thanks to a loophole in the law, thereby gaining further access to Medicaid funds, and not only funding, but the right to access all sorts of "diagnostic" and "intervention" procedures of which parents might not approve. Thus, schools are sorely tempted to label "at risk" as many youngsters as possible in order to be eligible for additional funds. Most of these children are channeled into Special Education classes, which receive even more funding—through the 1975 *Individuals with Disabilities Education Act* (IDEA). Under IDEA, a funding formula goes to educate children with "disabilities." Representative Frank D. Riggs (R-CA) has called the \$3.25 billion federal program "the mother of all unfunded mandates."

For students under the "Special Education" label, an IEP, or Individualized Education Plan, is drawn up, which the parent has to sign. To the untutored, it sounds like schools are going to individualize, or tailor, education to the child. But the IEP brings new meaning to the term "individualized instruction." When parents sign the IEP, it gives authority to the school—to the state—to serve as "surrogate parent" (*in loco parentis*) and make all education-related decisions, no matter how far-fetched. This is important, inasmuch as even parochial and private schools are no longer necessarily exempt from legislative mandates that result in the psychologizing and politicizing of education under a "mental health" umbrella.

Youngsters categorized as having psychological disorders or emotional problems will carry the DSM labels with them for life, just as the term "former mental patient" would do. No one says "former pneumonia patient" or "former medical patient," but a psychiatric label endures forever. Unless the child is in Special Education classes, of course, he may not be aware of the label attached to his or her file. Even an "at risk" label can have a profound—and negative—effect on a child's development. In discussing relatively innocuous classifications as "Specific Reading Disorder" and "Specific Arithmetic Disorder," Esther B. Rothblum, Laura J. Solomon, and George W. Albee, write in *Contemporary Directions in Psychopathology: Toward The DSM-IV*:

[B]y including such disorders in the DSM-III, we may well be creating iatrogenic disorders for many children, and our label may be more powerful than our treatment. . . . By labeling [certain] social behaviors as psychopathological, we are revealing a lessening tolerance for deviation in our society. At best, we are observing a metamorphosis in which medical practitioners are appointing themselves the arbiters of deviant behavior that was once the province of religious or legal institutions. . . . This attempt at control of deviant behavior by psychiatry assumes that people who engage in behaviors judged by others as harmful to themselves are "sick." (Categories for motorcycle riders, sky divers, trapeze performers . . . are not far away!)⁵

Meanwhile, the "at-risk" label pushes the parent ever farther out of the childrearing-educating loop, especially the new category of "attention deficit disorder" (ADD), which, unbeknownst to most parents, has become an "at-risk" classification in its own right, with frightening implications, as we shall see in Part II. Should a parent (or the student) challenge a DSM or Special Education label, another code, #313.81 DSM IV, may be tacked on to the original record to indicate an "oppositional deficit disorder." This code includes such "behaviors" as arguing, being angry, or annoying and blaming others.

Rothblum, Solomon, and Albee go on to state that ". . . psychiatric diagnosis often is used as a method of social control. It is not only in the Soviet Union," they assert, "that political dissidents, antiestablishment rebels,

and opponents of the prevailing social order are labelled psychiatrically ill.”⁶ In this context, the cross-pollination and easy accessibility of education and medical records becomes an increasingly touchy issue.

What can happen to privacy under the dual umbrellas of “prevention” and “intervention” is best examined by returning to the 1996 case of *Allegheny County Pennsylvania Parents Coalition vs. Western Psychiatric Institute & Clinic*. The reader will recall from the Introduction that this case involved allegations of covert psychological testing and experimentation on public school children. Among the lawyers representing parents was constitutional/civil rights lawyer Kent Masterson Brown, who gained national attention for successes in medical and insurance law—most recently the Association of American Physicians and Surgeons’ court challenge to force the opening of health care reform hearings chaired by Hillary Clinton. Ostensibly aimed at mainstreaming youngsters labeled as having *Attention Deficit Hyperactivity Disorder* (ADHD) into regular classrooms, a clinical Multimodal Treatment protocol⁷ developed by Western Psychiatric under the auspices of the National Institute of Mental Health (NIMH) apparently was recast for school consumption as a behavior modification program called the School-Wide Intervention Model. The program involved lengthy and sophisticated psychological diagnostic questionnaires along with psychological treatment and/or experimental drug therapies. Piloted in 1994 at the North Lincoln Elementary School in Alliance, Ohio, the Pittsburgh School-Wide Intervention Model, or PSWIM, was an attempt to move the program to other school districts in the Pittsburgh area in the Fall of 1995 as an apparent first step toward nationwide replication. Three school districts were selected, one of which declined, one of which participated for just six months, and a third continued with the program. The one that participated for six months, Gateway School District, got wind of what was really going on and blew the whistle on Western Psychiatric. In the process, it was discovered that the PSWIM program had been launched in part with an anonymous foundation grant of \$500,000. It would be incumbent upon the plaintiffs in pursuing their complaint to uncover just who this anonymous “benefactor” was. The program, as contracted, centered around the use by classroom teachers of a clinical 61-question psychological diagnostic tool, the *Disruptive Behaviors Disorders (DBD) Rating Scale*, 39 questions of which were taken directly from the DSM-IV text. This scale is used frequently in clinical settings, but never before by teachers and certainly not without consent. Only a half-hearted attempt had been made to inform parents about the use of the project—i.e., a letter was sent home with the students (not mailed), but most parents never saw it. Once parents did find out about it, Western Psychiatric declined to allow parents to see any of the data on their children, much less return or destroy it.

Richard Lopiccolo’s curiosity was piqued when his son came home upset about a sociometric exercise in which he had participated. Lopiccolo managed to get hold of the NIMH protocol, which turned out to be almost identical in every detail to PSWIM, right down to the project director and

the numerical codes. The kicker was that children not already classified as Special Education, ADD or ADHD had been targeted and surveyed, partly because PSWIM is classified as a prevention/intervention program.

Using the items in the DBD scale, teachers were to rate (based on subjective evidence) each pupil on everything from fidgeting in class to sexual activity to teasing and temper outbursts. Interrupting others, arguing, lying, "excessive" talking (not necessarily in class), defiance, carelessness, touchiness (taking things personally, being sensitive), blaming others, compliance, humming, impulsiveness, "smart-aleck" behavior, forgetfulness, bossiness, amiability (liked or disliked by others), and supposed over- or under-reaction to events were among the behaviors rated, and most questions are worded in two different ways so as to ensure reliability. Thus the 61 questions turned out to be more like 30, each asked twice. The sociometric exercise had been conducted to ascertain directly from the students who is "liked" and who is not. This brought the program to the attention of many parents, as a significant portion of the youngsters were very upset as a result. Had parents like Mr. Lopiccolo known that ADD is now considered a genetic marker for the catch-all mental illness, schizophrenia (see Part II of this book), and that this was the true reason why as many children as possible were being targeted for ADD-ADHD testing, he would have been even more incensed. While the controversial program was halted in the Gateway School District before the drug-therapy portion could be initiated—and thus program officials have denied any use, or intended use, of experimental drugs, despite the description of the program⁸—the use of DSM measures is incontrovertible. For example, in a letter from the Director of Special Education, Timothy F. McNamee, to the Gateway School Board, dated 1 December 1995, the second paragraph states: "Each of the items in the *Disruptive Behaviors Disorders* scale are taken from clearly defined behavior characteristics listed in a diagnostic manual of childhood disorders (DSM-IV)." That rather nailed down the matter. The paragraph continues by explaining that the scale "is designed to help determine if a child meets criteria for (a) Attention Deficit/Hyperactivity Disorder, (b) Oppositional Defiant Disorder, or (c) Conduct Disorder." That most of these "disorders," when you read the details, are simply characteristic of normal childish behavior apparently is beside the point. The youngster is labeled "mentally ill" for typically childish conduct. Expecting little children to be naturally compliant and pleasant 24 hours a day is ludicrous, of course; nevertheless, they are saddled with an easily accessible, discriminatory label if a teacher answers a sufficient number of the questions on the DBD list in a way that reflects badly on the student.

After Allegheny County parents got wind of the program specifics and hired Kent Masterson Brown to represent them, the School Board oscillated between demands that Western Psychiatric allow parents to see their children's DBD responses and records before destroying them, and bowing to pressure from the University and behavioral science community to deny parents' access to anything at all and retaining the records as long as they

pleased. Just how anyone might go about determining whether all records have been accessed or destroyed and to what parties the data have gone is, of course, another matter.

On 30 May 1997, Pittsburgh attorneys filed an injunction in the Allegheny County Court of Common Pleas against the Gateway School District and others who took part in the exploitive PSWIM project. Parents of the children involved, who are seeking damages in a lawsuit, filed the emergency injunction because of reports that documents were being destroyed and altered by staff at the University of Pittsburgh and the Gateway School District so that parents could not examine them. Common Pleas Judge S. Louis Farino signed the injunction to stop the tampering. At length, Western Psychiatric agreed to permit parents to see the data—whatever wasn't taken to the shredder before Judge Farino intervened—but with all the students' names redacted so that no parent could read what his or her child revealed. The parents, of course, want to see all the data taken on their own children. They also want to determine to what extent federal funds were involved in the project and, if there were any, whether such funding is legal. Finally, they want proof that the data were really destroyed, with no backup copies accessible.

While the particular program above was ostensibly aimed at locating one type of student, others abound that no one finds out about until long after results of this or that survey are released. Even more troubling is the fact that if a child is tagged with a mental health, or emotional, disability, *his family may also be deemed "dysfunctional."* Something as simple as a "developmental delay" or a death in the family can result in a DSM label that triggers what is called in some states an "Individual Family Service Plan." This plan, in essence, allows the school to intervene into family affairs.

Gene mapping and injectable microchip identification techniques, a mere four to five years away, will accelerate the threat to privacy and unwarranted interventions. "DNA microchips are experiencing growth in genomics, not only because of the interest fueled by the human genome project to accelerate drug discovery," says Enal Razvi, Ph.D., senior biotechnology analyst for the investment firm Frost & Sullivan. "In four to five years, depending upon necessary FDA approval, the clinical diagnostics market will explode as doctors utilize these chips to test for a variety of drugs at much lower cost than what's currently available on the market." At this writing, there are about 28 companies involved in DNA microchip technology that are attracting investors, such as the *Darwin Molecular Corporation*, *GeneTrace Systems*, and *Third Wave Technologies*. There is no question that DNA identification techniques will be perfected and privacy further compromised.

Even without DNA microchipping, today's labeling processes do not stop with children, which of course is one reason for the multitude of questionnaires and surveys a child completes concerning family members. Lack of adequate privacy laws ensure that DSM labels are picked up and

utilized whenever it is convenient to do so. Attention Deficit Disorder is a case in point, since it specifically requires "treatment." But the whole business of targeting and labeling, ostensibly for "prevention" and "intervention" purposes, is tied to a quest for funds, among other ulterior motives.

Consider the partnership among the US Departments of Education, Labor, and Health and Human Services. The three entities are actively engaged in "helping" school districts to obtain Title X Medical Assistance for their health services. As previously noted, Special Education students often are eligible for financial assistance under IDEA which was set up for children with "disabilities." But many of these same children are also Medicaid-eligible, *and thus not subject to typical school disciplinary measures*. Since Medicaid now covers youngsters from birth to age 21 in many states, mental health wrap-around services, including such things as treatment for stress, are tied to the infusion of a long list of controversial psycho-social curricula passed off as "basics" and have become increasingly legitimate areas of instructional content. Should a child require "remediation" in these areas, it may trigger an IEP as well. This entire process leads not only to legitimacy for and acceptance of psychotherapeutic programming, but to a kind of "virtual legality" for behavioral modification, inasmuch as the courses and materials used become almost impossible to remove, once in place.

The term "disabilities," like "at-risk," not to mention microchip-identification technology, continues to evolve. *Today, a child literally is at risk for being "at-risk,"* with everything from hyperactivity to stuttering labeled a risk factor. Whether the average parent would call these factors "disabilities" or merely "naughtiness," most qualify for assistance and protected status under IDEA.

"Increasingly, we find that students who bring weapons to school, or who commit violent acts, seek shelter under the provisions of IDEA," says Vicki L. Barber, superintendent of El Dorado County Office of Education in Placerville, California. "In some cases," she continues, "parents and attorneys do not seek a referral to special education until after the student is on the path to expulsion."

Raymond J. Kelly, principal of Maple Point Middle School in Langhorne, Pennsylvania, cites three cases in which students assaulted staff or other students, and another in which a student brought drugs to school. The parents denied the school's request for alternative placement, as was their right under IDEA. *Washington Times* Reporter Carol Innerst quotes Sue Pratt, executive director of Citizen Alliance to Uphold Special Education in Lansing, Michigan, who said that currently proposed changes to the law that would make it easier to remove such children would have left her own autistic son institutionalized. School officials wanted to remove him from the school when he was four years of age because he "kicked out windows and tossed chairs." But Ms. Pratt demanded that he be kept in school where he would be exposed to "positive-behavior support programs."

The House of Representatives began in March 1996, to look at reforming the \$3.25 billion federal IDEA program, so as to make it easier to

remove disruptive children and curb excessive legal fees in the process. It is highly likely in the end that schools will opt to keep the program as it is in order to (a) retain access to the additional federal dollars and (b) further facilitate the infusion of therapeutic programs into the curriculum. This makes it ever more "critical" to authorities that curricula aimed at attitude change and emotional therapy be infused into classroom fare. *Ostensibly to avoid stereotyping those youngsters who supposedly need this therapy, all children will get the behavior modification curricula, just like the children in Pennsylvania's Gateway School District.*

In another sleight of hand, under the new welfare rules published on 10 February 1995, in the *Federal Register*, children without severe disabilities may be cut from the Supplemental Security Income (SSI) rolls—a sure-fire entry into the psychological services/counseling package—which can trigger psychological services and make the school, as opposed to the parent, eligible for additional funding. Powerful incentives remain, therefore, to have as many children as possible labeled with learning, and other, disabilities.

SCHOOL CHOICE AND CIVIL RIGHTS

In this context, concepts like school vouchers for low-income parents to send their youngsters to private schools become problematic. As soon as federal funds get tangled up with private school systems, and particularly with specific troubled children going to private schools, you have a situation in which programs like IDEA can apply; it may not be possible to expel or suspend chronically disruptive students. One thing leads to another—like intervention programs to help locate and "treat" troubled ("at risk") students—eventually becoming an avenue not only for information brokers to exploit, but a means for obtaining large sums of funding at the same time it robs normal and well-behaved children of their education. What happens when a parent wishes to drop or limit "services" that go to his/her child? Will the child's "right" to receive "services" supersede the right of parents to limit them? What happens when a DSM code dictates the type of education a child is to receive, and a parent objects to it?

These become civil rights, as well as privacy, issues. Remember, it is entitlement programs that drive the mental health agenda, and in order to be reimbursed, every school, hospital, or even private business wishing to receive federal subsidies for employee health benefits, must list on an insurance form either an official diagnosis; that is, an official code for each "client."

In that context, schools of the twenty-first century are to be modified so as to serve as the link to all human service agencies across the nation, as reflected by the purpose statements of *Workforce 2000*, the *Educate America Act/Goals 2000*, and the *Careers Act*, which we shall examine in Part III. A school district thus is transformed from an institution of learning into a "family service center," providing day care, health and mental health services, job training, prenatal diagnostics, parenting, intervention/family coun-

selling, and career education, all built around information that is gleaned from a child about himself and his family and placed into various cross-referenceable record-keeping systems.

Even if one postulates that this is a well-meaning process set up by government to rescue troubled children at a time when their problems are likely to begin—in the early years—it becomes evident that between the challenges to individual privacy and the capability to predict, then remold, the belief system, the nation's schools are edging us all into a computerized caste system.

NOTES

1. Wiseman, *op. cit.*, 354.
2. *Ibid.*, 350-351.
3. *Ibid.*, 353.
4. *Ibid.*, 358.
5. Esther B. Rothblum, Laura J. Solomon, and George W. Albee, "A Sociopolitical Perspective of DSM-III," *Contemporary Directions in Psychopathology: Toward The DSM-IV*, eds. Theodore Millon and Gerald L. Klerman (DSM-III Task Force member in 1987), The Guilford Press, New York, London, 1986, 179.
6. *Ibid.*, 181.
7. NIMH document PKT 00-0016, Oct. 1995, "Multi-Site Multimodal Treatment Study of Children With ADHD," subsection entitled "Cooperative Agreement for Multi-Site Multimodal Treatment Study of Children With ADHD (MTA): Investigator William E. Pelham, Ph.D., Western Psychiatric Institute & Clinic, University of Pittsburgh. Grant Title: *Pharmacologic and Psychosocial Treatment for ADHD* (U01MH50467-01). The agreement between the University of Pittsburgh (UP) and the Gateway School District (GSD), #5U01 MH50467-04, and NIH plus a \$500,000 anonymous foundation grant is also titled, according to a letter from UP to the business manager of GSD as "Pharmacologic and Psychosocial Treatment for ADHD"/"Community-Based Treatment of Attention Deficit Hyperactivity Disorder: Summer Treatment Program and School-wide Interventions," also headed by Dr. Pelham.
8. As originally conceived, one school in the district was supposed to serve as the "control" group while the others received, alone or in combination, psychological therapy and drugs.

ETHICAL GRIDLOCK

The major purpose of our associations [i.e., state chapters of the National Education Association] is not the education of children, rather it is or ought to be the extension and/or preservation of our members' rights. We earnestly care about children and learning, but that is secondary to other goals.

—Bulletin, Issue #4,
Lane County UNISERVE,
Oregon Education Association
(OEA/NEA), 19 October 1981

The bottom line is that the student's record that used to be hand-carried in a manila folder now is an icon on somebody's computer screen, an electronic portfolio filled with psychographic data obtained from survey/testing devices and feedback from attitudinal curricula. The "unified coding system" that consolidated and standardized hundreds of thousands of school records collected over the years in the Common Core of Data, Longitudinal Studies, and Universe Files, along with other public and private records can now be cross-referenced for satellite transmission to researchers, law enforcement agencies, potential employers and whoever else might have the incentive and the know-how to access them anywhere in the world. This has brought new meaning to the term "permanent record"—and it is all virtually legal.

The rapid advancements in technology have, at this point, eliminated any vestige of control that the individual might have thought he had over confidential and personal information. It will get worse with DNA microchipping, which even now is enabling scientists to map out the genetic codes found in human DNA at the same time it is helping financiers like those in the bank card industry to create implanted "wealth cards,"¹ thereby spawning a burgeoning multi-billion-dollar market. As we have already noted, the practice of using numerous secondary marketers, or middlemen, to locate information from the nation's primary information providers, has made prying easy. These middlemen, who buy information from credit bureaus and other sources and then resell it to subscribers and other interested parties, will do the same with microchip technology aimed

at developing therapeutic products to treat disease. They will bypass the primary routes to get the information they want.

Anything resembling a code of ethics is gone with the wind. Just as credit bureaus and other compilers of personal data eagerly input into their systems any secret about an individual that they believe might be useful to a potential buyer (an employer, landlord, private investigator, the press, and political candidate, and so on), students and their families are now in danger of having personal information, including political proclivities, being bandied about in cyberspace.

Today, all kinds of agencies, from the Social Security Administration to the Secret Service, regularly ask their computers to comb the databanks and create "propensity profiles" on American citizens² (i.e., people who should be closely watched, even if they have never been arrested or questioned by authorities). Databanking and cross-referencing information has become such a booming business that an attorney for the *Center for Democracy and Technology*, Janlori Goldman, says "there's barely a piece of information about people that isn't used for far different purposes than it was initially gathered for, and always without approval."³

THE FAMILY PRIVACY PROTECTION ACT

Providing strong legislation isn't derailed in the US Senate by anti-parent extremists heading such organizations as the once-worthy *Parent-Teacher Association* (PTA), the NEA, and *Americans United for Separation of Church and State*, a bill sponsored by Senator Charles E. Grassley (R-IA), may provide some degree of redress for parents. This legislation, called the *Family Privacy Protection Act*, would require written parental consent, not merely "implied consent," for children under 18 years of age to be presented with federally funded surveys or questionnaires that invade privacy. Implied consent—the operational strategy used by educators thus far—means a notice is sent home with the child apprising the parent of an impending survey. If a parent fails to object—or doesn't see the notice—then school officials assume permission is granted to survey that child.

The House voted overwhelmingly—418 to 7—to pass the Family Privacy Protection Act, but little has been said as to how lawmakers are going to enforce the measure. What kind of penalty will be imposed on school districts/surveying companies that do not comply with the legislation? How many hoops will a parent have to jump through to prove that written notice wasn't provided, or to prove that the questions invaded privacy, or for that matter to prove that a survey was even distributed? Schools are notorious for taking the back-door approach and calling their wares something different than what they actually are.

Naturally the above-named three organizations have objected vehemently to the proposal. "Can you imagine," wrote Barry Lynn, executive director of *Americans United for Separation of Church and State*, the chaos this would spawn, as teachers abandoned PTA meetings and course plan-

ning to pursue 'wayward' parents who hadn't even received the permission slip? (How many parents stumble on last month's homework, lunch news, and 'important notices'—and occasional sandwiches—while cleaning out their children's backpacks)?"

Barry Lynn's comment underscores the necessity, first of all, of mailing notices instead of giving them to children. Yes, it would cost money. But if government can find every last person in America to mail Internal Revenue Service (IRS) notices, includes redundant and unnecessary forms; if government can spend billions on failed drug-prevention campaigns, and dozens of other counterproductive projects aimed at all Americans, then surely it can afford to do one thing that will actually encourage responsible parenting, and at the same time buy some good will: insist that government schools protect the privacy and integrity of the American family by mailing important information directly to parents.

Meanwhile, at the state level, Pennsylvania Representative Sam Rohrer spearheaded an investigation in the wake of the Allegheny County scandal and called hearings at the State Capitol. Rohrer's devastating indictment of the combined effects of psychiatric meddling and foundation money on education, both in Pennsylvania and around the nation, has opened a Pandora's Box of scams, including the illicit use of Medicaid funds. As a result, Rohrer is aggressively pursuing a precedent-setting bill favorable to parental interests. A strong bill that provides penalties for a school district failing to comply with the law, will be the key to success.

DOES A PRODUCTION UNIT HAVE AN EGO?

It can be argued, from a philosophical perspective, that one of the things that has spawned the privacy nightmare in education is that the religious underpinnings of government have been removed. That is to say, a human being in America no longer is considered a child of God "endowed by the Creator with certain inalienable rights," but, rather, is a production unit, according to Karl Marx, of all people. Consider recently popularized references to human beings as "human resources" and "human capital," the latter coined by Carnegie Foundation chairman, David Hornbeck, in his co-edited work, *Human Capital and America's Future*. Yes, these may be "just phrases," and many would say such terms aren't to be taken literally.

But as we have seen in these chapters, words do carry connotations, even when they evolve over time. Terms like "human resource" and "human capital" connote that people are, in fact, objects. Asking youngsters to divulge information about parents' lifestyle, habits, customs, personality traits, possessions, medications, diet and travels is considered okay, because, well, it's nothing "personal," after all. Not personal, perhaps, but valuable. If children—indeed, adults—are merely "human capital" and "human resource material," then altering beliefs, and the actions, of those "resources" becomes not only acceptable, but necessary to accommodate the "greater purpose."

In that context, a child is no longer permitted to change his opinions through a normal series of life experiences; rather, his or her ideas at any point in time—and, by extension, those of the family—can be treated as commodities, as permanent microrecords—to be accumulated, stored, shared and forcibly changed if someone important thinks they ought to be. Thanks to psychologists and psychiatrists, ego is no longer held hostage to conscience. Ego is instead the center of the educational universe.

NOTES

1. Ramo, *op. cit.*, 51.
2. Rothfeder, *op. cit.*, 25.
3. *Ibid.*, 25.

PART II

MASTERS OF DELUSION: PSYCHIATRY, THE COUNTERCULTURE, AND EDUCATION

PREVENTIVE PSYCHOTHERAPY: EDUCATING FOR MENTAL HEALTH

What basic distortion can be found in every civilization . . . ? It must be a force which discourages the ability to see and acknowledge patent facts, which prevents the rational use of intelligence, which teaches and encourages the ability to dissociate and to believe [things] contrary to and in spite of clear evidence, which produces inferiority, guilt, and fear. . . . The only psychological force capable of producing these perversions is morality, the concept of right and wrong. . . . [This] artificially imposed inferiority, guilt, and fear, commonly known as "sin," . . . produces so much of the social maladjustment and unhappiness in the world. . . . The training of children is making a thousand neurotics for every one that psychiatrists can hope to help with psycho-therapy. . . . The reinterpretation and eventual eradication of the concept of right and wrong, which has been the basis of child training, the substitute of intelligent and rational thinking for faith . . . these are the belated objectives of practically all effective psychotherapy. . . . Would it not be sensible to stop imposing our local prejudices and faiths on children and give them all sides of every question. . . . ? Freedom from morality means freedom to observe, to think and behave sensibly. . . . If the race is to be freed of its crippling burden of good and evil it must be psychiatrists who take the original responsibility.

—Canadian psychologist, Dr. Brock Chisholm's,
1946 speech to the World Federation of
Mental Health, reprinted in *Psychiatry Magazine*

Most Americans have no idea how, or why, the traditional values of this country, held since its beginning, suddenly within the space of 30 years became de-legitimized in the eyes of policymakers, the media, the young, and the law—to the point where people who still believe in them are held up to ridicule, heaped with contempt, and are even accused of being un-American. How, in a single generation, did the culture change from a character-directed focus revolving around restraint, industriousness, and self-sacrifice, to a peer-oriented, self-obsessed society preoccupied with eternal youth, sexual gymnastics, and immediate gratification?

Some blame the emergence of rock music in the 1950s, which eventually resulted in a wall of separation between the younger and older generations. Others single out the film industry, which created a set of role models whose overriding objective seemed to center around breaking the rules and thumbing their noses at traditional morality. Many more point to the universities and the "Progressive Movement," led by a plethora of "ivory tower eggheads" who made vulnerable youngsters drunk on their own importance. Of course, there were drugs—chemical substances which shattered the inhibitions and stole the will—and those who introduced them into American society.

While certainly there is an element of truth to all these factors, the roots of this nightmare, including recreational drug use, were not found in America at all but primarily in Germany, as well as Britain, Austria, Switzerland, and Russia—between 1879-1925. Men like Wilhelm Wundt, Otto Gross, Wilhelm Steckel, Max Horkheimer, Erich Fromm, Wilhelm Reich, Kurt Lewin, Friedrich Engels, Karl Marx, Herbert Marcuse, Walter Benjamin, and Theodor Adorno in Germany; Robert Owen, A.S. Neill, Havlock Ellis, J. R. Rees, and A.J. Orage in Great Britain; Sigmund Freud in Austria; Dr. Brock Chisholm (see the quotation above) in Canada; Antonio Gramsci of Italy; and Anatoly Lunacharsky and Georg Lukacs of Russia were key figures who triggered a cultural revolution in the United States. Of these, most people recognize only the names of Engels, Marx, and Freud. But it was primarily the work and theories of the other individuals in the list that were the source of today's obsession with early sex education, the rejection of the paternal family, the denigration of authority, the eradication of religion, and the overthrow of the character ethic.

Behavioral "sciences"—specifically, psychology, psychiatry, and sociology—played a central role in the enormous transformation in our nation's classrooms over the past 30 years. Their clear and stated agenda has been to jettison systematic, academic, knowledge-based curricula in favor of psychologized fare that places the emotions and belief systems above any cognitive, rational, or communicative function. What was at first hailed as progressive and relevant education, ostensibly geared to the demands of an increasingly complex and high-tech age, quickly degenerated into what E. D. Hirsch, Jr.,¹ has called "cafeteria-style" education, a smidgen of this and a dab of that, producing graduates having little or no commonly-shared information. Then it got worse. What information youngsters did learn was actually harmful. The result has been societal decay and fragmentation, not only among members of the same age group, but intergenerationally and interculturally.

If today's professors at the schools of education in America's colleges and universities were being honest with young people seeking careers in teaching, they would stress the contributions of the foregoing list to modern educational thought and methodology. Noah Webster and Horace Mann, or even John Dewey and the Progressives, were not the roots of today's educational philosophy; much of American thought and culture

were more profoundly influenced by the likes of Wundt, Neill, Ellis, Owen, Gross, Steckel, Fromm, Reich, Adorno, Freud, Marx, Lewin, Marcuse, Gramsci, Rees, Orage, Chisholm, Lunacharsky, and Lukacs.

THE WORLD ACCORDING TO WUNDT

The major part of the groundwork was laid in 1879 at the University of Leipzig, Germany, where experimental laboratories headed by Wilhelm Wundt advanced the then-radical notion of man as a neurochemical machine, a product solely of genetics and upbringing and not accountable for his conduct, which was said to be caused entirely by forces beyond his control. Wundt's students actually credited him with having divorced the spiritual aspect from his studies. His pupils boasted that, following the establishment of the first psychology laboratory in 1869, psychology had become "a science without a soul."² Wundt's legacy endured. For example, at the Sixth International Congress of Philosophy at Harvard University in 1926, K. N. Kornilov said of psychiatry: "The soul . . . which played a leading part in the past, now is of very little importance. . . ."

About the same time, a man named Robert D. Owen came on the scene in Scotland. Known today as the "father of modern socialism" (although that distinction more properly belongs to others), Owen's main thrust of effort was a special school for the offspring of mill workers in New Lanark, Scotland, for the purpose of proving that socialism would work, providing that education began at the age of one year. His experiment failed, but he nevertheless came to the United States in 1825 to try again, this time at New Harmony, Indiana. He called his second experiment "the focus of enlightened atheism." Like others whose work we shall be examining, Owen believed that the human personality had been "deformed by religious brainwashing." Again his experiment failed, but the lesson learned by him and his followers was that youngsters had to first be *separated from their parents* so that the school would wield the greater influence.

These complementing theories of Wundt and Owen were built upon by a continuing succession of renegades—drug addicts, pornographers, abortionists, deportees, college rejects, Marxists, and misfits—who found each other via parallel movements on three continents, managed to obtain funding from certain of their rich and gullible disciples, and used the money to launch various societies, schools, and, eventually, an in-earnest political coalition to proselytize their peculiar brand of religion. Except they didn't call it religion. They called it "revolution."

THE NEW EDUCATION FELLOWSHIP AND "MENTAL HYGIENE MOVEMENT"

Perhaps the best place to begin is in Europe in the 1920s, with the career of A.S. Neill, author of *Summerhill: A Radical Approach to Childrearing*, and with an effort called the New Education (or Therapy) Movement. *Summerhill* didn't get published in America until 1960, because the country

wasn't ready for it. But by 1970, it had inexplicably sold over 2 million copies here, primarily to schools of education in colleges and universities, where it was frequently a required text for student teachers. I remember it well as an education major. Lawrence Cremin, the president of Teachers' College, Columbia University, from 1974-84, considered one of this nation's leading education historians, marks "the change in climate in educational opinion from the appearance of A.S. Neill's *Summerhill* in 1960." Thereafter, he said, it was popular for most educationists—that is, those who dealt with educational theory—to talk about how they might go "beyond Summerhill."

Basically, *Summerhill* redefined the term "freedom." When Neill used that term, he didn't mean "liberty"; he meant "rebellion against authoritarianism," and you will find that this theme is the glue that holds together the cast of characters in the ensuing education drama. It is the centerpiece of most early psychology and *psychiatry*, the latter term emanating from Germany in the early 1800s. Like nearly all the other movers and shakers of what became the "New Education (Therapy) Movement," Neill was a profoundly disturbed personality whose views on such matters as parenting and education reflected, as we shall see, his own abysmal mental state.

Born in Scotland in 1883, Neill became a schoolmaster. He suffered a mental breakdown during his military service in World War I. He was sent to Craiglockhart War Hospital, where he underwent psychiatric treatment with a Dr. W. H. Rivers, whom we shall meet again later. Neill required psychotherapy for the rest of his life. Despite his mental problems, or perhaps it was because of them, after his discharge from military service Neill became a disciple of Homer Lane, who ran the *Little Commonwealth School for Delinquents*, based on what he called "new principles." In fact, they were the recycled theories of the equally daft Sigmund Freud, whose work was not yet known in Britain and whose theories we will take up in more detail below.

Homer Lane's methods rested on the assumption that "freedom cannot be given. It is to be taken by the children. . . . Freedom demands the privilege of conscious wrongdoing."³ Research shows that Lane had the school staff, for example, joining in food fights instead of stopping them. This is the very first view we have of "decision-making" as one sees it today in America's classrooms—whether the material being "studied" is drug abuse, or premarital sex, or conflict resolution. The logic is always the same: if children are to be free, they must have "the privilege of wrongdoing."

Lane's *Little Commonwealth School* didn't last long, as it was closed amid charges that he had seduced two female pupils (indeed, Lane was eventually deported on similar charges). But he didn't throw in the towel. Instead Lane moved on to become a psychoanalyst to several famous Brits, including the Earl of Sandwich. At that point, Lane brought together a "study circle," as he called it, devoted to popularizing Freudian philosophy.

A.S. Neill, was part of that group. It was Lane who introduced Neill to what was called the *New Education Fellowship* (NEF)—an outgrowth of the *Theosophical Fraternity in Education*, founded by British school inspector Beatrice Ensor. In 1920, Ensor, Lane, and Neill together launched a publication called the *New Era: An International Quarterly Journal for the Promotion of the Reconstruction of Education* under the auspices of NEF. *New Era* and its oversight organization became a kind of clearinghouse for educational experiments. Marie Montessori (founder of today's *Montessori Schools*) helped translate submissions into English and was among the experimenters; so was a fellow named Emile Jacques-Delcroze, the creator of *Eurythmics* (body movement) as an educational technique. Of more significance, however, were less famous group members: occultists like Aleister Crowley, Freudian disciples like Otto Gross, Wilhelm Reich, Carl Jung, and several Bolsheviks from half a world away.

Where the NEF and America crossed paths was in Greenwich Village. There, a group that included political radicals, anarchists, and even terrorists like Emma Goldman (the notorious "Red Emma"); Max Eastman, devout Marxist and editor of a publication entitled *The Masses*; and lesbian activist/anthropologist Margaret Sanger, to name a few. They proselytized on the benefits of promiscuous sex ("free love") and recreational drug use. Together, they raised funds and sponsored the early *Communist Party of the USA* (CPUSA), as well as a front organization called the *Women's International League for Peace and Freedom*. They also created an experimental school in Croton-on-Hudson that promoted *Eurhythmics*—and the writings of John Dewey in America. Originally, the school was to have been headed by the renowned Isadora Duncan, but she decided to launch her own school, in the Soviet Union.

Dr. E. Fuller Torrey, a clinical and research psychiatrist in Washington, D.C., explains in his landmark research text *Freudian Fraud*, how New York City became the mecca not only for Freudian theory, but also for the counterculture. It still is. One of the primary reasons is an Austrian immigrant, Abraham A. Brill. Brill arrived in New York, all alone, at the age of 14, says Torrey, supporting himself by menial labor and by giving mandolin lessons. Like other immigrants of his day, Brill had thoroughly absorbed the work ethic. He worked his way through high school, and continued to work through university and medical school. He would appear to have been a classical example of the can-do, rags-to-riches early American immigrant. But there was a spiritual vacuum in Brill's life. He dabbled in both the Jewish and Christian religions for awhile, then in psychiatry, then in hypnosis, until he found Carl Jung's clinic in Zurich, Switzerland. There Brill was introduced to Freudian theory and became a convert. He returned to New York, translated Freud's works into English, especially the voluminous anti-religious writings, and became "America's first private practicing psychoanalyst."⁴ Brill's subsequent publications emphasized the sexual aspects of his own and Freud's work, sex apparently being the primary factor in every mental problem brought to him. In contrast to the mores of his

day, Brill enjoyed shocking his contemporaries with risqué jokes and sexual accounts.⁵

Brill was in the right place at the right time. Shocking people was what New York City did best in the years immediately prior to World War I, particularly in Greenwich Village, where the "revolt against morals" was centered.⁶ Torrey reports how staff at one of the best restaurants in town, Polly Halliday's on MacDougal Street, addressed customers as "bourgeois pigs." Above the restaurant was *The Liberal Club* (marking the beginning of popular use in this country of the term "liberal"), where Margaret Sanger led the charge to legalize physically dangerous forms of birth control; Bill Haywood organized the Marxist *Industrial Workers of the World*; and Red Emma matched wits on politics with men who would later become well-known among chic liberal and Marxist circles in their own right, such as Freudian devotee Walter Lippman and America's first sex novelist, Theodore Dreiser (*Sister Carrie*). "The unofficial voice of the Village was *The Masses*," states Torrey, "a Marxist publication whose masthead advised that it was 'directed against rigidity and dogma wherever it is found.'" With Max Eastman at the helm, the so-called *Mental Hygiene Movement* was born.

From his lofty editor's perch, Eastman proselytized on the so-called "miracle cures" of Freudian theory—in particular, how the chief determining factor in one's view of the world was "infant sexuality" and "the attitude little children develop toward their parents and immediate family." The *Mental Hygiene Movement* centered in the home of a well-to-do arts patron, a self-described bisexual named Mabel Dodge Luhan. Part of the wealthy Ganson merchant family in Buffalo, New York, she hosted regular socials for the Greenwich group in her plush apartment on Fifth Avenue. Regulars included Red Emma, the anarchist-terrorist; Max Eastman, the editor; and a varied assortment of socialists, murderers, artists, lawyers, and journalists. When she wasn't planning or hosting socials, Dodge-Luhan was undergoing psychotherapy with Brill, taking a live-in lover, or proselytizing on Freud's favorite theme: "With a normal sex life there is no such thing as a neurotic"—*normal* meaning, in her words, "without any inhibitions, such as monogamy, chastity or aversion to homosexuality." Dodge-Luhan was into drugs (especially peyote), séances, sexual orgies, and imagined herself destined to create a new civilization.

In part because of her introduction to peyote by her Navaho husband, Tony Luhan, Dodge-Luhan eventually set up shop in Taos, New Mexico, which became an artist's colony. The colony launched the careers of such notables as Willa Cather and Thornton Wilder. This is what most people remember the colony for, if they recall it at all. More significant, however, is that it became the origin of the American counterculture, modeled on the commune at Ascona, Switzerland. D. H. Lawrence's famous novel, *Noon*, is built around the Ascona commune, as were the characters of his later novels which centered on sexual cultism. Although Ascona had been a headquarters for political extremists since the 1840s, it wasn't until 1933 that the place became widely known, when Carl Jung opened his Eranos

Conferences there to popularize Gnosticism. Ascona was to Europe what 1960s Haight-Ashbury was to the United States. John Dewey called it "among the most precious places in the world." He wasn't referring to the scenery.

From these related groups in New York, Ascona, and Taos—and to a lesser extent, London's Meckleburgh Square, where the British counterculture originated—emerged "Freudian-chic," the "beautiful people." As today, they were mostly either idle, political fanatics, psychiatrists, occultists, leftist journalists, actors, pornographers or erotic artists—all loudly hawking the salacious "scientific discoveries" of a cocaine addict and certifiable lunatic named Sigmund Freud.

DR. YES: THE STRANGE SAGA OF SIGMUND

Freudian psychology, as we will see, runs through the entire *Mental Hygiene* and *New Education* movements, and for that reason, it might be wise to concentrate for a moment on his work. Sigmund Freud's theory revolved around sexual freedom as the key to social reform and, building on Wundt in Germany and Owen in Scotland, the idea that human behavior was the result of past experiences, and therefore beyond the control of the individual. Freud wrote that "free sexual intercourse" was urgently necessary or else society was "doomed to fall a victim to incurable neuroses which reduce the enjoyment of life" For obvious reasons, this idea was popular in many circles, and given his views on sexual restraint, it should also be no surprise that Freud referred to religion as "the universal obsessional neurosis of humanity. It, like the child's, originated in the Oedipus Complex, the relation to the father." Freud predicted the eventual demise of religion in *The Future of an Illusion*. On page 52, Freud wrote:

[Religious ideas] which profess to be dogmas . . . are not the residue of experience or the final result of reflection; they are illusions, fulfillments of the oldest, strongest and most insistent wishes of mankind; the secret of their strength is the strength of these wishes.

And on page 54:

[A] poor girl may have an illusion that a prince will come and fetch her home. It is possible; some such cases have occurred. That the Messiah will come and found a golden age is much less probable; according to one's personal attitude one will classify this belief as an illusion or . . . a delusion.

When you examine Freud's career and life, it is difficult to see how this man's work became an integral part of any profession at all; how, despite the appalling lack of scientific foundation, his theories came to have such an enormous impact in America, especially among an intelligensia that prided itself on reason. Freud became the bedrock of socialist doctrine. Former British Prime Minister Margaret Thatcher, in a speech at Hillsdale

College, reminds us what happens to societies when their leaders lose their moral foundations. Nazism, fascism, and communism, she noted, did not spring from the general populace, but were imposed on it by "intellectual elites."

Dr. E. Fuller Torrey offers considerable insight into these questions, particularly Freud's sexual theories. If you think Neill and Lane were demented, wait till you read about Freud's nasal theory of sexual dysfunction. Yes, nasal theory. The year was 1895:

Freud was engaged in active research on the relationship of sexual function to neurosis with his collaborator and close friend Wilhelm Fliess. Fliess was a Berlin ear, nose, and throat specialist who believed that "the misuse of the sexual function"—especially masturbation, coitus interruptus, and the use of condoms—caused damage to the nervous system and also to the tissues of the nose. Fliess had localized specific "genital spots" in the nose and believed that neurosis caused by the [supposed] misuse of sexual organs could be treated by applying cocaine to those spots and by electrically cauterizing them. In an 1893 textbook Fliess described 131 cases of neurosis, all of which were treated with cocaine and cauterization.

The recent publication of Freud's voluminous correspondence with Fliess revealed how enthusiastically Freud supported Fliess's theories. One week prior to his 1895 lecture, Freud had written Fliess urging him to publish his pamphlet, "The Nose and Female Sexuality." Freud, like Fliess, believed that many physical and mental symptoms were caused by a "nasal reflex" that originated in the genitalia, proceeded to the nose, and then was transmitted to other organs. For example, earlier in 1895 Freud had described a patient with a "one-sided facial spasm," in which Freud believed he had localized the "nasal reflex" to a specific spot on the nasal mucosa; he told Fliess he might send the patient to him for definitive treatment. Similarly, Fliess described to Freud cases of "neuralgic stomach pains" that could be treated by the application of cocaine and cauterization of a specific "stomach ache spot" on the nasal mucosa.

The most significant case on which Freud and Fliess collaborated in 1895 was that of Emma Eckstein, a young woman who had come to him with "stomach ailments and menstrual problems." Suspecting that the woman's problems were caused by masturbation, which was mediated through the "nasal reflex" to her stomach and uterus, Freud summoned Fliess to Vienna to operate on Ms. Eckstein's nose. Following the surgery, but after Fliess had returned to Berlin, Ms. Eckstein began hemorrhaging profusely and dangerously from the nose, and a Viennese surgeon had to be called in. The surgeon removed "at least half

a meter of gauze" that Fliess had inadvertently left in the nasal cavity. Several additional surgical procedures were necessary to stop the intermittent hemorrhages; as a consequence of the procedures "her face was disfigured—the bone was chiseled away and on one side caved in." Freud . . . decided that Ms. Eckstein's "hemorrhages were hysterical in nature, the result of sexual longing."

Emma Eckstein's inauspicious outcome did not shake Freud's confidence in Fliess's theories. Five months later Freud went to Berlin, where Fliess operated for a second time on Freud's own nose for swelling and recurring nasal infections that Freud was experiencing. Freud praised Fliess after the Emma Eckstein episode for "holding in your hands the reins of sexuality, which governs all mankind; you could do anything and prevent anything."

On 15 October 1895, . . . Freud excitedly wrote to Fliess that he had discovered the "great clinical secret [that] hysteria is the consequence of a presexual *sexual shock* [and] obsessional neurosis is the consequence of a presexual *sexual pleasure* which is later transformed into [self-] *reproach*. 'Presexual' means actually before puberty, before the release of sexual substances; the relevant events become effective only as memories." So certain was Freud of his theories that he wrote Fliess again the following day, announcing that "I consider the two neuroses essentially conquered."

These letters constitute one of the earliest expressions of Freud's theory of infantile sexuality, which was to become the essence of his theory of human behavior . . . that traumatic events related to sexual development permanently shape one's personality traits.⁸

Dr. Torrey, as well as other historians, chronicles Freud's career and ideas, including:

- the oral, anal, and genital stages of sexual development;
- the supposedly ongoing Oedipal conflict in which "little boys want to incestuously possess their mothers and kill their fathers;"
- the use of dreams to recover childhood repressions; and
- various "findings" related to telepathy ("thought transference"), magic, and other psychic phenomena, which were tied to Freud's penchant for the occult. While Freud vehemently rejected a belief in God, calling it an "illusion," he was very superstitious, frequently consulting "soothsayers" (Freud's term) and immersing himself in numerology.

These "key" theories, by Freud's own admission, were made under the influence of cocaine, and he gave great quantities of this "magical drug," as he called it, to his fiancée and sisters and prescribed it for his patients. Extant correspondence between Fliess and Freud, as well as between Freud

and his fiancée, which Dr. Torrey cites verbatim in his book, confirm Freud's frequent use of cocaine before it was known to be addictive (although this was suspected long before), and he continued to use it to some extent even after the addictive properties were well established. Freud apparently found cocaine particularly useful in fighting depression and nervousness, and even believed it served as an aphrodisiac. Indeed, according to Freud scholar Peter Swales and Freud biographer Peter Gay, there are many indications of Freud's continued cocaine use, including certain of Freud's reported physical complaints, which are typical indicators of prolonged cocaine use, such as painful nasal swelling and nasal "suppuration and occlusion."

Other letters between Freud and Fliess reveal avid discussions on numerology and a shared interest in the occult. Freud's continuing interest in the occult was well-known to his friends, and in 1911 he became a corresponding member of the *Society for Psychical Research*⁹ in London. In 1915 he was named honorary fellow of the *American Society for Psychical Research* and wrote a paper entitled "Psychoanalysis and Telepathy" in 1917. However, he was afraid to have the paper published under his own name as it might damage the psychoanalysis movement if any link were established to psychic phenomena and the occult. So when Freud was invited to be the co-editor of three occult publications, he begged off with the caveat: "If I had to live my life over again, I should devote myself to psychical research rather than to psychoanalysis."¹⁰

A byproduct of Freud's interest in the occult was a friendship and collaboration with countryman Carl Jung (Brill's mentor), who eventually became a key figure in America's *Progressive Education* movement. Freud also had personal visions of grandeur, so much so that in a letter to Jung he compared himself to Moses and at one point in his writings, he even "falsified some details about the origins of psychoanalysis in an effort to . . . 'show that he was fulfilling a heroic destiny'."¹¹ Moreover, the man who made such a startling impact on American thought and culture, particularly in the realm of education and childrearing, developed his pivotal theories concerning childhood sexual development, the Oedipal complex, sexual morality, dream interpretation, and neuroses under the combined influences of cocaine, the occult, numerology, and other off-the-wall superstitions. His experiments were without scientific foundation, and his "scientific conclusions" were frequently drawn from a mere one or two specific cases—what most scientists would call today "anecdotal research," as opposed to experimental research, which involves the use of control groups, chain-of-custody procedures for specimens, and the like. Of all people to be expounding on "Civilized Sexual Morality and Modern Nervousness" (1915), this man who located and excised G-spots on people's noses was one of the least credible figures in modern history. Nevertheless, his sexuality theories brought him to the attention of all sorts of important individuals—from political revolutionaries to college presidents.

ELLIS, HALL, AND THE ROAD TO LEGITIMACY

An Englishman with some training in both medicine and psychology named Havelock Ellis did much to disseminate Freud's work in Europe. He was the best-known advocate of sexual freedom prior to Freud's arrival on the scene. Lambasted and banned in England for his book on homosexuality, *Sexual Inversion*, he got a publisher in Philadelphia to take it on, with the stipulation that it be sold only to medical doctors and lawyers. It sold briskly between the years 1897-1910—mainly to curiosity-seekers rather than professionals, it turned out—and became the first of Ellis' six-volume *Studies in the Psychology of Sex*, in which he frequently cited the work of Freud, especially with regard to the idea that "sexual abstinence was harmful to individuals and to society." "Immoral," said Ellis, "*never means anything but contrary to the mores of the time and place.*"¹² This idea became a key element of Marxist literature, and found its way to American classrooms in the form of "situational ethics." But it was Dr. G. Stanley Hall, president of Clark University and founder of the American Psychological Association, who invited Freud to speak in the United States.

Like so many who go into the behavioral "sciences," Hall was a troubled individual from his youth. Dr. Torrey writes that Hall had been particularly upset by his own sexual impulses during adolescence and later wrote that: "The chief sin of the world is in the sphere of sex, and the youth struggle with temptation here in the only field where . . . being in the hands of a power stronger than human will is literally true."

Hall studied under Wilhelm Wundt at Leipzig, Germany. As a consequence, he pioneered sex education at Clark University where, in 1909, he invited Freud to lecture in order "to promote public discussion" on the subject. Dr. Torrey states: "Hall had no idea how successful this strategy was to be. Freud's trip to the United States exposed him to the American media and his name soon became synonymous with sexual freedom."¹³

At first there were concerns that Freud's teachings, and the publicity surrounding them, would lead to perversion and an increase in illegitimate births. For example, in 1914, Dr. William S. Sadler published a book, *Worry and Nervousness*, in which he predicted future generations would look back on that period "as having gone sex-mad. . . . This modern sex mania threatens to take possession of psychic [psychiatric] medicine."¹⁴ He was more correct than he knew about sex mania taking over the psychiatric profession. But he was wrong that future generations would look back and say his own era was "sex-mad." Instead, future generations built upon Freud's half-baked ideas and made Sadler's own era look positively straight-laced by comparison. So while the initial reception for Freud's theories among the scientific community and the press oscillated between harsh criticism and open ridicule, in less than 20 years, hostility to his ideas was tantamount to admitting one was a neurotic or, worse, inhibited.¹⁵

This turn of events was due in large part to the influence, direct and indirect, of the Frankfurt School and the World Socialist (communist)

Movement, which saw its opportunity and took it, as noted in subsequent sections of this book.

THE AMERICAN WUNDTIANS: FROM REASON TO BELIEF

Meanwhile, two other Wundtian devotees were emerging in the United States who were to have a profound effect on education in this country: Edward Lee Thorndike and James Earl Russell. An animal psychologist by training, Thorndike prodigiously communicated a man-as-animal view in 507 books and essays, the most famous of which were *Educational Psychology* (1903) and *The Principles of Teaching Based on Psychology* (1906). "The aim of the teacher," he wrote, "is to produce desirable and prevent undesirable changes in human beings by producing and preventing certain responses."¹⁶ Thorndike went on to lead the charge, along with B. F. Skinner and Benjamin Bloom, in promulgating a *stimulus-response approach to education, with the additional goal of changing and inculcating beliefs rather than of transmitting knowledge*.

James Earl Russell, who earned his Ph.D. in psychiatry from Wundt himself, became head of the Department of Psychology at Teachers' College, Columbia University. Russell and Thorndike were staples of the college for 30 years. Together with Dewey ("father of American Education" and a founder of the Intercollegiate Socialist Society), who joined them later from the University of Chicago, they steeped the College in Wundtian educational philosophy—with the aid of a \$450,000 gift from oil tycoon John D. Rockefeller, who was later the primary force behind the *American Eugenics Society* and a "new" field called "behavioral eugenics." The three Wundtians adamantly opposed the use of education to instill information, skills, and discipline. Dewey was already on record as contending literacy and academics were overrated. In his 1899 book, *School and Society*, he stated that "it is one of the great mistakes of education to make reading and writing constitute the bulk of the school work for the first two years." Dewey blasted the educators of his day as being "cultists" because of their view that "the first three years of a child's school life ought to be taken up with learning to read and write in his own language." "The true way," Dewey countered, "is to teach them incidentally, as an outgrowth of . . . social activities . . . [since] language is not primarily an expression of thought, but a means of communication."

Dewey's was an extremely radical idea (that language is not an expression of thought). Biblical view, for example, is precisely the opposite: that what comes out of a man's mouth is the measure of what is inside his heart. Traditionally, thought precedes action, including verbal or written communication. Although most people today would hardly call Dewey "modern" or "enlightened," he claimed that "the significance attached to reading and writing has shrunk proportionately as the immanent intellectual life of society has quickened and multiplied" and that there "is no obvious social motive for the acquiring of learning, [and] there is no clear social gain in

success thereat." He believed that learning to read and write were too difficult and unnecessary at early ages.

Never mind that the scientific evidence has always shown that youngsters between the ages of 2 and 6 are, as education researcher Samuel Blumenfeld put it, "dynamos of language learning" who can be taught to read easily, provided they are taught in the proper alphabetic-phonetic way.

"The ultimate problem of all education," wrote Dewey, "is to coordinate the psychological and social factors. . . ."¹⁷ Dewey further stated that schools should "take an active part in determining the social order of the future" and that teachers should align themselves with forces of social change and economic control.

With pronouncements such as these, the premier teacher training institution in America, Teachers' College at Columbia University, became fertile soil for the *Mental Hygiene Movement*. Out of this movement eventually came the revolution that would take over schools nationwide, ostensibly to ensure "social control of economic forces." By the late 1940s, Teachers' College had become *the* vehicle for spreading the wisdom of the collective. If one aspired to the teaching profession, that is where one went. Columbia University became to education what Johns Hopkins University is today to medicine.

TAX-EXEMPT FOUNDATIONS: THE BUFFER BETWEEN POLITICS AND POLICY

The Rockefeller donation financed Teachers College's General Education Board as part of the Foundation's stated goal of "social control." This goal was first published in a memorial history written about the Board by Raymond Fosdick, a right-hand staffer to John D. Rockefeller, Sr. An 1886 graduate of G. Stanley Hall's laboratory school at Johns Hopkins University, and Carnegie Foundation staff member, Dr. Abraham Flexner served as the Board's secretary. Frederick Gates, who questioned with Dewey the necessity of children having to learn the three "R"s, became the Board's chairman.¹⁸ Nailing down the future goal of Teachers' College, the Board wrote, under Flexner's direction:

We shall not try to make . . . children into philosophers or men of learning, or men of science . . . authors, editors, poets or men of letters. We shall not search for embryo great artists, painters, musicians nor lawyers, doctors, preachers, politicians, statesmen, of whom we have ample supply. . . . [W]e will organize our children and teach them to do in a perfect way the things their fathers and mothers are doing in an imperfect way, in the homes, in the shops, and on the farm.¹⁹

Board Chairman Frederick Gates re-emphasized the intended thrust of Teachers' College when he wrote: "In our dream, we have limitless resources, and the people yield themselves with perfect docility to our

molding hands." With that, the die was cast for the future of teacher training, and indeed the resources for those who would do the "molding" did turn out to be "limitless," through tax-exempt foundations and subsequent Great Society programs at the expense of the taxpayer. Flexner continued to divide his time between Rockefeller- and Carnegie-supported educational interests. (Interestingly, Andrew Carnegie also was a member of the General Education Board, apparently sharing its Wundtian views despite his own capitalist veneer.) Flexner coordinated efforts and augmented the Wundtian influence into the present day.

Through successive Administrations, liberal and conservative, since the early 1900s, the Carnegie Foundation has served as the primary mouthpiece for government policy on education. Its *diktats*, in the form of official reports, are nearly always carried out; its "findings" are consistently taken as gospel; its proxies in federal and state governments co-control educational research; its members head the prestigious education review boards, committees, and task forces.

The five major Carnegie organizations—Carnegie Corporation (banking and finance), Carnegie Foundation for the Advancement of Teaching (education and testing), Carnegie Institute of Technology (technology), the National Center for Education and the Economy (NCEE was formerly the Carnegie Forum), and the Carnegie Endowment for International Peace (international relations)—provide some hint of the size and scope of the Carnegie influence and operation. All are heavily into behavioral science. The most influential Carnegie entity for education, the Carnegie Foundation for the Advancement of Teaching (founded in 1909), is the key to a long-standing partnership with the federal government. Today, the entire Carnegie powerhouse has become the *de facto* source of education policy. All five Carnegie entities have from time to time funded each other and jointly funded, with other tax-exempt foundations like Rockefeller, vast numbers of "educational" projects, programs, surveys and institutions, from minority scholarship programs at Harvard, to curricular projects for the Commission on Social Studies of the American Historical Association, to adolescent pregnancy "prevention" campaigns. Other joint projects have included such ventures as the radical Industrial Areas Foundation, funded by the Carnegie and Rockefeller entities, specializing in agitation tactics to promote bizarre and radical educational and social "reforms."

As early as 1921, Carnegie founded *The Psychological Corporation*, with W. V. Bingham of the Carnegie Institute of Technology as director, and J. McKeen Cattell as president. Cattell wrote that "the Corporation is not so much concerned with arranging specific contracts for work . . . as in promoting the extension of applied psychology. . . . So whatever else people have thought over the years that the various Carnegie organizations were contributing to education, their mission, as stated, has been "to promote the extension of applied psychology." In the 1930s and 40s, the Carnegie forces and the Psychological Corporation worked closely with G. Stanley Hall of Clark University, Edward Thorndike of Teachers' College, John

Dewey and the other American Wundtians, to connect, solidify, and proliferate Wundtian psychology, a primary feature of which is the socialistic worldview.

"To get the best kind of people and to put them in the situations best for themselves and others," Cattell once stated, "is more fundamental than any other enterprise of society." Yet, today, when representatives of the Psychological Corporation approach a school system (including private and religious ones) about arranging a testing contract, school officials rarely question whether the organization has more on its agenda than academic excellence!

The Carnegie organizations also have funneled over the years enormous sums into the nation's three pre-eminent atheist-lobbying organizations: the *Aspen Institute of Humanistic Studies*, a highly political organization with headquarters in both Berlin, Germany, and Wye, Maryland, a Washington, D.C., suburb (\$650,000 in 1988); *People for the American Way* (\$100,000 in 1988); and the ACLU (\$200,000 in 1988). This is not to say that the three organizations in question happen merely to be comprised of atheists and are innocently lobbying for various causes. It means that these organizations are specifically lobbying to eradicate religion from America's institutions any way they can.

The *American Humanist Association*, and its magazine, *The Humanist*, for example, is a spinoff project of the *Aspen Institute for Humanistic Studies*. Both exist for the sole purpose of promoting the ideals contained in the two Humanist Manifestos (which we shall consider below). *The Aspen Institute of Humanistic Studies* (which usually uses its abbreviated title, "Aspen Institute," in print) is today a wealthy liberal think tank. It wines, dines, and helps train journalists, government agency heads, and media moguls around the world. Thus it is not entirely inaccurate to call Aspen Institute the premier Atheist Lobby.

The 1988 Carnegie Corporation Annual Report reveals that \$200,000 was given to one of its sister organizations, NCEE. The same annual report shows the Carnegie Corporation gave Stanford University \$815,000 to develop assessments for the national certification of teachers. The latter sums did not represent an effort to bolster scholarship or academic, subject-related knowledge. They were geared, first and foremost, toward the internationalization of education and teaching. Now NCEE is funding (sometimes indirectly, through second parties) outcome-based education, *Goals 2000* and *Workforce 2000*, all of which we shall take up in more detail in Part III.

Probably the best-known Carnegie persona today is Ernest Boyer, president of the Carnegie Foundation for the Advancement of Teaching. He has continued the aggressive effort to remove religious principles from the nation's schools and to strip curricula of its academic basis and nationalistic idealism. For example, Ernest Boyer chaired the Editorial Review Board for the *Williamsburg Charter Foundation*—again a positive-sounding name with traditional historical overtones. This, of course, appeals to legis-

lators who don't know any better, who don't hire staff to read the founding documents of such operations, and who don't trouble themselves to investigate the history and track records of such organizations. According to a draft of a curriculum funded by the *Williamsburg Charter Foundation*, obtained by former Education Department Senior Associate Dr. Dennis L. Cuddy, the Foundation's learning initiatives in general barely touch on colonial history at all but, rather, on the peace and women's movements—characterized in the draft curriculum as “the most glorious accomplishments in American history.” Also included was a lesson conveniently launched to coincide with the 1988 presidential campaign issue about flag-burning, on *avoiding* any requirement to salute the flag (which might smack of nationalism). The curriculum goes on to “prove” to students that the US is at least as unjust as those countries it confronts (“The problem is with ‘us’ as much as ‘them’”), and to apply to Protestant Christians sweeping, editorial comments like: “Protestants were once committed to freedom of conscience as a principle, yet today are often deaf to its importance to contemporary minority groups.”

The effort here, clearly, is to deliberately induce ethnic, religious, and class hatred, when there is no basis for it in fact. There are some Protestants who are prejudiced against others, just as there are minorities of various sorts who are prejudiced against Christians and white Anglos. But, by and large, in recent times America's Christians have bent over backwards to help ethnic, racial, and other minorities; they have seen it as part of a Biblical injunction to help the needy. Many help not only with their dollars but with time and ongoing commitment: one-on-one literacy programs; one-on-one support for unwed and widowed expectant mothers to provide housing, pre-and post-natal expenses, and employment opportunities; clean-up and construction by parishioners in dilapidated inner city areas; transportation to help minority individuals find and keep jobs; and much more. But the Carnegie curriculum moguls don't care about the veracity of the lessons they fund and promote, as long as they can continue to fan the fires of hatred and, by doing so, promote their agenda.

Like many Carnegie presidents before him, Ernest Boyer was formerly a US Commissioner of Education when the US Office of Education was under the Department of Health, Education, and Welfare. Successive Republican and Democratic administrations have gone along with Boyer's radical comments on education over the years—for example, that schools should no longer be academic centers but, rather, “social service centers;” that school-based “health” clinics should be combined with day care facilities and services; that schools should assume responsibility for feeding children not just breakfast or snacks, but all three meals (the rationale being that youngsters will be in school from approximately 7 o'clock in the morning until 6:30 or 7 at night). Toward this end, Carnegie provided \$200,000 to the *Center for Population Options* for a “Support Center for School-Based Clinics” (note that population control is clearly the primary thrust of the so-called “health” clinic, which will take on new significance below) and

another \$303,200 to the Alan Guttmacher Institute (which spawned Planned Parenthood) for sex education, including AIDS education to primary school pupils.

The Carnegie Corporation continues to provide funding to Teachers' College at Columbia University. For example, in 1988, it gave \$75,000 for a series of conferences aimed at "re-assessing the federal role in education," calling for an ever-expanding federalization. The Carnegie Foundation's for-profit spinoff, meanwhile, the *Educational Testing Service* (ETS) went on to rake in millions of dollars for creating, scoring, and analyzing tests. Another of its spinoffs, the *Education Commission of the States* (ECS), assumed responsibility for assembling a list of state personnel to serve as contacts, who could be counted on for cooperation with Carnegie aims. Carnegie's helpmates in the states and testing companies thus helped to ensure implementation of Wundtian social and educational packages.

Dr. Cuddy tells of one classic Carnegie Corporation project back in 1963, which, over a three-year period, provided \$225,000 for the North Carolina Governor's School, to bring together "[f]our hundred of North Carolina's most brilliant high school students . . . for an intensive eight-week (summer) study program." What they were actually doing, says Cuddy, was using the cream of the crop in that state as guinea pigs for extensive personality testing and follow-up socialist indoctrination. Cuddy should know. He was one of the bright young "guinea pigs."

The Carnegie conglomerate continues, as it always has, to influence legislation and policy. It was the Carnegie Foundation's education moguls who persuaded the National Governors' Association to endorse the principle of state takeovers of schools which failed to meet certain educational "standards." Again, this sounded good to the untutored for public relations purposes—until one examined some of the "standards" at issue, many if not most, of which, are non-academic and opinion-oriented.

According to Carnegie Corporation's 1988 Annual Report, the organization gave \$691,000 to the National Governors' Association Center for Policy Research for a project known as "Restructuring the Education System: Agenda for the '90s," which was aimed at re-orienting education standards and modes of teaching. Unsurprisingly, the project director was a former US Department of Education bigwig, Michael Cohen at the Department's National Institute of Education (NIE), whom we shall meet again later.

The reader will find that eventually the line between government and the Carnegie conglomerate becomes virtually indistinguishable. The particular project above helped implement the recommendations of the Carnegie Forum's report, "A Nation Prepared: Teachers for the 21st Century." In this report, the reader may recognize the dictum that all high school students complete a "service requirement before graduation." This became the controversial national "voluntary" service requirement that is already a part of many school systems today, referred to by some as "indentured servitude."

Moreover, the Carnegie conglomerate has become the *de facto* policymaking arm of the Department of Education, second only to the Rockefeller Foundation in influence. In September 1996, President Clinton awarded the nation's highest civilian honor, the Presidential Medal of Freedom, to 11 individuals—including David Alan Hamburg, a psychiatrist and past president of the Carnegie Foundation, who was named by Clinton for having “influenced policymakers and lobbied for . . . legislation.”

EVERYONE AN “ABERRATION”

One justification for the continuing largesse and *gratis* lobbying of Carnegie, Rockefeller, and their high-flying fellow-travelers is the notion that parents are by and large negligent, irresponsible, and abusive. They point to tragedies like the recent story of an unmarried Washington, D.C.-area African-American woman with eight illegitimate children whom she kept in a filthy, roach-infested flat, sleeping on one mattress. The youngest child, Nadine, was murdered slowly by her mother, by withholding food, ignoring her, and keeping her alone and filthy in a crib in a corner of the room, sometimes with an occasional chicken bone to gnaw on left over from the other youngsters' meals. When the story of Nadine's death broke on 4 September 1996, many neighbors said they did not even know the little girl existed, and those who did, on those rare occasions when they saw her, said she looked like an “emaciated Ethiopian child.” Why did this mother commit such an atrocity? “I didn't love her,” she explained. In addition, she was mad at the boyfriend who had impregnated her with Nadine.

These are the kinds of individuals ostensibly being targeted through the plethora of welfare programs; opinion-molding curricula; “health” [read *abortion referral*] clinics; and service/day care centers that warehouse children instead of educating them. But it is not politically correct to say so directly. Nor, apparently, is it politically correct to encourage private and religious organizations to erect and support orphanages for unwanted children like Nadine. So in order to appear non-judgmental, policy advisors at places like the Carnegie and Rockefeller Foundations coin terms like “year-round schools,” “population options,” “school restructuring,” “one-stop shopping” and “social service centers” to redefine America's institutions, and our nation's leaders are either gullible enough, or indebted enough through their political campaigns, to turn a blind eye to the fact that every child is targeted in these schemes, including their *own* children from good homes, with intact families and caring parents (a description which, by the way, still applies to a majority of all American children). Legislators just shrug and send their own youngsters off to private school. Maybe they throw a bone to those who balk at the double standard by promoting “school choice.” Maybe they don't do even that.

But rarely do our representatives say, *wait a minute*, individuals like Nadine's mother are an aberration. Regardless of race, ethnic background,

or intelligence level, Nadine's mother is the *exception* and not the rule. Why, then, is the whole of American domestic and education policy being targeted to such people, so that the majority of children get "bread and circuses" instead of true, substantive education? Indeed, it can be fairly asked why intelligent people—which our nation's legislators and political leaders are supposed to be—work to restructure our entire society to accommodate the aberrations among us?

The answer is that they have fallen prey to the same logic that afflicted the psychology profession in the early days under Wundt, Neill, and Freud, as well as the host of like-minded Russian, Italian, and American moguls who flocked to the behavioral sciences.

LOBBYING FOR "STRESS-REDUCTION"

About the time Rockefeller endowed Teachers' College, former psychiatric patient Clifford Beers, with considerable help from colleague William James (founder of the National Committee for Mental Hygiene), and the Carnegie Endowment for International Peace provided the seed money for the *Institute of International Education* to which Dewey and his disciple, George S. Counts, also gravitated and on which they served as Advisory Board members.

William James persuaded Rockefeller to contribute millions to the *National Committee for Mental Hygiene*, just as he had donated to Teachers' College. The goal of the Committee was specifically to prevent mental illness, and its focus was elementary and secondary schools. The thrust of the Committee's philosophy was that mental illness hinged on faulty personality development in childhood and that, *therefore, personality development should supersede all other educational objectives. Stress was seen as the chief culprit, and parents and other authority figures as the second.*

This anti-stress wisdom was echoed by the 1930 *White House Conference on Child Health and Protection*, which predictably revolved around a group of psychologists from Teachers' College. Four years later, according to historian Martin Jay, Columbia's then-president, N. M. Butler, invited the Frankfurt School to affiliate with the University in the form of the *International Institute of Social Research*, a development which, as we will see in a moment, gave the *Mental Hygiene Movement* an enormous boost in this country.

At that point, the books touting mental health and the child, mental hygiene and education, emotional development and the deleterious effects of discipline began coming in droves, landing first in professional circles from which such questionable wisdom was dispensed to a trusting public, then finding their way to mainstream bookstores as "pop psychology." In Dewey-disciple George S. Counts' *Dare the School Build a New Social Order?* he declared that "teachers should deliberately reach for power and then make the most of their conquest [so as to] influence the social ideals, attitudes, and behavior of the coming generation." Trust in Providence, he

said, must be replaced through careful planning; capitalism would "have to be displaced altogether . . . or changed radically;" and attitudes would have to be recast through education.

The primary thrust of stress-reduction was to eradicate the "reactionary" criteria of authoritarianism, in particular, self-reliance and the work ethic, in favor of peer consensus and interdependence ("getting along," "working well in groups," and "social compliance"). These latter characteristics, of course, were essential for the collectivist society envisioned by all of these men, where the goal of living was to hide in a social group, not to make one's mark or be successful at anything.

Never mind their own enormous egos, or that a certain amount of stress is necessary not only for personal fulfillment, but as an integral part of the democratic process. These men did not believe average individuals should be making hard choices. The only kind of "hard choices" mere citizens were supposed to make was what television show to watch or whether to wear one's hair long or short.

THE NEW YORK/TAOS/ASCONA CONNECTION

With Ascona, Switzerland, the center of German counterculture, New York and Taos the American counterculture centers, and London the headquarters for the British counterculture, we find an underground of assorted fringe groups, *avant-garde* artists, occultists and intellectuals on three continents ripe for the harvest by opportunists with a political mission. Indeed, to the Ascona center went the lion's share of responsibility for the nearly successful communist takeover of southern Germany in 1919 and the proto-Nazi countercoup that crushed it.²⁰ Ascona provided copious Nazi support, but also helped the communist, Georg Lukacs, create the Frankfurt School. This only appears contradictory to us today because the definitions of right-wing and left-wing have been redefined to project a politically correct image for our times. Originally, both sides shared an interest in the occult, a belief in the material/animal nature of human beings, a zest for youth revolution, a racial fanaticism, and a quest for a powerful state.

By World War I, Taos, New Mexico, had become the world's center for cult therapies, spirit channeling (séances), and revolutionary art modeled on the educational techniques at Hellerau Institute, just outside of Dresden, Germany. It was a psychiatric congress at Dresden where, in 1922, the first proposal was generated by psychiatry professor Alfred Hoche to legalize euthanasia, marking the beginning of a social experiment called the *Eugenics Movement*, which became significant later. One individual who moved frequently between Ascona and Dresden was Dr. Otto Gross, who became the psychology guru there. Freud described Gross as one of his most talented students. He was also the admitted murderer of two women, as well as a drug addict, a pornographer, and an abortionist. His murder trial was a sensational scandal, spawning three books.

In 1914 Otto Gross' father, a respected professor of law, had him declared insane, but the courts released him on the condition that he go

into therapy, which he did, with Wilhelm Steckel. Steckel was so twisted that even Freud called him "morally insane." Unsurprisingly, while in therapy with Steckel, Gross decided, as had most other early psychologists, that the key to freedom was complete sexual revolution—with the caveat that the primary means to attaining that delightful state was the destruction of both the family and all religions. He published this thesis widely in his writings and lectures at the time. Indeed, it was Otto Gross who pioneered what we know today as "sexual politics," which was first adopted by the well-known German communist Wilhelm Reich, who coined the popular term. Meanwhile, Otto Gross became a serious cocaine and morphine addict and died in a gutter of a drug overdose.

But the insane Steckel lived on. A.S. Neill introduced him to American audiences in 1921 via a book review in *New Era* (remember? the magazine launched by Ensor, Lane, and Neill) which stated, among other things, that "yes, guilt causes neuroses. We must therefore abolish what causes guilt, namely the conscience given from without. Moral education is a sin against the Holy Ghost, for it gives a child a conscience."²¹

The comment, of course, makes no sense. It is like the ravings of Timothy McVeigh, who blew up the Oklahoma federal building, and convicted Unabomber, Theodore J. Kaczynski. In reading over some of McVeigh's earlier published letters-to-the-editor, and excerpts from Kaczynski's "manifesto" to the scientific community that rejected him, one discerns in both cases a certain level of educated rhetoric—neither man is ignorant. But suddenly the logic is out of whack. Ideas don't go together. Thoughts are disjointed.

Neill's publication, *Summerhill*, was just the beginning. There was Dartington Hall, founded in 1926 by Jerry and Dorothy Elmhirst based on principles of Indian mystic Rabinadratan Tagore. The most famous graduate of Dartington was Dorothy's son, Michael, the self-admitted "fifth man" in the Burgess-Philby-McLean-Blunt Soviet spy network. Unfortunately, co-founder Dorothy had access to money, huge amounts of it, for she was the former Dorothy Straight, Standard Oil heiress who married Morgan banker Willard Straight. The Straights also owned *New Republic* magazine. When her husband Willard died in World War I, Dorothy remarried Jerry Elmhirst and together they cofounded Dartington. So now you have Rockefeller oil money, Carnegie's tax-free millions, and Standard Oil dollars all promoting anti-authoritarian, sexually permissive "mental hygiene."

Not everyone was pleased with the direction in which Wundtian interests were taking education. In 1917, Judge John Hylan complained in a letter to the Mayor of New York City that "[o]ur public schools are today out of the hands of the people and in control of the Rockefeller interests" and went on to quote from the mission statement of the Teachers College's General Board of Education. Running for Mayor in 1922, Hylan again called attention to the Foundation's interest in education, describing it as "the kind of education the coolies receive in China."

"But we are not going to stand for it in the United States," he declared.

Too late. The turn of events in education was more than a trend now; it was becoming a mission. Apparently, Hylan came to recognize this, for after he was elected Mayor, he wrote the following invective, printed in the *New York Times* on 27 March 1922:

The real menace of our republic is this invisible government which like a giant octopus sprawls its slimy length over city, state and nation. . . . It seizes in its long and powerful tentacles our executive officers, our legislative bodies, our schools, our courts, our newspapers, and every agency created for the public protection. . . . [A]t the head of this octopus are the Rockefeller-Standard Oil interests and a small group of powerful banking houses. . . . They use the columns of these [news]papers to club into submission or drive out of office public officials who refuse to do the bidding of the powerful corrupt cliques which compose the invisible government.

What Hylan didn't see was that at the heart of the "powerful interests" and "invisible government" he named were Wundtian psychologists. Theirs were the "tentacles" that sought out the naive and the monied, networking and linking their socio-political interests.

Soon another Wundtian-style school, Beacon Hill, was on the scene, this one founded by Bertrand and Dora Russell in 1927. Letters between the Russells, Neill, and the headmaster of Dartington between 1925 and 1930, reveal that the three schools coordinated their activities and exchanged staff. Torrey's research shows they featured the same guest lecturers, individuals who, at the time, most respectable colleges wouldn't have, including Neill, who trashed the concepts of conscience and obedience, Aldous and Julian Huxley, who preached promiscuous sex and doing away with marriage, Norman Haire of the World League for Sexual Reform, and Erich Dingwall of the British Psychical Society, who was into psychic phenomena and the occult. At length, all these individuals, plus Neill's old therapist, W. H. Rivers, became involved with a Cambridge University-based group of militant atheists. All three schools started proselytizing a "world uncontaminated by religion."²²

At about the same time in 1930, Charles Francis Potter's *Humanism: A New Religion* was published in which Potter declared: "Education is the most powerful ally of humanism. What can theistic Sunday schools, meeting for an hour once a week, do to stem the tide of a five-day program of humanistic teaching?" In the 1930s, the term "humanism" was used to launch an anti-religion campaign (probably because it had a better ring to it than "atheism"). The view modern-day humanists hold of themselves is probably best expressed in a 1973 book by Albert Ellis, *Humanistic Psychotherapy*. Keep in mind that this humanist movement is not to be confused with the study of classical Greek and Roman culture by "humanistic" European scholars during the Renaissance, although there are some common

elements. The humanism of the 1930s was highly political and blatantly hostile to religion; it continues today.

The following year, Curtis Willford Reese's *Humanist Religion* was published. With that, a *bona fide* atheistic activist movement was born as the *American Humanist Association* (AHA). Its plank—that is, the organization's statement of purpose—was enshrined in 1933 in the *Humanist Manifesto*, co-authored by none other than John Dewey and signed by 200 signatories, many of them already mentioned on these pages. The AHA began a campaign to halt the spread and practice of theistic religion. Their credo was updated in 1973 as the *Humanist Manifesto II*. Laden with heavy overtones of Wundtian and Freudian rhetoric, the volume protests that “traditional theism, especially faith in the prayer-hearing God assumed to love and care for persons, to hear and understand their prayers, and to be able to do something about them, is an unproved and outmoded faith.” The Manifesto also echoes the socialistic political sentiments of its primary author, John Dewey, who first wrote in *Democracy and Education* (1916) that:

. . . [D]ependence denotes a power rather than a weakness. There is always a danger that increased personal independence will decrease the social capacity of an individual. In making him self-reliant, . . . it often makes an individual . . . develop an illusion of being really able to stand and act alone—an unnamed form of insanity which is responsible for a large part of the . . . suffering of the world.

One who is independent-natured and self-reliant, is suffering from a mental illness! Doesn't this view align precisely with the mental illness categories of the infamous *Diagnostic and Statistical Manual of Mental Disorders* (DSM), as described in Part I of this book?²³ If independence is a form of insanity, dependence on (or “faith” in) God, in the view of the Manifesto signatories, is a vice. The document goes on to describe religious bodies variously as “obstacles to human progress” and “a disservice to the human species.” The writers claim there is “insufficient evidence for belief in the existence of a supernatural” (i.e., a Supreme Being), and charge that “promises of salvation are both illusory and harmful.” Again, this is almost verbatim from Freud's *The Future of an Illusion*, page 52, quoted earlier. Moral values, the document continues, “derive their source from human experience. Ethics are autonomous and situational, needing no theological or ideological sanction.”

Ellis echoed the primary claim of modern-day humanists when he wrote, on page 2 of his work, that humanism “goes hand in hand with the scientific method.” He used science as the rationale for denying the existence of, and therefore the principles associated with, a Supreme Being.

“[U]ntil someone definitely proves otherwise,” he wrote, “there is nothing beyond human existence; and . . . any hypothesis [to substantiate the existence of a Supreme Being] must be backed by some form of data which

are . . . observable and reproducible." Ellis goes on to insist that any hypothesis for a deity which "cannot be backed by evidence that ordinary humans can observe and replicate is deemed to be theological, supernatural or magical . . ." and generally unsuited to the field of either "general or psychological science."

Humanists view themselves as the ultimate pragmatists—the true, or "pure," scientists—and nearly all of their writings up to and including the present day call for articulating this message in the schools. This is interesting in that so many of those who call themselves "humanists," including Sigmund Freud, believed fervently in the occult and numerology. Russell and his wife, Neill, Aldous and Julian Huxley, Erich Dingwall of the British Psychical Society, Rivers, Dewey, Potter, Reese, and all the rest who jumped aboard the *Humanist Manifesto* in the 1930s, served to aid and abet the very cause they would later claim to be revolting against: German "authoritarianism" and the ensuing Holocaust.

ENTER THE BOLSHEVIKS

In the meantime, critical laboratory experiments of the *New Education Movement* were moving from England, Austria, and Germany to the Soviet Union. Representative of this shift is this excerpt from the first Congress of Bolshevik Workers in 1918:

We must turn children, who can be shaped like wax, into real, good Communists. . . . We must remove children from the crude influence of their families. We must take them over and, to speak frankly nationalize them. From the first days of their lives they will be under the healthy influence of children's nurseries and schools.

But Anatoly Lunacharsky, Commissar of Education for 15 years, wasn't satisfied with the speed of progress toward eliminating families. He complained:

The family has not yet been destroyed. A destitute proletarian state does not yet have the resources, either educational or economic, to replace the family completely. . . . The part to be played in this matter by the younger generation is tremendous.²⁴

Most people don't realize the extent of anti-family bias in the philosophy of Marx and his close colleague Friedrich Engels. But it was part and parcel of their radical economic theory; the family's eradication was key to the "worker's paradise" they envisioned. Engels devoted an entire book to the subject, *Origin of the Family*, in which he advocated its "liberation"—ostensibly so that women would be "free." The freedom he was talking about, however, had little to do with multiple orgasms and career fulfillment, but everything to do with becoming breeders of plentiful additions to the new social order, which the state would happily raise to perform duties dictated to them by their superiors. Engels wrote:

... the first condition for the liberation of the wife is to bring the whole female sex back into public industry, and this in turn demands the abolition of the monogamous family as the economic unit of society. . . . With the transfer of the means of production into common ownership, the single family ceases to become the economic unit of society. . . . The care and education of the children becomes a public affair; society looks after all children alike, whether they are legitimate or not. This removes all anxiety about the "consequences" which today is the most essential social—moral as well as economic—factor that prevents a girl from giving herself completely to the man.

Birth control pills were nonexistent in those days. Thus sex education was incorporated into the anti-family campaign to stimulate reproduction, not to curb it. A 1924 Russian text, *The Revolutionary Norms of Sexual Behavior*, emphasized promiscuous sex for the creation of "new production units" (human capital?), but ignored any need for a family. "Free love," because it emphasized the physical and de-emphasized the emotional aspects of sex, was part and parcel of the production-unit philosophy.

Moses Hess was the most important figure in the life of Marx. It was he who introduced Marx and collaborator Frederick Engels to a version of socialism which formed the roots of "revolutionary socialism," meaning that psychological as well as military means were used to promote it. Hess predicted, in 1841, that Marx would deliver the final *coup de grâce* to religion and politics. Christianity, in particular, as well as the power structure spawned by its tenets, would be dissolved, he wrote. Hess referred to Judaism and Christianity as the most immoral religions ever. "[Christianity and Judaism] teaches the people to allow themselves to be oppressed and exploited in God's name," Hess wrote in *Red Catechism for the German People*. In another of his works, *Rome and Jerusalem*, Hess wrote: "Race struggle is primary, class struggle is secondary."

Thus Hess was the original source of the idea of waging the Socialist Revolution through racial and class struggle. This principle was brought to the Frankfurt School, as we shall see below in the form of Theodor Adorno's *The Authoritarian Personality*, which centered not only on anti-authoritarianism, but on racial-class conflict and hatred. Like the Delphi Technique, a surreptitious consensus-building method used frequently today to manipulate groups, racial-class conflict is spread by deliberately pitting various factions of a group against one another. A trained agitator heightens tensions and emphasizes differences, supposedly for the purpose of resolving a problem. This was the technique of choice in Hess' imagination, an idea which he bequeathed to Marx and Engels and eventually to the Frankfurt School, which we shall take up in the next chapter. The goal was to inflame passions and sow discord, especially among the young and idealistic, a task made easier by a prevailing lack of parental discipline.

Countless historians, including Soviet emigré Mikhail Heller, have shown that "re-education" was a byword in the early days of the Soviet

regime, and there is no need to belabor that point here, for it is well-known. However, it is interesting, in light of what is going on in the United States today, to re-examine events surrounding the first two decrees signed by Lenin in 1918 soon after he ascended to power. They were aimed at liberalizing divorce laws and at "reforming" education. Day care from the earliest possible moment after birth was also encouraged.

Most Americans believe that Russian education was highly academic, despite its political propagandizing. They would be surprised to learn that one of Lenin's first official acts was to eliminate examinations, homework, failure, and punishment, as well as to collectivize (consolidate) the schools. Even more remarkably, he began disseminating the works of Dewey! By 1924, Soviet education theorists were saying that holding the correct viewpoints, including a "collective spirit," was *more important than substantive knowledge*. Sound familiar? It should. Indeed, the first Communist Five-Year Plan in 1927 included several education provisions aimed at building the "new socialism" that was going to usher in a worker's paradise. Today, experts in America say something similar, that it will usher in a new era of competitiveness, prosperity, and lead to less world conflict. New promises; same old collective philosophy.

The People's Commissariat for Education under Lenin proceeded to set up clinical institutes and laboratories, research human development, and infuse communist/socialist/collectivist rhetoric into the academic curricula. Those who demonstrated clear intellectual superiority were tapped for further real academic studies, called *polytechnical education*.²⁵ Providing their attitudes remained correct (polytechnical education was still heavily laden with Marxist-Leninist ideology) and they had good connections in the Party, bright youngsters were steered from there into the professions. The rest of the Soviet populace got propaganda and trade school, if that.

Moreover, the general theme of Soviet education can be summed up in this comment by Commissar of Education Anatoly Lunacharsky: "We know that the development of a child's body, including his nervous system and brain, is the real object of our work. . . . Man is a machine which functions in such a way as to produce what we call correct mental phenomena."

The term "pedagogy," which most Americans assume means "the science or profession of teaching," was actually coined in Russia during the period of the first Soviet Five-Year Plan, in a 1929 text which claimed that Soviet experimenters had "revealed . . . new and extremely rich pedagogical possibilities at the nursery school age—possibilities that were unknown in Western nursery practice." But the text went on to reveal that the experiments being touted combined Pavlovian stimulus-response conditioning and hypnosis. Because "failure," as such, had been removed from the educational system by Lenin, and schools were judged almost exclusively on how many children moved on to successive levels, the predictable low grade-repetition in Russia began to make headlines in other countries, like the United States. American educators thought maybe the Soviets had stumbled onto something in their nursery schools.

Today, archives opening up to researchers in the former Soviet Union confirm that, in practice, failure *did* exist in early Soviet schools, for what they termed “political illiteracy.” In that way, the government could dictate the course a child’s life would take—academic or trade school, professional or lowly worker. Soviet schools pioneered the “infusion model;” that is, the insertion of non-germane materials, especially those that are politically charged, into regular classroom curriculum. Indeed, Soviet schools became particularly adept over the years at inserting what we, today, would easily recognize as propaganda into reading and even math problems.

Students were judged on their ability to “adapt to change,” for their “collective spirit,” on their reactions to groups and individuals designated “enemies of the state,” and on their ability to subordinate morality “to the interests of the class struggle.” The family was declared a “basic form of slavery,” so if a child’s parents or relatives believed in God or religious morality (read *mythology*), then the student better not get caught bringing it to school. American schools adopted the same strategies beginning in the 1960s. “The infusion model is one characterized by the key threads or attributes [of the desired learning] woven throughout the entire school curriculum, formal and informal,” wrote Eugene M. Gilliom in his “Position Statement on Global Education,” published in *Social Education* in 1982,²⁶ advocating the method for promoting the collective spirit among this nation’s schoolchildren. Recall also the desirable student characteristics named in Pennsylvania’s EQA, which were published in the Interpretive Literature to the test in 1981:²⁷ *adaptability to change, willingness to receive stimuli, willingness to conform to group goals*. Today, political propagandizing in American schools extends even to mathematics, as we shall see in later chapters.

Fast-forward to the 1990s: The emphasis today in America on situational morality curricula that boast a no-right-and-wrong perspective in discussing sensitive issues, a hard-selling of “early childhood education” and day care to legislators, the belittling of parental authority in educational matters, the effort to expand the definition of “family” to include homosexuals and other cohabitating partners, and the in-earnest undermining of religious practice and belief. All these are highly reminiscent of an earlier time in another place. The only difference, really, is that no one is holding a gun to anyone’s head. Instead they’re holding a computer disk. Of course, we call the criterion “political correctness;” the Soviets called it “political literacy.”

WINNERS AND LOSERS IN THE MIND GAMES

While the fall of the Soviet Union means, technically, at least, that communism “lost” the Cold War, the undeniable fact is that Marxism left an indelible mark on the free world in terms of philosophy and culture, and continues to do so. Just as Freud’s theories took on a life of their own in the hands of various anarchists and political renegades, so did Marx’s theories, originally aimed at undermining the Christian-authoritarian state of Prussia,

take on a new life under the communists and “smoldered like a delayed-action bomb which was exploded by the leaders of America’s 1960s counterculture.”²⁸

Dewey, Thorndike, Potter, Russell, and their “progressive” colleagues clearly were regurgitating the socialistic rhetoric of Marx and Lenin. America’s parallel movement with the Bolsheviks differed only in the context of their respective working environments: America had a successful, established democratic republic with “unlimited resources,” while the Marxists, Leninists, and Trotskyites were operating in a largely unsuccessful, czarist dictatorship. Thus the socialists of Bolshevik vintage, working in an atmosphere of poverty and political instability, were able to popularize their cause and quickly usurp power as their ill-conceived economic model gave way to totalitarian communism. The socialists of “progressive” vintage in America had to forge channels into government through established, democratic institutions, which was a much slower process.

One example of the latter was the establishment of the American Civil Liberties Union (ACLU) by socialist-communist Roger Baldwin in 1920. The original thrust of the organization was to promote the tenets of Marxism-Leninism utilizing channels that were essentially unknown in poverty-stricken, post-czarist Russia. Today, many lawyers are required by their employers to provide a certain percentage of their labor *pro bono* to the ACLU, which is how the organization manages to insert itself into issues at a moment’s notice all over the country. Remember that from the time the American Constitution was written by the founders, this nation’s inhabitants harbored a deep mistrust of collectivism, although most wouldn’t have known to call it that. What most Americans *did* know, however, was that they valued and would jealously guard independence, privacy, and self-determination. Thus any faction wishing to promote a collectivist, socialistic, meddling mentality would have to funnel considerable resources into marketing the “product,” before they zeroed in for the kill through the legislative process.

Since the demise of the Soviet Union, many stories describing the activities of Marxist operatives in the United States have appeared in the same newspapers and magazines that once poked fun at anti-communist worrywarts and ridiculed people’s concern over the social propaganda and infiltration that plagued America’s college campuses and media in the 40s, 50s, 60s, and 70s. Documents recently uncovered in the Soviet archives, in addition to newly declassified US materials, prove beyond any doubt that there was, in fact, a vast infiltration network working inside the United States government as well as the entertainment media between the 1930s and the 1960s that constituted neither a figment of Senator Joseph McCarthy’s drunken imagination, despite his excesses, nor a witch-hunt by paranoid people looking for a scapegoat. Julius and Ethel Rosenberg and Alger Hiss, for example, Hiss having served as head of the Carnegie Endowment for International Peace in the 1940s, were proven to have been agents-in-place. Roy Brewer, one of the few who testified at the House

Un-American Activities Hearings (HUAC) 50 years ago who is still living, maintains, "They were Communists . . . but some wanted to get out." Brewer successfully fought Communist infiltration of his union, the *International Alliance of Theater Stage Employees*. In many cases, those who at first had claimed not to be communists, especially certain members of the infamous "Hollywood Ten," were afraid to admit the truth to the press once they became disenchanted with Communism for fear of incurring perjury charges. Some served short prison sentences nevertheless.

Today we also know with certainty that the Communist Party of the USA (CPUSA), which once portrayed itself as a home-grown activist organization, was heavily subsidized by the Soviet government. American journalist John Reed glamorized communism in the movie "Reds" featuring Warren Beatty in the lead role, funded to the tune of a million dollars from Moscow. The late oil mogul, Armand Hammer, who was once revered for his "insights" on Soviet thinking processes, laundered and funneled Moscow money to CPUSA.²⁹

Some of the best writers and actors in the business—for example, screenwriter Dalton Trumbo—although they were known by colleagues such as Brewer to despise the principles of the United States, were protected and continued to produce under false names on the strength of their talent during the critical period between the 1930s and 40s. Fellow screenwriter Bud Schulberg (of "On the Waterfront") wrote that the Communist Party became "the only game in town;" and still another screenwriter, Philip Dunne conceded that "all over town the industrious Communist tail wagged the lazy liberal dog." Still other blacklistees such as screenwriter Abraham Polonsky portrayed their Communist sympathies as humanitarianism. Edward Dmytryk, who left the Communist Party in disgust in 1946 named Polonsky, among others, before the House Committee. In a *Los Angeles Times* interview in 1996, Dmytryk called the modern-era portrayal of Polonsky and others of the Hollywood Ten as heroes "a load of [expletive]. . . . They said they were fighting for freedom of speech. They weren't. They were protecting freedom of speech for the communists." They all were serving directly and indirectly as agents of the Soviet Union.

Billingsley reports (refer again to footnote 29) that according to Morrie Ryskind, the Communists during World War II operated an informal blacklist of their own against non-communists, "largely by circulating false rumors about them. Because of this, the [HUAC] committee found several 'friendly witnesses' disposed to help its investigation." Inasmuch as the committee was initially formed in the 1930s to locate fascist organizations rather than communists (the Nazi threat had priority at the time over Communist infiltration), it wasn't until 1947 that the full scope of Leftist infiltration was suspected. Had more attention been focused on the activities of the ISR-Frankfurt School, especially its Radio Project, described in the next chapter, perhaps some of the damage would have been nipped in the bud. But that didn't happen.

Of course, today all these "revelations" make good copy that sells newspapers. No apologies on the part of the news media for their earlier stance. This is not surprising, as the journalistic industry views it a prerogative to dictate to people how they should think, what they should think *about*—and for how long. Ironically, since the anti-establishment 60s, the media has become the lapdog of the government establishment it put into place. Communism is no longer the enemy of the people; independent thought is.

NOTES

1. E. D. Hirsch, Jr., *Cultural Literacy: What Every American Needs to Know* (Boston: Houghton Mifflin, Co., 1987).
2. John B. Watson, *The Battle of Behaviorism* (London, 1928), 14.
3. Michael J. Minnicino, "The New Dark Age: the Frankfurt School and Political Correctness," unpublished document, 1990, 2.
4. E. Fuller Torrey, M.D., *Freudian Fraud* (New York: Harper Collins, 1992), 22.
5. *Ibid.*, 5.
6. Torrey, *op. cit.*, 5 and Minnicino, *op. cit.*, 6.
7. Minnicino, *op. cit.*, 8.
8. Torrey, *op. cit.*, 4-5.
9. The meanings of "psychic" ("psychical": adjective) and "psychology" are not synonymous (although maybe they should be). *Psychic* connotes "supernatural influences and extrasensory forces"; *psychology* ("psychological": adjective) means the study of human emotions and behavior, or emotional and behavioral processes.
10. From a letter to Hereward Carrington, 1921.
11. Torrey, *op. cit.*, 8.
12. *Ibid.*, 14.
13. *Ibid.*, 15.
14. *Ibid.*, 15.
15. *Ibid.*, 16.
16. Paolo Lionni, *The Leipzig Connection* (Sheridan, Oregon: Delphian Press, 1988), 31-32.
17. *Ibid.*, 18.

18. Dennis L. Cuddy, Ph.D., " 'Progressive' Educators' Plans Fulfilled Today," *The Florida Forum*, Spring 1996, 1 and 17.
19. *Ibid.*, 55-56.
20. Minnicino, *op. cit.*, 70.
21. Minnicino, *op. cit.*, 13.
22. Letter from Bertrand Russell to H.G. Wells in 1930.
23. See "Deceit and Disability," Chapter 4, in Part I of this book for a discussion of the DSM.
24. Minnicino, *op. cit.*, 11.
25. It so happens that "polytechnical education" is precisely what the National Center for Education and the Economy under Marc Tucker proposed to President Clinton as a model for this country in a now widely reprinted letter to First Lady Hillary Rodham Clinton soon after her husband was elected in 1992.
26. Eugene M. Gilliom, "NCSS Position Statement on Global Education," *Social Education*, vol. 46, January 1982.
27. See the *Prologue* of this book for more on the Interpretive Literature to school tests and programs.
28. R.V. Raehn, "Disintegrative Education," unpublished research paper, 1993, 16
29. These revelations can be found in numerous books and articles today, among them *The Secret World of American Communism* by Harvey Klehr, professor of politics at Emory University, (New Haven, CT: Yale University Press, 1995); "Communist probe packed star power," by K. L. Billingsley, the *Washington Times*, 21 October 1997; "Making believe in Hollywood," by L. Brent Bozell, the *Washington Times*, 5 November 1997; and "Was McCarthy Right About the Left?" by Nicholas von Hoffman, the *Washington Post*, 7 April 1996.

BIRDS OF A FEATHER START FLOCKING TOGETHER

Research supports the hypothesis that visibility lends credibility to a position regardless of what it is.

—Cortes, C.E., *Daring to Dream:*
Law and Humanities in the
Elementary School

Neill took the anti-authoritarian message back to England, where he used it as a basis for the first of several experimental schools there including Summerhill, on which his famous book was based. There he presented the thesis that the ideal of an “obedient” and “dutiful” child was an error; youngsters should be encouraged to refute all authority figures, including their parents. “There is never a problem child,” Neill wrote in 1932, “only a problem parent.”

Most of us looking back today think of the 1920s and 30s as somewhat strict in manners and morals. We have trouble imagining Neill’s viewpoint being taken seriously by learned people of the era, much less by the public in general. But remember that we are talking about the early gurus of the Mental Hygiene Movement. These people were opposed to convention and took such nonsense very seriously. It was they who saw to it that Neill’s *Summerhill*, among other literature espousing the anti-authoritarian view, was introduced to American audiences at just the right moment, in the shadow of World War II.

Eventually Neill gravitated to the Communist Party, where he obtained several of his staff. Indeed, Summerhill was the school of choice for children of the Central Committee of the British Communist Party. As for Neill’s friend and colleague, Wilhelm Reich: after joining the Communist Party he launched the *Socialist Society for Sex Consultation and Sexological Research* in Germany. His book, *The Sexual Revolution in America*, was a precursor of things to come. Reich averred, among other things, that monogamy was a cause of Nazism.

The name of the Society changed in 1930 to the *German Association for Proletarian Politics*, a full-blown Communist organization. The group agitated for the legalization of homosexuality and abortion. Reich revived the theories of the insane Otto Gross in academic-sounding language so that in 1932 Gross’ work finally was published in the first issue of *Zeitschrift*—the

official publication of the Frankfurt School in Germany. Meanwhile the head of the American Communist Party, William Z. Foster wrote a book, *Toward a Soviet America*, which hit the presses. Putting aside the expected diatribes on establishing a world socialist society and cultural revolution, the work is significant for its advocacy of education "laboratories" and hastening a federalized education body, with state and local arms that do its bidding:

... the schools, colleges, and universities will be coordinated and grouped under the National Department of Education and its state and local branches. The studies will be revolutionized, being cleansed of religious, patriotic, and other features of the bourgeoisie ideology. . . . God will be banished from the laboratories as well as from the schools.

The Frankfurt School, as we shall see, became critical both of the New Education Movement in Europe and of the Progressive Movement in the United States. Notice how all these various movements and key individuals began converging as we approached the mid-1930s.

Wilhelm Reich's next work, *Character Analysis* in 1933, carried the same theme that had already become axiomatic among the psychiatric profession, and continues to be to the present day: that "neuroses are the result of authoritarian education with its sexual repression." The same year, Dewey's colleague Harold Rugg published *The Great Technology*, bolstering the idea of creating a new value system through the schools:

A new public mind is to be created. How? Only by creating tens of millions of new individual minds and welding them into a new social mind. Old stereotypes must be broken up and new "climates of opinion" formed in the neighborhoods of America. But that is the task . . . of the schools. . . . Basic problems confront us: First and foremost, the development of a new philosophy of life and education which will be fully appropriate to the new social order; second, the building of an adequate plan for the production of a new race of educational workers; third, the making of new activities and materials for the curriculum. . . . If educational agencies are to be utilized in the production of a new social order, an indispensable first step is that of developing a totally new outlook upon life and education among the rank and file of teachers.

Rugg went on to author 14 social studies textbooks and teachers' guides that were presented to 5 million American school children. The anti-authoritarian theme was gathering steam which, for reasons we shall explore below, came to a head following the second World War. Anti-authoritarianism and creating American humanist founder's Charles Potter's "new climate of opinion" (see Chapter 7) were the axioms upon which American doctors Abraham Maslow and Carl Rogers would advance the

idea that children should make decisions for themselves without the guidance or intervening authority of parents or other adults, and without resort to "a supernatural Being."

An educational system began to emerge that was imbued with the idea that "teaching," in the sense of transmitting knowledge, was somehow offensive. Traditional teaching was thought to be tainted by the "authoritarian" and religious notions that there are real, lasting standards or, to paraphrase author-columnist Thomas Sowell, by the idea that some people might do certain things better than others. Potter's "new climate of opinion" was expected eventually to generate policies that would facilitate world socialism. That socialism failed all over the world, even when tried with homogenous societies, never once daunted its American-Wundtian enthusiasts.

STALIN'S ANTI-PARENT CAMPAIGN

Most people know what happened when Stalin came to power in Russia. Realizing that the family structure and ethnic cultures were still in place, even after Lunarcharsky's efforts, Stalin decided to take a more direct approach and turned the educational establishment directly against parents, encouraging youngsters to report on their parents' conversations and activities, their beliefs and anything else that might be useful against them. Remember this when we next examine the numerous surveys and questionnaires distributed to American school children in class, most of which are examined or analyzed by psychologists.

Russia's *Pravda* newspaper reported, in the summer of 1928, the case of a Young Pioneer who reported his father as "a confirmed enemy and hater of the working people," and demanded the harshest penalty. Soon such reports were common, just as the child abuse claim suddenly is common in America today. Everyone, of course, applauded these reports. Krupskaya, Lenin's widow and a former teacher, egged on the Young Pioneers when she told them in 1932: "Just look around yourselves, children. You will see that there are still many survivors of the property-owning past. It would be a good thing if you discuss them and make note of them."

The anti-parent campaign came to a head later that year when 14-year-old Pavlik Morozov reported his father to agents. His father was promptly shot. (American parents who today are falsely accused are only jailed.) Shortly thereafter, a group of his father's friends and relatives exacted the same vengeance on young Pavlik. The riotous mob, in turn, was shot by police. On Stalin's instructions, a propaganda campaign was conducted to make Pavlik Morozov into a legend, using textbooks, songs, and posters, just like Planned Parenthood, the World Population Institute, and the Children's Defense Fund, not to mention hundreds of other organizations getting federal funds, make heroes of all sorts of unsavory people in America today. Indeed, the Young Pioneer headquarters in Moscow was named after the boy, and by 1934 the Young Pioneers boasted that they had "millions of Pavliks."

That same year, children were permitted to divorce their parents, simply by telling school officials that their folks weren't sufficiently enthusiastic about the revolution. In the end, some one million Young Pioneers helped their leaders to kill over 15 million people by guarding food supplies. This later became the model for Mao's Cultural Revolution in China.¹

Amazingly, the entire sordid ordeal in Russia from 1918-1934 was fully supported in the West by the *New Education Fellowship* (NEF) and its disciples. Bertrand Russell and his wife Dora toured the Soviet Union in 1920, prior to founding the Beacon Hill school² in America in 1927. In writing about a certain educator, Johann Fichte, Bertrand Russell noted approvingly that "... education should aim at destroying free will so that after pupils are thus schooled they will be incapable ... of thinking or acting otherwise than as their school masters would have wished." Dora also lectured widely, praising Soviet education.

George Bernard Shaw, H.G. Wells,³ and many others praised Soviet education, too, and none would admit that any famine or terror had occurred. Neill's chief publicist and funding source in England, Ethel Mannin,⁴ cooed that "Russia is the greatest experiment in the history of humanity." Neill himself praised Russia as "the only country that has seen that the churches have become the enemy of human progress and happiness."

Dewey, enthusiastic little socialist and political humanist that he was, was invited to visit the Soviet Union by the Commissar of Education himself, and in 1928, Dewey wrote a series of six articles on the wonders of Soviet education for the *New Republic*, exulting in:

the marvelous developments of progressive educational ideas and practice under the fostering care of the Bolshevik government ... the required collective and cooperative mentality. ... The great task of the school is to counteract and transform those domestic and neighborhood tendencies ... the influence of the home and Church.

Dewey insisted that the Soviet Union should be the model for education reform in the West. He admitted that there were some distasteful aspects, but he noted these were experiments. Just like today's "pilot projects" in America: for example, the one replicated in 1995-96 by Western Psychiatric Institute & Clinic at the Gateway School District in Pennsylvania, the Pittsburgh School-Wide Intervention Program (PSWIM) featuring a battery of psychological tests, questionnaires, therapies, and, in an apparently-related National Institutes of Health-Western Psychiatric study protocol, experimental drugs, all without parental knowledge or consent.

THE FRANKFURT SCHOOL (A.K.A. INSTITUTE OF SOCIAL RESEARCH)

Most Americans didn't hear of the Frankfurt School until the 1960s, when the label *International Institute of Social Research* started surfacing. You may recall that Columbia University (home of Teachers' College)

then-president, N.M. Butler, invited the Frankfurt School to affiliate with that University. The school's first move in America came through its *Radio Project* and the *Authoritarian Personality Project* in the 1940s. Thus the media were among its first targets.

Beginning in 1937, the Rockefeller Foundation began funding research into the social effects of the new forms of mass media, particularly radio. The help of several universities was enlisted. The group made headquarters at the School of Public and International Affairs at Princeton University and called itself the *Office of Radio Research*, which became popularly known as the *Radio Project*, a joint operation of the Rockefeller Foundation and the *Institute for Social Research*, which had by that time affiliated with Columbia University. Paul Lazarsfeld served as director of the Project and Theodor Adorno was named chief of the Music Division. Of Lazarsfeld's three assistant directors—Hadley Cantril, Gordon Allport, and Frank Stanton—two went on to make names for themselves: Allport became the Tavistock Institute's leading representative in the US, and Stanton became president of the CBS's News Division.

The first two of the Radio Project's research studies were the serial radio drama, or soap opera, and the *War of the Worlds* broadcast. The common wisdom was that soap operas functioned similarly to the old folktale, playing on the hopes and fears of a female audience, especially the lower classes, and providing them an escape from their dreary lives. However, the Radio Project study found there was no correlation between soap operas and socioeconomic class, and little correlation between the content and the audience. Instead, *the women were addicted to the format*.

Minnicino describes how Radio Project researchers discovered that the audience was not listening "so much to be entertained or to escape, but to 'find out what happens next.' In fact, . . . you could almost double the listenership of the radio play by dividing it into segments." This observation, Minnicino says, was not lost on the Tavistock Institute, as evidenced in a 1949 article, "Some Principles of Mass Persuasion," in the Tavistock journal *Human Relations*: "It is now possible from one source to influence the thinking and behavior of hundreds of millions of people." We shall see the significance below. Today, 70% of American women watch daytime soap operas, even listening or watching at the workplace. The soaps have helped to shape female attitudes toward an acceptance of casual sex, marital infidelity, homosexuality, and radical feminism.

Another of the Radio Project's major studies was an investigation into the effects of the Halloween broadcast of Orson Wells' 1928 radio-adapted play, *The War of the Worlds*. An estimated six million people heard the broadcast describing a Martian invasion of earth. In spite of repeated statements that the show was fiction, at least 25 percent of listeners thought it was real. But the real surprise was that most of the people who panicked didn't think aliens from Mars had invaded; instead they thought it was the Germans! Minnicino describes what happened:

[L]isteners had been psychologically pre-conditioned by radio reports from the Munich crisis earlier that year. During that crisis, CBS's man in Europe, Edward R. Murrow, hit upon the idea of breaking into regular programming to present short news bulletins. For the first time in broadcasting, news was presented . . . in short clips—what we now call “audio bites.” At the height of the crisis, these flashes got so numerous that, in the words of Murrow's producer, Fred Friendly, “news bulletins were interrupting news bulletins.” As the listeners thought that the world was moving to the brink of war, CBS ratings rose dramatically. When Wells did his fictional broadcast later, after the crisis had receded, he used the news bulletin technique. . . . He started the broadcast by faking a standard dance-music program, which kept getting interrupted by increasingly terrifying “on the scene” reports from New Jersey [the supposed site of the Martian landing force]. Listeners who panicked reacted not to the content, but to the format; they heard “We interrupt this program for an emergency bulletin,” and the word “invasion” and immediately concluded that Hitler had invaded.

The soap opera technique, transposed to the news, had worked on a vast and unexpected scale.

A third effort of the Radio Project was the result of an article in the *Journal of Applied Psychology*, which had been passed along to the Project's music director Theodor Adorno. That article stated the conclusion that Americans had, over the previous 20 years, become numbed by radio to the point where their listening habits were so fragmented that mere repetition of a format was the key to popularity. For example, a play list of recordings, broadcast over and over, could determine the “hit parade.” Repetition could make any form of music, or any performer, sought-after. As a consequence, the Project's leaders, headed by Adorno, decided to try a new method of audience polling, jokingly dubbed the “Little Annie” project. The official name was the *Stanton-Lazersfeld Program Analyzer*.

Up to that time, the method of assessing the anticipated popularity of an upcoming show was to bring in what was called a “preview audience” and afterward ask them if they liked the show and what they thought of an actress' or actor's performance. This meant that the audience had to indulge in some rational analysis of what was basically an irrational experience. So the Project instead developed a device to measure the intensity of the audience's likes or dislikes on a spontaneous basis. “By comparing the individual graphs produced by the device,” explains Minnicino, “the operators could determine not only if the audience liked the whole show—which was irrelevant—but the situations or characters which produced a positive, if momentary, feeling state.” The Little Annie project transformed radio, film and eventually television programming by allowing producers and

screenwriters to create a "formula" for their shows. The car chase scene, the old love scene (today's sex scene), specific types of fights, a particular "look" for an actor or actress: all of these are formulas that could be woven into virtually any show, with or without a plot, and still guarantee an audience. Of course, the formula can also reflect a social or political agenda: poking fun at opera and classical music; ridiculing religion or religious figures; making non-stop sexual innuendos, complete with loud guffaws and cat-calls from a supposedly "live" audience; always portraying journalists and reporters as revered figures, and so on. It's all part of a formula, which emerged from those first studies by the Frankfurt School/ISR staff in the form of the Radio Project. The only thing the formula didn't have was the demographic technology. Once psychographics and computerized modeling came into its own many years later, the high-tech manipulation of popular opinion would be a force to be reckoned with.

ORIGINS OF THE FRANKFURT SCHOOL

Just what was the Frankfurt School, and how did it come to have such a profound effect on American politics and culture?

The Frankfurt School's actual name was the *Institute of Social Research* (ISR) at Frankfurt University in Frankfurt, Germany. It was founded in 1923 by Georg Lukacs. Son of a Hungarian aristocrat, Georg Lukacs preceded Anatoly Lunacharsky as Soviet Commissar of Education, where he stayed only about five months, but he became Lunacharsky's counterpart in Budapest, Hungary, at the People's Commissariat of Culture. He shared Lenin's zeal in eradicating religion and the churches and harbored a deep hatred of anything Western. The most famous quotation attributed to Lukacs is the question: "Who shall save us from Western civilization?"

Georg Lukacs began his political life as a Kremlin agent of the Communist International ("Comintern"). His work *History and Consciousness* earned him recognition as the leading literary theorist since Marx. In 1919, he became Deputy Commissar for Culture in the Bolshevik Bella Kun Regime in Hungary, where he instigated what became known as *Cultural Terrorism*, later refined under Mao in China.

It was Lukacs' techniques that were modified later by American organizations such as the *Sex Information and Education Council of the United States* (SIECUS) and adapted for US schools, in particular the explosive sex education program he launched in Hungary.

Georg Lukacs' first order of business in Budapest was to do everything he could to keep people out of churches. He then launched an aggressive sex education program which consisted, in part, of special lectures and literature in schools "instructing" children in free love, presenting graphic portrayals of intercourse, undermining "archaic" family structures, including the concept of monogamy, and emphasizing the irrelevance of religion, which, he said, deprived people of pleasure. After he got through inciting children to rebellion, he started on Hungarian women.

To say that Lukacs' 133-day tenure as the Commissar of Culture was memorable is an understatement. Predictably, an immense tidal wave of juvenile delinquents emerged who later were easily conscripted to join terrorist squads, torture prisoners, and help impose a police state. "[The] worldwide overturning of values cannot take place without the annihilation of old values and the creation of new ones by the revolutionaries," Lukacs said. He was right.

After the Bolshevik Revolution, the Russian hierarchy expected the proletarian revolution to sweep from the Urals into Europe and, from there, into North America. But it didn't. The only immediate moves toward a workers' government in Western countries occurred in Munich and Budapest, and even those didn't last long. The Communist International (Comintern), then, was saddled with the task of finding out what the problem was. One of the first of these operations was headed by Lukacs. The predominantly Roman Catholic population there were only too familiar with Lukacs, and their revulsion shortened the life of the workers' government in Budapest.

Lukacs fled to Germany in 1922 and took up with a group of radical sociologists and intellectuals. At a meeting that year in Germany, Lukacs proposed inducing what he called "cultural pessimism" in order to increase feelings of hopelessness and alienation in Westerners. This, he averred, was a necessary prerequisite for revolution. The result was the founding of the *Institute for Social Research* (ISR), or what became known as the Frankfurt School—far and away the most successful psychological warfare operation ever to be launched against the West. The Institute was founded for the specific purpose of developing new ways to foment revolutions ("liberations") among Western nations.

Lukacs recognized, as few others did in the 1920s, that a messianic political movement could only succeed in a world "abandoned by God"—a world in which people no longer believed that their fortunes were shaped by the individual but, rather, by the group, or community (village). He knew also that parental abuse, negligence, and irresponsibility provides a convenient smokescreen for politically motivated social engineering. If more parents abrogate their responsibilities, conceive children out of wedlock, and allow their youngsters to grow up without a father or stable home environment, then government can come along and fill the vacuum. This makes it far easier to create a new kind of society, especially one that will benefit an elite, at the same time it acclimates the emerging generation to lower its expectations, become accustomed to crime, perversion and social chaos. Minnicino notes that one of the reasons Bolshevism took hold in Russia was due to a prevailing "Gnostic form of Christianity typified by the writings of Dostoyevsky," who wrote, among other well-known classics *The Brothers Karamazovs*. The Inquisitor who interrogates Jesus in that novel believes that once a person accepts alienation from a Supreme Being, then any act that furthers the "destiny of the community" is justifiable—that is,

an act is "neither crime nor madness" as long as it is in the so-called interests of the group.

What set Russian Christianity and Western Christianity apart was the latter's emphasis on the inviolable individual as opposed to the community or group. Western Christianity underscores individual reason/responsibility in ascertaining the will of God within the context of a personal relationship with Him. The Christianity of Russia never did. To quote Minnicino: "As long as the individual had the belief, or even the hope . . . that his or her divine spark of reason could solve problems which faced society, then that society would never reach the state of hopelessness and alienation which Lukacs recognized as the unavoidable prerequisite for a socialist revolution."

Thus, the Sixties slogan "God is dead"—coined by a minister, no less—and the ensuing, ever-more-draconian legal measures against the practice of religion on public property serve three purposes: not only do such slogans and actions polarize the population and make it harder for parents to inculcate moral values in their youngsters but, more importantly perhaps, by de-legitimizing religious practice the seeds of frustration and helplessness are sown which eventually evolve into either apathy or anger. This is a perfect breeding ground for revolution, with all its terrible side-effects, including acts of terrorism, which we in the United States have only begun to experience within our borders, from bombs in federal buildings to execution-style shootings on K-12 school campuses.

Meanwhile, an Italian Marxist on an intellectual par with Lukacs and a key figure in the launching of the Frankfurt School/ISR, Antonio Gramsci, was writing on the importance of fomenting revolution among the intellectuals of the West. He observed after the Bolshevik Revolution of 1917, that the same kind of revolution could not be brought about among Western workers *because of the close alignment between their form of government and their Christian and Jewish idealism. Public opinion, he said, would first have to be turned against Biblical injunctions and precepts before a change of worldview could be inculcated.*

Gramsci became the leader of the Italian Communist Party which, ironically, landed him in one of Mussolini's jails in the 1930s. From there he wrote his famous *Prison Notebooks* and other books in which he outlined his ideas for inciting revolution. These works became available in English to American colleges in the 1950s, which, of course, is when such notions began to be promoted here in earnest. Gramsci's blueprint for changing mind/character/worldview eventually made him a hero of revolutionary Marxism and paved the way for the new American (or "Child of the Future"). Charles A. Reich's *The Greening of America* ("there's a revolution coming") is basically a restatement of Gramsci's theories, describing a new kind of revolution that does not require violence to succeed or, indeed, violence to resist it, since it depends entirely on mind control and psychological warfare.

The nucleus of the Frankfurt group was a mixture of Marxist ideologists, Freudian sexologists, social and political psychologists, and professional propagandists. The school's key treatise was *Studies on Authoritarianism and the Family*, published in France in 1936. Key promoters of anti-authoritarianism, other than Lukacs and Gramsci, were Max Horkheimer, Erich Fromm, Wilhelm Reich, Kurt Lewin, Walter Benjamin, Theodor Adorno, and Herbert Marcuse.

Horkheimer was director of the Frankfurt School in Germany during its pivotal years of the 1930s. The German university system had refused to have anything to do with the Freudian movement until Horkheimer came along in 1929 and convinced the University of Frankfurt to align with it. Freud himself thanked Horkheimer for helping to legitimize Freud's theories in German academia.

Horkheimer's primary thesis was that authority in the family was a problem and deserved serious study. Under his tutelage, the resources of the school were channeled into the study of authoritarianism, and how to eradicate its ideological underpinnings. Horkheimer wrote in *Studies on Authority and the Family* that "the family in crisis produces the attitudes which predispose men for blind submission." He believed that capitalism was rooted in the patriarchal concept of society and that any population revering family strength, national sovereignty, disciplined children, and rationality was displaying authoritarian characteristics. Despite his views, or maybe because of them, Horkheimer emigrated to America during the second World War.

Fromm, a revolutionary Marxist, came to America in 1932, and wrote, among other books, *The Dogma of Christ and Other Essays on Religion, Psychology and Culture*. Apart from trashing Jesus, the book developed a concept of the modern man-ideal: a political-psychological "revolutionary" figure. To be called a "revolutionary" was a compliment. "The revolutionary," wrote Fromm, "is the man who has emancipated himself from the ties of blood and soil, from his mother and father, from special loyalties to state, class, race, party or religion. The Revolutionary character is a Humanist. . . ." Again, remember the term "humanist" is used in the sense coined in the *Humanist Manifesto*.

Fromm's basic thesis was that capitalism created a social order that bred a sado-masochistic character such as Adolf Hitler. He attributed the authoritarian character of the lower middle class to the rise of Hitler. The authoritarian character, he said, experiences only feelings of domination or superiority and "differences, whether sex or race, to him are necessary signs of superiority or inferiority." These characterizations "stuck" among elite psychologists, who in turn popularized the superiority-over-inferiority domination theory via a new venue, an emerging and lucrative "pop psychology." Fromm typically is cited in American college teacher training classes as a positive "contributor" to modern educational theories, although he did not believe in individual freedom. His book, *Escape From Freedom*, asserted that "positive freedom" implies the existence of no higher power than the "unique

self," that man is the center and purpose of life. He totally rejected the idea of God, as he wrote in his book, *The Dogma of Christ*. Instead he proffered a new "Revolutionary Man" (such as himself, one assumes): a person who, he says, has emancipated himself from ties of blood and soil, mother and father, loyalties to state, class, race, party, or affiliation. Fromm further asserted that the capitalistic social order resulted in such religious views as Christian theologian John Calvin's *Theory of Predestination*, which he said was a revived Nazi ideology.

Fromm's *Escape From Freedom* has since been used to justify eradication of sexual, racial, and ability differences in the schools, from who gets the lead in the school play to who is selected valedictorian. The self-esteem, or self-absorption, model has its roots here as well, as it was Fromm's emphasis on the child's self-focus that led to Abraham Maslow's theory of self-actualization as well as to Ralph Tyler's child-centered curriculum, both of which teach that children can be, and are, their own decision-makers in need of no outside authority or guidance.

Fromm was the first to impose the burden of proliferating these ideas on the psychiatric community, saying psychologists must themselves be revolutionary characters. Brock Chisholm, Ewen Cameron, and J.R. Rees, who followed Fromm, in reality only modernized Fromm's verbiage for the World War II and post-war generations, where it eventually took hold in earnest.

As Neill's book, *Summerhill*, went into its second edition in Europe, Fromm was expanding upon his "freedom from loyalties" and "escaping from freedom" themes—and "liberation theology" was born. In Fromm's 1955 work, *The Sane Society*, he predicted that "theistic concepts" would disappear in favor of a "new religion" that would "embrace humanistic teachings common to all great religions of the East and of the West." This view mimicked Freud's *The Future of an Illusion*, previously cited, and, of course, the *Humanist Manifesto*. Another Frankfurt colleague, Wilhelm Reich, departed somewhat from the usual Marxist approach of pitting the *bourgeoisie* against the *proletariat*, saying instead that in the West the battle should be between the reactionary and the revolutionary. The terms *bourgeoisie* and *proletariat* carried negative "European" connotations for Americans, so those words couldn't be used here. "Reactionaries," then, came to be viewed as people believing in traditional, religious or free-market values. This meant they were the politically incorrect—i.e., individualistic, rigid, authoritarian, dogmatic, and inflexible.

Revolutionaries, on the other hand, became the "liberals" of today's standard definition. Because the term "revolutionary" got a black eye with the excesses of communism and other "isms" around the world, it was changed to "liberal," which carried a Jeffersonian connotation. That term, like "right-wing," today bear no relation to their original definitions. Like Neill, Fromm, Gross, and others, Reich set out to "restructure" the human character by eradicating authoritarianism. "The authoritarian family is the authoritarian state in miniature," he wrote. His 1933 work, *The Mass Psy-*

chology of Fascism, in which he incorporated Otto Gross' ideas and coined the term "sexual politics," became the bible on the subject and one that directly permeated American education almost as much as Wundtian philosophy. In it, he set out specific theses—a laundry list of "to do's." These included:

- the idea that organized religion, particularly Christianity, is a hang-over of the authoritarian family ideal which led to Fascism, and that authoritarian moralism must be eradicated;
- a repetition of the Wundtian notion that man was primarily a neurochemical machine and sexual animal;
- the idea that a matriarchy is superior to the paternally orientated family and social structure, and that the feminist agenda must, therefore, be actively pursued.

Born Teodoro-Wiesengrund-Adorno to a Corsican family, Theodor Adorno gravitated to a clique of German and Jewish radicals. He dropped out of the University of Frankfurt to follow opera composer Alban Berg to Vienna, where he fell into an *avant-garde* intellectual circle headed by Karl Kraus (eventually taken over by occultist/New Education Fellowship member Aleister Crowley). Kraus' notorious journal, *The Torch*, called for sexual liberation and communist revolution. His group is infamous for two individuals: Hede Eisler, who used her job as ISR field researcher as cover for Comintern assignments in America, including making contact with Alger Hiss, and Franz Werfels, the latter a famous Hollywood author and screenwriter. Out of this background came *The Authoritarian Personality*, actually co-authored by Adorno, Else Frenkel-Brunswick, Daniel Levinson, and R. Nevitt Sanford, the last three of whom were psychologists who headed the *Berkeley Public Opinion Study Group* in California. Frenkel-Brunswick also worked for Tavistock Institute at the time and published interim findings of her research on authoritarianism in Tavistock's journal in 1948.

Because of *The Authoritarian Personality*, terms like "authoritarian" became associated in the public mind with fascism.

Adorno was greatly influenced by his collaboration with the Nazi-turned-Communist, Walter Benjamin (Benjamin's sister-in-law was the model for the spy-hunter in novelist John LeCarré's *The Spy Who Came In From the Cold*). Among Benjamin's most frequently quoted comments is that "truth is the death of intention." Benjamin believed that since truth was entirely relative, one could discard the concept of "error." He went on to argue that if truth and error are equally obsolete, then the person who understands this is "beyond good and evil," i.e., "enlightened." Unsurprisingly, Benjamin defended Satanism, saying that "the cult of evil as a political device . . . to disinfect and insulate against all moralizing" would help to inoculate the public against the values of the *bourgeoisie*.

Adorno and Benjamin collaborated for five years, eventually publishing articles together in the ISR's journals. Adorno wound up appropriating

a large part of Benjamin's work, and the full fury of what can be called "political therapy," for lack of a better term, began to be turned on America's middle class. The basic, now-familiar, theme was that the authoritarian character stands in opposition to the more desirable revolutionary (or "liberal") character, the latter having no ties to blood and soil, mother and father, no loyalties to state, class, race, party, or affiliation. Listen carefully to the lyrics of John Lennon's famous 1970s-era song, "Imagine," and you will hear plainly this thesis in its marketing form, appealing to the idealistic, college-age youths of 1970s America, teens who typically were unencumbered by hard experience or want, and who suffered from a dearth of factual knowledge. As the song goes, the terrible authoritarian nature of society is said to be a product of capitalism, religion, national loyalty, the patriarchal family, and sexual repression.

The authoritarian personality soon became a weapon with which to eliminate political opponents. If a college student, for example, were asked to list the seven most important figures in history, one need only to look at the names selected to ascertain whether the pupil in question was an "authoritarian" or "revolutionary" personality type—resulting in the possible elimination of that student for certain honors, committees, employment opportunities, etc. Fromm's psychoanalytic scale provided the first tactical means of employing this weapon against the American people. He substituted the term "democratic personality" for "revolutionary personality," to make it palatable to postwar Americans. Then, he listed the nine personality types for testing and measurement:

- conventionalism—rigid adherence to traditional, middle-class (bourgeois) values;
- authoritarian aggression—the tendency to reject, condemn, and punish violators of traditional norms;
- projective personality—the "conspiracy theorist," the belief that the world is a dangerous and unpredictable place. From these, and others, Fromm constructed a measurement scale that is still applied today:
- ethnocentrism—focusing or applying mores on the basis of one's own ethnic, cultural or racial group;
- political and economic conservatism—remember that "conservatism" has been redefined to mean "reactionary" and "traditionalist";
- anti-Semitism—racially or ethnically prejudiced;
- fascism—intensely nationalistic or patriotic;
- sex-focused—exaggerated concern with sexual matters.

Using the Rensis Lickert method of weighting results, a "scientific" (in actuality, a *political*) definition was arbitrarily created to identify those with the dreaded authoritarian personality. The caveat was interpretation: re-

ardless of what category one fit into on the scale, there was always a "tendency" toward authoritarianism. A person could be "covering up" or have an "ulterior motive." In that way, the scale was infinitely exploitable. But because post-war Americans were ready, even anxious, to accept "science" as the answer to and explanation for all things, and because the concept and term "authoritarianism" was repeated with such mind-numbing frequency, even those who had the education and expertise to know better took the new wisdom for gospel.

The effort to institutionalize a negative view of the authoritarian personality and a favorable feeling toward the revolutionary personality required help from the mass media. This was the essence of the research in the Frankfurt School's *Radio Project* of the 1940s, but the actual rebellion against authoritarianism in America gathered much of its steam under the tutelage of Herbert Marcuse.

If you liked the sixties, you can thank Marcuse for the memories. Marcuse's *Eros and Civilization* was published in 1955, with funding from the Rockefeller Foundation, and became the founding document of the sixties counterculture. It was pressed into the hands of student anti-war activists, bringing the Frankfurt School's messianic revolutionary mission to all the American colleges and universities, beginning with Columbia's Teachers' College. Primary among these ideals of revolution were "Cultural Pessimism and the Concept of Dimensionality."

Marcuse was another graduate of the Frankfurt School/ISR who was first a communist, then a protégé of well-known Nazi philosopher, Martin Heidegger. He then made a detour to the Left again. Again, the seemingly contradictory Right-Left shifts are fairly typical of Frankfurt School graduates and others who went on to form the shock troops of the American counterculture.⁴ This helps to explain why two distinct factions of the behavioral science community, described in the next chapter, eventually merged, altering the American education system beyond recognition.

Marcuse came to America in the 1930s and made his way to the US State Department, where he was a top analyst of Soviet policy at the height of the McCarthy era. His wife Sophie worked at the Office of Naval Intelligence. Eventually, Marcuse left the State Department with a Rockefeller Foundation grant to work with various Russian studies departments set up at several of the large universities in America after the war. Often described as a Marxist philosopher, Marcuse was much more extreme than Marx. A social revolutionary in every sense of the term, Marcuse worked toward the disintegration of American society, modeling his efforts and writings on the disintegration of pre-war Germany. Marcuse criticized the two-stage theory of progressive communism in which a gradual socialism serves as the first stage, or transition, between capitalism and the communist ideal state. He allowed that capitalism would always and inevitably have better technology and insisted that the only chance of a successful socialistic state lay in abolishing class domination and making the full leap to socialism. To that end, particularly in the Soviet Union, he argued

for creating full-blown anarchy—that is, instigating catastrophe and social disintegration as the only means through which the change could be achieved with reliability.

Horkheimer, Adorno, and Gramsci insisted that it was not necessary to act in so drastic a fashion. They favored building on sympathetic and/or vulnerable individuals. But Marcuse preferred revolution *in the sense of infiltrating and using groups to exacerbate tensions to the point of violence*. In Marcuse's own words:

One can rightfully speak of cultural revolution, since the protest is directed toward the whole cultural establishment, including the morality of existing society. . . . There is one thing we can say with complete assurance: the traditional idea of revolution and the traditional strategy of revolution have ended. . . . What we must undertake is a type of diffuse and dispersed disintegration of the system.

The only way to escape the one-dimensional social order imposed by the modern industrial society, Marcuse said, was to eradicate reason and liberate the erotic side of man, to instigate an "erotic liberation" that would take the form of "rejection of the capitalist monster and all its works, including . . . reason and ritual-authoritarian language." So the noisy rejection of nuclear power for *peaceful* uses, the "make love, not war" slogans, mixed with drugs, sexual orgies, and feminist extremism of the 1960s all represented in part the teachings of the "prophet" Marcuse, who helped lay the groundwork for the *Revolutionary Student Movement* and sexual revolution in America. Pope Paul VI tried to intervene in 1969 and put the breaks on the rising counterculture. He lambasted both Freud and Marcuse for their "disgusting and unbridled expressions of eroticism." He pointed to Marcuse's theory of "liberation," in particular, as "open[ing] the way for license cloaked as liberty . . . an aberration of instinct."

Like most opportunists, Marcuse knew that the easiest "marks" are idealistic college-age youngsters and any other groups who may feel they have been mistreated or left out of the system. Lucien Goldman, the French radical who served as a visiting professor at Columbia University in 1968, the same year as the student strike there, correctly observed that Herbert Marcuse's works formed the theoretical basis for the young *New Leftists* in America. His works spoke to that group's perceived problems and aspirations. One of his works, *One-Dimensional Man* sold 100,000 copies and was translated into 16 languages. The German youth leftist group, German Solidarity Democrats, rebuking the international outcry against Marcuse when news of his earlier affiliation with American intelligence services surfaced, affirmed their "solidarity with Herbert Marcuse, who has been indispensable to the theory and practise of the New Left." They called upon "Socialists" to rebel against Marcuse's detractors.

Marcuse's revolutionary efforts eventually blossomed into full-scale war against the same prototype European white males who were doing most of

the protesting in the colleges and universities, which eventually caused many young men to have second thoughts and abandon the movement in America.

A timely and concerted program of "Scientifically Planned Re-education" was inserted into the stew of anti-authoritarianism and anarchy to solve the racial problem in America. But there was never any intent on the part of the revolutionaries (in reality, professional agitators) who fomented America's race riots to eradicate racial prejudice. Juxtaposing racial prejudice with authoritarianism was the means to an end, made somewhat easier in the United States by the fact that racial entities—Black, Asian, and White—were physically obvious, with large constituencies. But the only importance of race, as far as the agitators were concerned, was in the context of denigrating the nation's leaders and others they targeted as "fascists." This is not to say, of course, that many earnest leaders of all races did not try to eradicate prejudice, and to do so in a way that would avoid long-term resentment and backlash. Indeed, their very efforts made the revolutionaries salivate with delight because here was something else they could exploit. Under the circumstances, it's a miracle that any minorities benefited from the attempts of good leaders to put things right, inasmuch as the revolutionaries-turned-agitators did everything they could to derail the effort. Racial unrest became just one more weapon in their arsenal to destroy Western thought and culture. By instigating non-stop controversy; by introducing, in the most offensive way possible, forms of entertainment (especially in music) sure to produce revulsion among the larger population; by condemning the nation's institutional icons in the name of victimhood, they eventually placed Dr. Martin Luther King, Jr.'s dream of a colorblind society in a kind of holding pattern.

Black Americans, in particular, were left quite literally high and dry. If they felt victimized before, they were truly victimized later with the exception of those few who, through a mighty effort of will and determination, along with some luck, managed to catapult themselves above the fray.

So, it was these men—Horkheimer, Neill, Gramsci, Fromm, Adorno, Reich, and Marcuse—who constructed the stereotypical authoritarian composite character that was to become a symbol of intolerance, rigidity, and patriarchal repression to the American public. They used every ploy they could think of, from eroticism and feminism to racism, but a key goal was to create an image that compared traditional values unfavorably against the new "revolutionary" *cum* "democratic" man, who supposedly had "vision" and was "flexible." Thus the larger agenda of the Frankfurt School/Institute for Social Research was (1) the "abolition of culture," as Lukacs termed it, so as to undermine the Judeo-Christian value structure, and (2) to introduce a "new barbarism"—new cultural icons and ideas that would be sure to divide the population and increase alienation between the younger and older generation.

LAUNCHING THE "CULTURE INDUSTRY"

The de-culturalization of America proceeded on three fronts: entertainment, information (news), and education, until today they have become blurred. The phenomenon is frequently referred to as "infotainment" or "infomercials." These translate to a loss of common knowledge and cultural base. Drugs and sex fall into both categories; they "entertain" (recreational sex and drugs), then, after sufficient damage has been done, they "inform" or "educate" (AIDS, condoms).

The "abolition of culture, or *de-culturalization*," would, according to Lukacs, facilitate the introduction of a "new barbarism"—that is, the gradual insertion of new cultural icons and ideas that would be divisive. From Lukacs' experience in Budapest and elsewhere, it was already known that one of the best approaches to de-culturalization was the appeal to the prurient interests of the young. The purpose of art, music and literature became to get away from what might be considered "uplifting" or "bourgeois" and to break the mental connection between the arts and the Divine. Adorno called it "de-mythologizing" the arts. Indeed, Adorno's friend, Walter Benjamin, collaborated with one playwright to ensure that audiences would leave the theater demoralized and angry!

Although the Frankfurt School/ISR started with Comintern support, over the next 30 years it obtained funding from various German and American universities; among them, the Rockefeller Foundation, the Columbia Broadcasting System, several of the American intelligence services (recall Marcuse's connection to the State Department), the Office of the US High Commissioner for Germany, the International Labour Organization, and even an elite psychiatric clinic in Beverly Hills. Toward this goal of abolishing Judeo-Christian culture, the Frankfurt School/ISR gathered not only communists, but an assortment of socialists, renegade Freudians, and other radicals into a self-styled group that called itself the "Cult of Astarte." Their first success was the shaping of today's electronic and print media, which grew out of the work of Theodor Adorno and Walter Benjamin.

Historian Minnicino and arts critic Alexandra York both note that true art requires that one bring the full power of concentration and knowledge to bear on each experience. Minnicino reminds us that prior to the age of radio and television, most people would have maybe one or two opportunities in a lifetime to see a play such as *King Lear* or to hear Beethoven's Ninth Symphony, and they didn't want to waste it. People memorized whole poems and plays; the gathering of friends and families for what was called a "parlour concert" was fairly typical, even in rural communities.

Once the age of mechanical reproduction came along—concentrated into the new media of radio and film—and millions of people had frequent access to the arts, the aura of "specialness" decreased. In addition, less concentrated effort was needed to enjoy the experience because a repeat performance was always available.

On one level, this was all to the good. But political opportunists and social theorists like Adorno saw other possibilities. Because the listening became more passive, Adorno recognized that one could literally fracture a musical composition: break it into parts in such a way that certain portions would be remembered and even idolized, while the difficult or less faddish parts could be cut out and forgotten. Take today's usual reproduction of Frideric Handel's "Messiah" as an example. Nearly everyone recognizes the portion known as the "Hallelujah Chorus," but not the rest of Handel's famous piece. Why? Because the composition has been fractured so that its memorable climax is reproduced frequently, while the more difficult portions are rarely played. (Predictably, there is currently a push in colleges of music to de-Christianize Handel's Messiah, and even to de-legitimize Handel himself, so that his most famous work will no longer be a mainstay of the Christian-based holiday season.⁵)

Theodor Adorno first wrote about the phenomenon in 1938 to describe how the inevitable "regression of listening" could be capitalized upon.

[T]he millions who are reached musically for the first time by today's mass communications cannot be compared with the audiences of the past. Rather, it is contemporary listening which has regressed, arrested at the infantile stage. Not only do the listening subjects lose, along with the freedom of choice and responsibility, the capacity for the conscious perception of music . . . [t]hey fluctuate between comprehensive forgetting and sudden drives of recognition. They listen atomistically and dissociate what they hear . . . [I]n this dissociation they develop certain capacities which accord less with the traditional concepts of aesthetics than with those of football or motoring. They are . . . childish; their primitivism is not that of the undeveloped, but [rather] that of the forcibly retarded.

The medium of film, asserted Adorno, was even more powerful. He went on to describe how images and sounds could be pre-censored in a manner that would not even be recognized as such by the public. Walter Benjamin, by now a frequent user of hashish, concurred by quoting French film pioneer Abel Gance: "All legends, all mythologies . . . all founders of religions, and even the very religions themselves . . . await their exposed resurrection." Adorno theorized that real life would become "indistinguishable from the movies," and that public perception and judgment could be affected as "[t]he whole world is made to pass through the filter of the culture industry." It was Adorno and Benjamin who actively advanced the idea that programming could determine preference, that even unpalatable ideas could become popular simply by repackaging them or renaming them, and that the media could be used to redefine ideas. Adorno took his theories with him to ISR's spinoff operation, the infamous *Radio Project*. An underlying purpose of the project was to test the thesis that the mass media could be made into a tool for large-scale "opinion management."

What the Frankfurt School accomplished, essentially, was to consolidate (or “package”) from the individuals named above a theoretical foundation that appealed to the egos of intellectuals and pseudo-intellectuals, thereby re-legitimizing Marxist thought. This package came in the form of a new “ideal person”—free of authoritarian tendencies in belief, attitude, character traits, and personality. In a history of the Frankfurt School, Martin Jay⁶ describes the impact of this image on American sociological, political and cultural thought as so profound that it “redefine[d] political radicalism [and] revolutionized contemporary politics.” The short-term objective was to get American youth to fight the revolution that Marcuse and his friends lost in Munich in 1919. The long-term goal was to create a permanent, malleable society on a worldwide scale capable of being exploited for the benefit of a few.

Eventually the Frankfurt School/ISR expanded to other cities, including Moscow, in much the same way as other universities do when they open branches that are located apart from the main campus. Horkheimer, who became a naturalized US citizen, was sent to Germany after the war as part of the US’s de-Nazification campaign to reform the German university system. US High Commissioner John J. McCloy talked President Truman and Congress into passing a bill giving Horkheimer dual citizenship. But instead of helping to strip the German universities of their Nazi ideological underpinnings, Horkheimer laid the groundwork for a revival of the Frankfurt School in the 1950s and helped train a generation of anti-Western scholars. Little wonder, then, that today we are seeing a resurgence of blatant Nazism among the young in Germany.

Moreover, the adolescent rebellion of the 1960s has been institutionalized. An evening’s look at television fare and university-level offerings will reveal that the sexual revolution surpassed the wildest imagination of 1960s hippies. Marcuse’s and Adorno’s successors dominate the media, the colleges and universities, daily reproducing Marcuse’s call for “repressive intolerance.” Classical literature is banned if it is not politically correct. Once-reputable universities present course work that involves sado-masochistic pornographic materials, including exhibitions of bondage, simulated fellatio, sex toys, lesbian pornography, and blood-letting rituals.⁷ Minnicino writes: “American universities now represent the greatest concentration of political dogma in the world, with the possible exception of Castro’s Cuba.”

ON A ROLL

By the time of the Frankfurt School’s “Little Annie” experiment came along via the *Radio Project*, communism was on a roll in Eastern Europe, promulgating its revolutionary messages in as many countries as possible. Psychology and sociology were only about 50 years old at this point, and in the aftermath of World War II, they were going to provide “scientific” answers to what had happened, as per Brock Chisholm’s chilling 1947 speech, part of which the reader may wish to review at the beginning of Chapter 7.

The years 1933-1934 had been busy ones for behavioral psychologists of the Wundtian-Freudian-Marxist persuasion. That same year the Carnegie Corporation financed with a \$340,000 grant a 17-volume study on American education (George Counts served as Director of Research). It concluded that "the age of individualism is closing and a new age of collectivism is emerging." Like everything else to come out of the Carnegie conglomerate on education, that news was taken for gospel by policymakers of the day. Predictably, Neill was elected president of Britain's National Union of Teachers in 1939, with lots of help from the Communist Party of Great Britain. In his presidential address, he seconded the Carnegie dictum: "When this war is finished, what is left of humanity will be faced with the herculean task of building up a new kind of civilization . . . ; its most probable form will be universal Socialism."

But by 1940, the reports coming out of Russia had become too much even for Neill, and he broke with the Communist Party. "The truth is," wrote Neill in a letter to Dartington headmaster Curry, "I wanted to believe in the new order . . . I wanted to think that the new education in Russia was wonderful." Even in his disappointment, however, he stuck to his anti-authoritarian, collectivistic, socialist theories.

After the Second World War, English philosopher and mathematician Bertrand Russell tried to interest American publishers in Neill's work. They all refused. So Neill settled for a lecture series at the *New School for Social Research* in 1947. Neill's ideas were considered so bizarre that when he tried to return to the United States in 1950, the State Department refused him a visa.

But the world hadn't seen the last of Neill. Giving new meaning to the term "comeback kid," he returned ten years later to enthusiastic applause and even managed an entire episode of the Tonight Show devoted solely to him. His book, *Summerhill: A Radical Approach to Childrearing*, suddenly sold 24,000 copies, to 100,000 by 1968 and 2 million by 1970. It not only became required reading in America's university departments of education, but "the single most-influential education textbook in modern America."⁸

The difference between Neill's reception in the United States in 1950 and in 1970 was the direct result, yet again, of the influential Frankfurt School/ISR.

During the Reagan Administration, when the United States rushed in to Grenada, then under siege by the communists, the military confiscated many important documents. A number of these were consolidated into two volumes called the *Grenada Papers* and distributed to every member of Congress. A few key finds, however, were not distributed, one being a how-to text, *Social Psychology and Propaganda*, put out by none other than the Frankfurt School/ISR. It had been translated into English and had "Moscow 1985" printed on the inside cover, along with enough other particulars to verify its authenticity. Apparently, the text had been distributed among well-placed communist organizers in Grenada's churches, schools, and government agencies. This book will come up again when we

examine the US Office of Education's "change agent" projects of the 1970s in a later section.

What follows is so critical to understanding psychological manipulation that portions of the Frankfurt School/ISR's *Social Psychology and Propaganda*, Table of Contents⁹ are reprinted below. This author's comments are bracketed in italic print, so that the reader will key in on the most important parts and be able to relate them to subsequent developments. By Chapter 6 of the outlined text below, the larger Frankfurt School/ISR agenda in launching anti-authoritarian, Wundtian psychology in the free world is unmistakable, so we shall begin there:

Chapter 6. PROBLEMS OF CLASS PSYCHOLOGY.

1. Correlation of Class Psychology, Class Consciousness and Ideology. The Concept of Class Psychology. Class Psychology and the Psychology of an Individual. . . . The Correlation of Class Psychology and Class Ideology.

2. The Structure and Dynamics of Class Psychology. [*Note: "Class" can also refer to special populations, such as college students, teenagers, seniors, ethnic minorities. All can be exploited by generating an us-against-them mentality.*]

3. The Socio-Psychological Cohesion of a Class. Levels of Socio-Psychological Cohesion. Factors Determining the Level of Socio-Psychological Cohesion. Class Psychology Under Socialist Conditions.

Chapter 7. THE SOCIO-PSYCHOLOGICAL ASPECTS OF LEADERSHIP AND PARTY WORK.

1. Leadership as Psychological Integration. . . . Official and Unofficial Leadership [*This will be taken up again later in connection with phony consensus-building and the US Office of Education's change agent text, all of which utilize the concept of "unofficial leaders"*] Instrumental and Emotional Aspects of the Role of the Leader.

2. Socio-Psychological Functions of the Leader. The Functions of Goal-Setting and Mobilisation. The Function of Ego Reinforcement [*See "Delphi Technique" in chapter 10. The egos of the "preferred group" are stroked, while opponents are made to look and feel ridiculous so that they won't speak up.*] The Function of Education.

3. Individual Styles of Leadership and the Leader's Authority. The Authoritarian Style of Leadership. The Conniving Style of Leadership.

4. The Socio-Psychological Criteria for Selecting Leaders and the Effectiveness of Leadership. . . . The Leninist Criteria for

Selection of Leaders. . . . [*Everyone should read this before they vote, Esp. within the NEA teacher union.*]

Chapter 8. THE SOCIO-PSYCHOLOGICAL ASPECTS OF SPONTANEOUS BEHAVIOR.

1. Crowds and Some Laws of Their Behaviour. The concept of Crowd. Crowd Typology. Fundamentals of Controlling Crowd Behaviour. [*Now we find out why Americans are encouraged to act in groups: It's much easier to manipulate a group because rules can more easily be applied to their behavior—i.e., group behavior is more predictable than individual behavior.*]

2. Panic and Its Socio-Psychological Interpretation. Conditions Conducive to Panic. The Dynamics and Development of Panic. . . . [*Create a crisis and exploit the results.*]

3. Spontaneous Forms of Informative Communication (Rumours). The Typology of Rumours. Tendencies in Spreading of Rumours. The conditions of Emergence of Rumours. . . . [*A properly "steered" press is a major theme.*]

Chapter 9. PROPAGANDA AS A CONSTITUENT PART OF IDEOLOGICAL ACTIVITY

1. The Role of Propaganda in the Modern World. What Is Propaganda.

2. The System of Propaganda. Two Levels of the Propaganda Process. The Principal Components of . . . Propaganda. . . . The Channels of Propaganda.

Chapter 10. THE SOCIO-PSYCHOLOGICAL ASPECTS OF PROPAGANDA

1. The Principal Factors of Motivation of Mass Behaviour and Propaganda Influence on the Masses. [*Here's instruction on how to incite groups to perform irrational acts*] The Role Of Attitude In Propaganda. The Social Needs and Interests of People as the Objective Basis of Propaganda Activity. The Socio-Psychological Attitude and Its Role In Propaganda. The . . . Anticipation Factor in Propaganda.

2. The Psychological Problems of Assimilating Propaganda Materials. Perception, Attention. The . . . Process of Comprehension. The Process of Remembering in Propaganda. [*Propagandists bank on the notion that most people have a short attention span on most issues (unless they've been carefully marketed). Could that be one motive behind the ousting of memorization (rote learning) from the schools? Professional manipulators and agitators do better when folks don't remember well or correctly.*]

3. Persuasion and Suggestion in Propaganda. The Method of Persuasion. The Means of Persuasion. The Factors Restricting Persuasion. Repetition in the Process of Persuasion. [*Educators would have us believe that repetition is boring and useless and that teachers, therefore, should not use it. Of course key politically correct mantras are delivered daily in school, on TV, in films, etc.*] The Method of Suggestion. Conditions of Successful Suggestion.

4. Rational and Emotional Elements in Propaganda. Two Kinds of Propaganda Appeals, Rational and Emotional. The Structure of Social Emotions and Feelings. Social Moods and Propaganda. The Methods and Means of Emotional Influence.

Chapter 11. ORGANIZATION OF PROPAGANDA WORK AND THE ACTIVITY OF THE MASS MEDIA

Does this begin to sound familiar?

Control of the Western mind was, of course, a continuing objective of Soviet policy. Richard Pipes pointed out in his 1984 book, *Survival Is Not Enough*¹⁰ that “mastery is secured, in the first place, by control of the organs of information.” The objective, he writes, is to “control thought at the source—that is, in the mind that absorbs and processes the information—and the best way of accomplishing this is by shaping words and phrases in the desired manner.” In other words, control of the Western mind was to be achieved in large part by the dishonest use of language. Corrosive attacks on established institutions such as schools, churches, and the police; active promotion of drug abuse; spread of atheism (either intellectualized or glamorized using media stars); permissiveness in childrearing; titillating sex “education;” and systematic efforts to de-glamorize and financially undermine family life are key to destabilizing any nation and causing chaos in the social order.

Thus to control thought at its *source* is accomplished by best accomplished in a free society by restructuring as many organs of direct communication as possible—from the schoolhouse and textbooks, to literature, news media and films. *Perestroika* means restructuring, but it is a double entendre in that it also means “altering of the way of thinking,” not just changing physical or systemic structures. Upon examining the television sitcoms, news stories, films, and child rearing books between 1955 and 1995, for example, one will find that changes in approach are startling.

Today, the United States has the dubious international distinction of being better at propagandizing than even veteran communist proselytizers. In a Winter 1998 issue of the journal *Ideological and Political Work Studies* (reprinted in the *Far Eastern Economic Review*), was a quotation from Chinese propagandist Yu Quanyu, director of the Chinese Academy of Social Sciences, urging Communist Party officials to take lessons from the West. He cited as an example, First Lady Hillary Rodham Clinton’s speeches—in particular, her presentations in Beijing to the international Women’s Forum that brought so many rounds of applause. Mr. Yu com-

mented that although the First Lady's talks contained little or no substance, and even less reasoning or logic, they were well worth emulating as a means to "engage in a public opinion struggle with . . . political adversaries."

DEWEY AND THE PROGRESSIVE EDUCATION ASSOCIATION

Returning for a moment to America's parallel movement with the Bolsheviks (see Chapter 7), a critical link in the education drama, we pick up John Dewey again and the *Progressive Education Association* (PEA). Most people have heard of Dewey, of course, but few today recall the extent of his activities. In 1934, Dewey was scheduled to participate in a 130-member Anglo-American exchange program with Soviet educators, but, the Kirov purges got in the way and the trip was canceled. Instead, he wrote *A Common Faith* (1934), in which he roundly condemned the Christian religion:

I cannot understand how any realization of the democratic ideal as a vital moral and spiritual ideal in human affairs is possible without the surrender of the conception of the basic division [good and evil] to which supernatural Christianity is committed.

John Dewey went on to head the PEA, which transmitted the same Wundtian-Freudian-Marxist philosophy being touted at the Ascona and Taos retreats, which he attended frequently, to America's premier educational circles in the 30s and 40s. The PEA's Commission on the Relation of School to College served as a catalyst for legislation, permeating the education establishment, beginning with the anti-authoritarian theme and moving on to the now-familiar proposition of abandoning religion and preparing an emotional and intellectual climate for world socialism. PEA Commission chairman Wilford Aiken wrote that it was important for schools to encourage children to "develop a critical attitude toward authorities" as well as a "recognition that . . . all truth is relative." The PEA Commission founded 30 experimental schools around the country which actually abandoned formal graduation requirements. So the nongraded approach is not new. In 1932, the Commission located 300 colleges and universities that would accept students from these schools. Their efforts were followed for eight years, and in 1942, the PEA published its report, *The Story of the Eight-Year Study*, by Commission chairman Wilford Aiken. Aiken made very clear in this publication the intent to re-direct American education to the hard Left: "The schools affirm that . . . the chief purpose of education in the United States leaves no room for provincialism or narrow, selfish nationalism." Illustrative of the various experiments, he said, "were the plans announced in various schools . . . to eliminate the motive of individual competition." So the NEA's anti-competition drive is not new either.

In the 1930s, rugged individualism was still valued by the public at large, but the Commission departed from that logic and wrote that a

"teacher should know [each student] in all phases of his life, including his home" and proposed that pupils study "the origins of family standards, traditions, and beliefs . . . [and] gain some grasp of . . . what it means to be a citizen of the world." The Commission report went on to state that education should be "student-centered" and foster each child's "sense of his own worth" (the origins of the self-esteem movement). Indeed, in the May 1949 issue of the *Journal of Progressive Education*, the president of the by now-renamed PEA—the *American Education Fellowship*—stated: "Teachers and school administrators [should] come to see themselves as social engineers. They must equip themselves as 'change agents'." Thus the *change agent* concept was launched in America three years after World War II. The first American change agents of note were Ronald Havelock, Edward Glaser, Richard Bandler, and Carl Rogers, who would bring these concepts to this country at the state and local levels. Here is where the Frankfurt School/ISR's how-to manual, *Social Psychology and Propaganda*, described in the last section, meets the American schoolhouse.

Lest anyone still imagine that the new thrust of education was intended only as an attempt to broaden the view of pupils and steer them away from narrow provincialism, the organization's policy statement, reprinted 30 November 1947, in the *New York Times*, provides ample insight into the logic behind the switch from educating to social engineering for ulterior political purposes:

To channel the energies of education toward the establishment of a genuine world order, an order in which national sovereignty is subordinated to world authority . . . an order which must be geared with the increasing socialization and public controls . . . an order in which 'world citizenship' thus assumes at least equal status with national citizenship. . . . The task is to experiment with techniques of learning which look toward intelligent consensus. . . . The school should become a center of experimentation in attaining communities of uncoerced persuasion.

The key phrase is "establishing a new outlook in which national sovereignty is subordinated to world authority." Theodore Brameld, the author of the initial draft of the above policy statement, was another signatory with Dewey and Potter of the *Humanist Manifesto*. As extreme in his political beliefs as he was in his animosity toward religion, Brameld went on to write a book, *Education As Power*, in 1965, in which he asserted that:

. . . [S]overeignty as we have known it in history is completely outmoded, insidiously deceptive, and utterly dangerous. The United States, no less than any other nation, will have to abrogate its traditional sovereignty with regard to all policies effecting [sic] the maintenance of world order and prosperity.

This notion became the *raison d'être* of the nation's largest teachers union, the National Education Association.

TYLER AND THE "CHILD-CENTERED CURRICULUM"

By the 1950s, the term "child-centered (or student-centered) curriculum" had worked its way into American educational lexicon, thanks to one of the Carnegie Foundation's presidents, testing mogul Ralph Tyler. He first came to national attention as Chairman of the University of Chicago's Department of Education, where he served as research director of the Evaluation Staff, aided by his Estonian mentor, Hilda Taba. Four years after the end of World War II, Tyler's *Basic Principles of Curriculum and Instruction* (1949) was published, in which he declared that the "real purpose of education is not to have the instructor perform certain activities but to bring about significant changes in the students' patterns of behavior."

Tyler's close association with Louis Rath (father of "values clarification," who later teamed up with Sidney Simon) and Hilda Taba (in her homeland of Estonia, she apparently had specialized in obtaining information people didn't wish to divulge before emigrating here and developing widely adopted social science texts) led to his eventual appointment by the Carnegie Corporation as chairman of the *Exploratory Committee on Assessing Progress in Education* (ECAPE), which became today's *National Assessment of Educational Progress* (or NAEP) exam, created largely by Tyler. Tyler's anti-authoritarian "child-centered" curricula comprised a repackaged version of the ideas promulgated by the PEA's *Commission on the Relation of School to College*.

"The whole boy goes to school, [and] school should emphasize the whole being," the Commission averred. "Cooperative activity" and "group co-operation" was the key, they said, to developing an "interdependent society," a statement that hearkens back to Lenin and Stalin and the Soviet educational criteria for success. What is now referred to as "outcome-based education" was on the way.

NOTES

1. Minnicino, op. cit., 9.
2. See Chapter 6, "The New York/Taos/Dresden Connection," to review the significance of Beacon Hill school.
3. Wells is best known for his SF spoof, *War of the Worlds*. Most don't know that he was an avid Marxist who authored, among other similar tomes, *The Open Conspiracy: Blue Prints for a World Revolution* (1924), *The Shape of Things to Come* (1932), and *The New World Order* (1940). In the latter work, he declared: "I believe this idea of a planned world-state is one to which all our thought and knowledge is tending. . . . Sometimes I feel that generations of propaganda and education may have to precede it." In *The Shape of Things to Come*, Wells called for the establishment of a "a new spirit which would induce the individual to devote himself and to shape all his activities to one definite purpose, to the attainment and maintenance of a progressive world-socialism."

4. The Nazis were probably always Leftists. The media's typical lack of historical accuracy and context has led people over the years to believe that the Marxist/Communist movement and the Nazi movement were separate entities. In actuality they were two sides of the same coin and amassed followers at about the same time. That is why the two worked in concert up until Hitler had the bright idea he could surprise Stalin and gobble up Russia, too. American historians affixed the far-Right label to the term Nazi. Today's Socialist International (a formal organization) is a mixture of radical socialist and counterculture movements: Nazis, Fascists, and Marxist communists. All share the atheistic, man-is-God dogma and a penchant for state control over individual property ownership rights (in the name of "the people," of course). All target the universities and the media as their primary sources of support. All attempt to rewrite history to create impressions and biases that are taken for fact as they filter down and become institutionalized. As various crises are generated out of the deadly soup of false information and super-imposed tensions, draconian solutions eventually are imposed to create order.

5. Ethel Mannin, *Common Sense and the Child: A Plea for Freedom* (Philadelphia, London: Lippincott, 1932).

6. Michael Linton, "America's Messiah," *First Things*, December 1997.

7. Martin Jay, *The Dialectical Imagination: A History of the Frankfurt School and the Institute of Social Research 1923-1950*. Little, Brown & Co., Boston, 1973. Updated and re-released by University of California Press, 1996.

8. In November 1997, Candace DeRussey, trustee at the State University of New York blew the whistle on pornographic activities that were being conducted at that school under the cover of academics.

9. Minnicino, op. cit., 60.

10. Don't mistake the British spellings and oddities in the translation from Russian to English for typographical errors. Also, some of the subheadings are omitted for the sake of brevity, as the original Table of Contents is exceptionally lengthy and detailed.

11. Richard Pipes, *Survival Is Not Enough* (New York: Simon & Schuster, 1984), 80.

THIRD REICH PSYCHS

Social psychology serves as an instrument of the construction of a new society. It works out recommendations for maximally effective propaganda . . . that would prevent the working people from understanding their actual interests and make them act counter [to] those interests . . . Socio-psychological knowledge also plays a great role in improving agitation and propaganda which face increasingly more complex tasks. . . . [T]hese tasks include perfection of the socialist way of life and combating such antipodes of this way of life as individualism.

—*Social Psychology and Propaganda*,
Institute of Social Sciences, Progress
Publishers, Moscow, 1985, 20-21

The educational system should be a sieve, through which all the children of the country are passed.

—Behavioral eugenicist Paul Popenoe,
American Eugenics Society, editor,
Journal of Heredity, 1926, 370

Harking back, now, to the authoritarian stereotype conceived by Erich Fromm and Theodor Adorno, we find American psychologist Abraham Maslow in 1943 publishing his soon-to-be-famous article the "Authoritarian Character Structure," in the *Journal of Social Psychology*, where it suddenly gained legitimacy as a "scientific" idea, due mainly to what the public was reading and hearing about World War II atrocities. Dr. Albert "Abbie" Hoffman,¹ the well-known counterculture figure who studied under Maslow, has stated that his mentor would often, in his lectures, describe the authoritarian character as a "disease" or a "unique world view" that needed to be altered. Such rethinking, he reportedly said, would be slow and difficult "for it involves basic personality change" which is exactly the attempt we see reflected today among the pervasive psycho-social curricula, questionnaires, and "tests" in America's classrooms.

The post-World War II timing was perfect. The war crimes perpetrated by both Germany and Japan were said to be the result of

authoritarianism in their societies. Nobody questioned their superiors, claimed Neill, Fromm, Reich, and their cohorts. German and Japanese officials who carried out their leaders' orders had been blind followers of authority, they charged. The chief cause of war became equated with ugly authoritarianism. Gradually the suggestion that children learn to question, and even disobey, their parents, got a foothold in America during the post-War years—first, in professional circles, and then among the public—because the “package” was suddenly attractive.

Americans, indeed the whole world, were reeling from a war that had been publicized in a way the average citizen had never seen. For the first time, newspapers and films captured and publicized the horror and the butchery, the grotesque loss of life, the ruin of beautiful cities and once-lush landscapes, the despair of those left to pick up the pieces. Two million died at Auschwitz alone, as well as at Belsen, Buchenwald, Theresienstadt, and Treblinka: prisoners' skins used for lampshades, their fat boiled down to make bars of soap, their hair collected for mattress stuffing, grotesque medical “experiments” that made the victims beg for death.

In Japan, prisoners fared no better. Excruciating medical experiments were performed; the Bataan Death March took place; bamboo slivers were rammed underneath prisoners' fingernails; full-blast sprayings of fleas and other insects upon live, naked bodies were undertaken; sexual mutilation and torture to obtain information were common. Unlike some populations around the globe, Americans were not accustomed to seeing dead bodies in the street, monuments and cities toppled, mass graves, and scenes of torture. History is rife with wars and atrocities committed against prisoners and civilians, but most people living in twentieth-century America didn't know about them, certainly not “up close and personal.” We expected better. We thought mankind, especially in the industrialized (and what we thought of as Christian) nations, had evolved beyond barbarism. Although in isolated instances, excessive force and sadism did occur, America had never had in place a policy of torturing prisoners. Americans looked at people like Dr. Josef Mengele, handsome and well-groomed, who reportedly whistled classical tunes while he performed his grisly torture, and we thought, *my God, anybody was capable of it*. Even someone who looks as respectable as Mengele. Maybe even us.

American soldiers who walked into concentration camps to free the prisoners saw sights they were never able to erase from memory. Suddenly any “glory” aspect of war, the “thrill” of battle, the challenge of bettering one's opponent, was over. Virtually no one in this country was in any mood for a repeat performance. Most Americans were grateful not to be speaking German or Japanese, but there was a new threat on the horizon. Josef Stalin and the Communist regime were amassing armies and invading borders. America was not ready to grapple with that on top of what it had already been through. Indeed, many refused to believe any stories about communist infiltration. In addition, many people, especially Jews and other targets of Hitler's wrath, believed at that moment God had forgotten them,

that in their hour of agony, He wasn't there. Thus the population, while grateful, on the one hand, that the nation survived intact, was ready to hear new approaches that might lead to an avoidance of such awful confrontations in the future. Freudian psychology seemed to hold the answers. The anti-authoritarian message seemed to make sense. *Do you want your child to grow up to be a Hitler? A Mussolini? A Stalin?* Nobody did. Little did they expect the tragedy that would ensue once children became their own masters.

If mental illness was responsible for hatred, war, and cruelty, if mental illness might be preventable, then people wanted to hear about it. So, America was vulnerable to the logic of Freudian and Marxist psychology, whether they were familiar with those terms or not.

THE ROLE OF PSYCHIATRY IN THE HOLOCAUST

What most Americans were not aware of was the major role played by psychiatrists in the Holocaust atrocities. Dr. Frederic Wertham, a psychiatrist writing in London in 1966, explained in *A Sign for Cain: An Exploration of Human Violence* how Third-Reich psychiatrists were not "merely following a law" or "forced to obey an order."

The tragedy is that the psychiatrists did not have to have an order. They acted on their own. They were not carrying out a death sentence pronounced by somebody else. They were the legislators who laid down the rules for deciding who was to die; they were the administrators who worked out the procedures, provided the patients and the places, and decided the methods of killing; they pronounced a sentence of life or death in each individual case; they were the executioners who carried the sentences out or—without being coerced to do so—surrendered their patients to be killed in other institutions; they supervised and often watched the slow deaths.²

Indeed, when Heinrich Himmler hit upon the idea of having inmates of the concentration camps examined to weed out those to be eliminated, he called for some suitable physicians. What the central bureau sent Himmler were "experienced psychiatrists."

In 1941 a commission of five went to the concentration camp Dachau to select prisoners to be transferred to Mauthausen to be killed. All five men were psychiatrists, and their chief was a professor of psychiatry of the University of Berlin.³

The chief architect of the forced sterilization law was Dr. Ernst Rüdin, Professor of Psychiatry at Munich University and co-founder of the *Society for Racial Hygiene*, from which the *American Eugenics Movement* emerged. Dr. Rüdin created what is called "psychiatric genetics," a "science" aimed at persuading society to eliminate those deemed "unfit" from the gene pool. This campaign for Aryan Germans was launched almost *three decades before*

the Nazis came to power, long enough to imbue an entire population, especially the intelligentsia and the young, with what was then the politically-correct ideology: the master race principle. Under the Nazis, many of these same individuals became candidates, first, for forced sterilization and, in the end, death. Even after the Holocaust had attracted world attention, Rüdin wrote in 1943: "It is the unfailing historical merit of Adolf Hitler and his true followers that they dared . . . to take the first decisive step that opened the way to ingenious racial hygienic work in and on the German people." If the Eugenics Movement had been limited to Nazi-recruited psychiatrists, then perhaps the German experience could be written off as a fluke and unrelated to future events. Unfortunately, this is not the case.

"BEHAVIORAL GENETICS" AND THE AMERICAN EUGENICS SOCIETY

We now seemingly change gears from the hard, communist Left to the extreme Hitlerian Right, although, as was pointed out earlier, both shared many ideological elements. We will find in this chapter a fascinating merge of the two factions into the American education system. In 1905, German psychiatrists Alfred Ploetz and Ernst Rüdin co-founded the *German Society for Racial Hygiene*. Ploetz was the first to urge the "extirpation of the inferior elements of the population." In 1916, Rüdin became the founder of what was then called "psychiatric genetics." As the reader will discover, much of psychiatric genetics has been repackaged under the rubric of "population control." Consider as you read, the coming DNA-microchip technology, now only half a decade away, and keep it in mind throughout the ensuing discussion.⁴

Both Ploetz and Rüdin accepted appointments under Hitler—Ploetz as a distinguished professor, and Rüdin as head of *Racial Hygiene at the Reichministry*. Rüdin served on the *Task Force of Hereditary Experts* under SS officer Heinrich Himmler. There, Rüdin helped write and interpret the Nazi sterilization laws, many of which, as we now know, were carried out without benefit of anesthesia and, only after indescribably cruel medical and psychological experimentation.

The American Eugenics Society was founded in 1921, shortly before Hitler's rise in Europe. Its mission—to locate and target genetic "inferiors" of various types and eliminate the traits entirely from the gene pool—was heavily influenced by the likes of Ernst Rüdin and others who would figure highly in Hitler's Holocaust, with ties to the *International Eugenics Federation*, of which Rüdin became president in 1932, in New York City. Despite the war and what Americans were learning about Nazi atrocities, in 1930 Rüdin was invited to Washington, D.C., to represent Germany at the *First International Congress on Mental Hygiene*, where he was praised for being more knowledgeable in "psychiatric genetics" than "all the rest of the world combined." Here Rüdin told the 53 assembled delegates that "eugenic prevention" was an important component of "mental hygiene," and he

called for them to unite “for purposeful eugenic work.” He averred that while something could be done, perhaps, for individuals suffering from mental illnesses, *it would be better if they were not born at all*, “and that calls for eugenics.” To that end, he pioneered a field called “psychiatric-hereditary biology” and urged that work be initiated to weed out those known to bear any “hereditary taint” and, most importantly, to find predictors in individuals whose “illnesses” may not be easily observable (people having what we would today call “recessive genes” for certain illnesses). To place this in context, remember that the *Humanist Manifesto I* was written in 1933, debunking the existence of a Supreme Being and charging that “promises of salvation are both illusory and harmful,” in the manner of Freud and Wundt. This document lent legitimacy to the atheistic movement in the United States and helped set the stage for a “scientific” cheapening of human life.

While Rüdin was leading the charge in Germany to eliminate “inferiors” and speaking to adoring audiences here and abroad, his student, Franz Kallmann, was actually living and working in the United States, thanks to the *American Eugenics Society’s* primary funding source, the Rockefeller Foundation. Kallmann advocated the sterilization of the “tainted children” of schizophrenics and suggested restrictive marriage laws as well. *He urged that clergy and adoption agencies be trained to act as genetic counselors.* By 1945, the American Psychiatric Association had joined the bandwagon and was formulating long-range goals for genetic purposes to be carried out under the banner of “mental health.” According to the April 1945 issue of *Psychiatric Quarterly*, a major task of psychiatry in the postwar reconstruction period would be “a program of social and eugenic rehabilitation.” So the *Eugenics Movement* in America was now proceeding on two fronts: “population control” and “mental health.”

Even before 1945, various American publications—peer-review journals, memos, and periodicals—reveal that millions of dollars were poured into eugenics research and policy studies in this country, much of it directly referencing the work of Rüdin and his Nazi colleagues. Funding for these projects over the years has since come from private foundations, primarily the Rockefeller Foundation, individual “benefactors,” the National Institutes of Health, and other government agencies. *At the forefront of such effort in the United States has always been the American Eugenics Society (AES).* Research shows an enormous overlap of membership in the early American Eugenics Society and the Population Council, the latter established in the 1950s by John D. Rockefeller III and General Frederick Osborn, who was also an AES president. Remember that in the 1950s, the memory of Hitler’s mass extermination and Ernst Rüdin’s part in it were fresh. It is odd, therefore, that despite that, copious editorial comments appeared in the organization’s publication, *Eugenics Quarterly* (later changed to *Social Biology*) hawking a concept called “negative eugenics” and urging the use of what the authors called “eugenic propaganda” to promote public support for measures designed to detect and remove “the heavy burden of the socially

inadequate and other defective hereditary types." Especially disturbing are the terms "socially inadequate" in this context, as it is vague and applicable to a wide range of phenomena having nothing to do with severe birth defects, deformities, or even mental retardation, which some might view as true "defects."

By 1954, the AES, with representation and support from the National Institutes for Mental Health, had laid the groundwork for what it called a program of "negative eugenics," which meant the suppression of the reproductive capacity of those considered "defective." (Consider this definition as you contemplate the possibilities inherent in DNA-microchip technology.) "The difficulties lie," stated a March 1954 editorial in the AES publication, *Eugenics Quarterly*, "with the education of the public." Few in 1954 would have failed to notice a resemblance between this program and the proclamations of the Third Reich.

According to the now-renamed AES periodical *Social Biology*, in an excellent article on the history of the organization by former AES co-founder and president Frederick Osborn,⁵ the Society held a conference in 1961 on the teaching of eugenics to medical students at Rockefeller Institute in New York City. The conference was jointly sponsored with the Population Council, which paid for travel expenses, and the National Institutes of Health. Publicity given to the AES by those conferences, the periodical says, resulted "in large numbers of individual inquiries on hereditary defects" as well as in additional sponsorships. The Society began acting as a referral agency, "supplying lists of heredity clinics in the United States and abroad where specific advice and counseling could be sought. AES was the first to publish lists of such counseling centers, initially 27 clinics in the United States." By 1969, there were several hundred. Between 1960 and 1970, writes Osborn, the Society strengthened its position as a center for bringing together various disciplines having a common interest in "human evolution." The intent to link birth control and eugenics in America is found in the older December 1961 *Eugenics Quarterly*, in which policies for "influencing the future course of evolution" were urged, beginning with "eugenic birth selection based on voluntary controls." Today, the term "evolutionary eugenics" is suddenly surfacing in the news.

In 1964, the annual workshop-conference was inaugurated, called the *Princeton Conferences*. At the third of these *Princeton Conferences*, not only were demographers, "behavioral geneticists," anthropologists, and psychiatrists in attendance, but a computer specialist attended. By November 1969, the *Fifth Princeton Conference* took the bold step of going under the title "Genetic Reconstruction of Human Populations." Remember that by then, the periodical *Eugenics Quarterly* had sanitized its name to *Social Biology*. By 1970 Rockefeller Center was more or less serving as a hub for discourse in behavioral eugenics. The 13, 14 November 1970, conference sponsored jointly by the *American Eugenics Society* and the *Bio-Medical Division of The Population Council* was held there, under organizing chairpersons Linda Erlenmeyer-Kimling and Irving I. Gottesman. That year, the officers of

the Society began organizing the *International Behavioral Eugenics Association*, and a major symposium was held in the fall of 1971, where man's evolutionary future was discussed.⁶

Osborn writes that by the mid-70s, the Society was thinking "in terms of a society in which different breeding groups were making genetic adaptations appropriate to the needs of different environments." It was looking at "heredity and environment . . . not [as] two parts but an inseparable whole. . . . It was thinking in terms of bio-cultural evolution." Although the *American Eugenics Society* changed its name to the *Society for the Study of Social Biology*, to break any perceived connection to Nazism, a notice was sent to all members stating: "The change of the name of the Society does not coincide with any change of its interests or policies." Those interests and policies, because they are so inextricably tied to the Nazi Holocaust, are probably the last things in the world most Americans ever imagined would have anything to do with our educational system, but, in fact, the *Eugenics Movement* operated from the 1930s in this country side-by-side the Marxist-derived anti-authoritarian movement, and later in concert with it.

Under the umbrella of population control, the American *Eugenics Society-cum-Society for the Study of Social Biology* worked hand-in-glove with the Population Council and the Alan Guttmacher Institute, the American Psychological Association (all based in Washington, D.C.), and the Institute for Behavioral Genetics (Boulder, Colorado) to research the problem of so-called defective people. Their goal was to track "trends in human evolution" and to craft policy to head off what they considered the negative ones. Heading the list of "defects," as we shall see, was "attention deficit disorder" (ADD) and "hyperactivity," which leading eugenicists, beginning with Linda Erlenmeyer-Kimling, decided were intimately connected with the catch-all diagnosis "schizophrenia." These geneticists further determined that individuals carrying the genes causing hereditary schizophrenia, whether or not they actually displayed any symptoms themselves, were multiplying faster than the general population and must somehow be prevented from further corrupting the gene pool. Just what "genes" were involved, nobody could say, especially inasmuch as at the time the DNA strand and its mysteries had not been unraveled and most individual genes had not been located.

As *Time* magazine has noted, no one ever heard of attention deficit disorder (ADD) until 1980. Today, however, it is "the most frequently diagnosed" childhood "behavioral disorder" in this country, with 90% of such children placed on the amphetamine-like drug Ritalin. ADD has been blamed for a variety of behaviors, from failure to focus on a task to outrageous actions such as standing up in the middle of class and setting one's shirt on fire (as once happened in this writer's classroom). What isn't generally known is that since the early 1970s, ADD (or "attentional dysfunctions," as the gamut of related disorders are termed), have been cited "as early predictors of later pathology." Again we get back to the concept of "predictors," which will now become important in another context.

As indicated, a primary force behind the determination of ADD is eugenics researcher Linda Erlenmeyer-Kimling, former president of the *American Eugenics Society-cum-Society for the Study of Social Biology*. It was she who first determined that ADD was a behavioral "marker" for schizophrenia and that, as such, it could—and should—be used for "mass screening" programs, intervention and, if possible, prevention, in the form of population control measures. *The easiest place for such mass screening to be done was in the classroom:*

In another and quite different way, compulsory education is of service to eugenics. *The educational system should be a sieve, through which all the children of the country are passed—or more accurately, a series of sieves, which will enable the teacher to determine just how far it is possible to educate each child so that he may lead a life of the greatest possible usefulness to the state and happiness to himself. . . . [C]ompulsory education makes it certain that none will be omitted.*

It is very desirable that *no child escape inspection*, because of the importance of discovering every individual of exceptional ability or inability. [Emphasis added]⁷

Examine the footnote on the above quotation. Notice the reference to the University of Pittsburgh. Now do you see why *Western Psychiatric* via the University of Pittsburgh might be interested in locating ADD children for genetic counseling, psychiatric screening and experimental drugs, as per the Pittsburgh School-Wide Intervention Program (PSWIM) in the Gateway School District discussed in the Introduction and in Part I of this book?

Erlenmeyer-Kimling is no transitory faddist in the field of research, hoping to get rich quick off of a few half-baked health scares. She has enjoyed a highly respected career as a medical geneticist for over 25 years and is currently on the Scientific Advisory Board for the quarterly journal, *Schizophrenia Bulletin*, published by the *National Institute of Mental Health* (NIMH), which frequently refers to her work in its other publications. She receives as much as \$600,000 per year for her efforts—a total of about \$10 million over the years since 1971 for her "high-risk" project. It was in the early 1960s when Erlenmeyer-Kimling began researching schizophrenia, loosely defined as a major deviation in thought, emotion or behavior.

In 1967, a conference of the world's leading eugenic psychiatrists and geneticists was organized in Puerto Rico featuring Linda Erlenmeyer-Kimling, psychiatrist Eliot Slater (another student of Ernst Rüdin), and NIMH's Gordon Allen, co-director of the AES (before its name changed). One-third of the 34 participants were either officers or directors of the AES at that time or later. In 1954 the Society announced it was about to launch a "program of negative eugenics" in the United States *by controlling who "should and should not have children,"* noting that a massive educational

task promoting the concept would have to "start with the leaders in education." The significance of this cannot be overstated. Less than a decade later, the concept of hyperactivity was popularized as a sign of schizophrenia seen in supposedly "minimally brain-damaged" children.

Beginning in 1971, Erlenmeyer-Kimling secured NIMH funding for her work and became the premier attention deficit disorder researcher at Columbia University's New York State Psychiatric Institute. At Columbia's *New York State Psychiatric Institute*, Erlenmeyer-Kimling continued to isolate "bio-behavioral markers" in "psychiatrically normal children" that supposedly could be used to predict mental illness, the purpose being to intervene early and to locate "high-risk" individuals who might be predisposed to pass on these traits. The term "high-risk" began to take on new meaning. By the late 1970s, she had decided that attention deficits were actually "causal, rather than symptomatic" of schizophrenia and, more importantly, that ADDs were observable years before actual onset of the "illness." By 1994, she had devised the *Continuous Performance Test* to measure ADD in children which was touted in *Schizophrenia Bulletin* under her editorship as a valuable screening device for preventive intervention programs.

Another indication of the emerging need to mass-market the eugenics effort in the United States is found in other Erlenmeyer-Kimling pronouncements of 1971 and 1972 to the *Society for the Study of Social Biology*—for example, "that attending to the long-term quality of the gene pool is a long-term necessity" and that "society is more likely to tolerate an emphasis on a eugenic attitude that preserves the status quo of the gene pool or prevents it from deteriorating."

Not unexpectedly, one of the intervention/preventive methods hit upon by the eugenicists was a quiet but deliberate expansion and insertion of their ideas into child and health care. The terms "child care" and "health care" carried no stigma. Remember, the dishonest use of language was what the Frankfurt School/ISR's book *Social Psychology and Propaganda* was all about; here it is in practice. Another way into the American consciousness was to flood the major media with feature articles by science writers depicting a variety of social problems related to mental illness and genetic retardation. In a publication entitled *Population: An International Dilemma*, under the section "Processes of Education,"⁸ we find the following:

A disproportionate number of children tends, in each generation, to be born to a group of parents who are socially handicapped either through ill health, poverty, incompetence, low mental ability, or emotional disturbance. The children in these disadvantaged families contribute more than their proportion of juvenile delinquency, and have a retarding effect on education. They tend to lower in each generation the quality of the people. . . . An evaluation of government policies is necessary not only for their effect on numbers, but also for their effect on the quality of the American people. Government policies should

be of a sort to equalize births between people at different socioeconomic levels. They should discourage births among the socially handicapped who cannot give their children adequate opportunities. . . . Ultimately government policies may seek to improve genetic improvement from one generation to the other.

In other words, minimize damage to evolution by minimizing pollution of the gene pool. The wording has changed today to conform to political correctness, as the culprits recognize that the stigma against mental illness was also stigmatizing psychology. So the "screening" for genetic defects is proceeding on a different basis, as per the PSWIM project in Allegheny County.

For different reasons, most people of the 1950s and 60s would never have accepted the mental-handicaps rationale as a case for permitting government-sponsored genetic or social tinkering. So, to make the new "educational awareness programs" palatable to the public of the era, it was agreed at the *Second Princeton Convention* that: "Materials for the masses should be couched in local terms."

Linda Erlenmeyer-Kimling, no shrinking violet, had few compunctions about reiterating their purpose:

The essence of evolution is natural selection; the essence of eugenics is the replacement of 'natural' selection by conscious, premeditated, or artificial selection in the hope of speeding up the evolution of 'desirable' characteristics and the elimination of 'undesirable' ones. Hence the focus of [our] conference on differential reproduction in individuals with physical and mental disorders.

Again, we're back to "desirable characteristics." From there it is but a short detour to "desirable viewpoints."

While the long-range goal of the Society and the Eugenics Movement as a whole was to locate, target, and ferret out individuals who were "defective" and therefore not suitable "stock" for procreation purposes, by 1971 its more immediate goal, said Erlenmeyer-Kimling, was to reduce the range of family size from zero to three children and to guide policymaking toward the goal of "optimizing the quality gene pool." She described the task ahead as "awesome," particularly the educational aspect.

Who's minding the quality of the human gene pool? Hardly anybody, it seems, except for a large handful of eugenically-minded scientists, some of whom are organized under the flag of the American Eugenics Society . . .

Current census data and vital statistics indicate that blacks tend to have higher fertility rates than whites and that the uneducated tend to have higher fertility rates than the educated. Because of such data, some people have predicted dire consequences for the gene pool.

Comments like the above from Erlenmeyer-Kimling in 1971 also are politically incorrect today, and the public relations language has changed. But the mission of the *Eugenics Movement*, if one reads the professional papers instead of the PR, has not.

James A. Miller, Director of Research at the Population Research Institute, noted in his 24 September 1997, letter to the editor of the *Washington Times* that it's just like old times, the United States is still leading the eugenics movement. He cites the resurgence of "[t]he most notorious sterilization law of all, that of Nazi Germany (1934), . . . modeled on a draft compiled by eugenics fanatic Harry Laughlin of the *Eugenics Record Office* at Cold Spring Harbor, New York.

Miller even makes special mention of the "special submission" of Paul Popenoe (the man who described the school as "a sieve through which all the children of the country should be passed") praising California's compulsory sterilization law, included in the final *Report of the Royal Commission on Mental Hygiene*. According to Miller, this formed the basis of British Columbia's law.

Today, says Miller, the eugenics movement is alive and well, although it avoids the term "eugenics." Confirming what research throughout this chapter has shown, Miller shows how the movement is working through such organizations as the *US Agency for International Development*, the *Association for Voluntary Surgical Contraception*, the *Pathfinder Fund*, *Family Health International*, and, of course, *Planned Parenthood*. The victims, says Miller, remain the same: the "poor, illiterate, and downtrodden," and one important addition Miller fails to mention: the politically incorrect.

RACIAL EUGENICS, "BABY LICENSES," AND DRUGS

Until the sixties, many Whites believed people of color to be unassimilatable in America. The Eugenics Board of North Carolina, for example, was begun in 1933 when the General Assembly of that state enacted a sterilization law that was common to 38 states. Under the law, sterilizations were performed "for the public good," mostly, but not entirely, on mentally retarded persons with IQs under 70 (a normal IQ is 90-110). Dr. Dennis L. Cuddy, quotes a 1950 work, *Sterilization in North Carolina* by Moya Woodside:

The duty to institute sterilization proceedings is mandatory on "the responsible head of any State penal or charitable institution [i.e., correctional schools, county-supported homes, and mental institutions], or on the county superintendent of public welfare." These sterilizations were nearly always compulsory. The Eugenics Board had jurisdiction in cases of "feeble-mindedness."

Indicative of the intention to expand sterilization is Erlenmeyer-Kimling's statement that eugenicists ought "to abandon their fixation on IQ as the trait to be maximized in our species in favor of an *Index of Social Value* (ISV)." *This is the first time in America that we see documented the true*

eugenic philosophy: that a human being is not worthwhile unless he or she has "social value," whatever that is determined to be.

The ISV, as articulated by Erlenmeyer-Kimling above, is reminiscent of the words of another eugenicist in 1924 who stated that "those who are physically and mentally unhealthy . . . must not perpetuate their suffering into the body of their children. In this the . . . state must perform the most gigantic educational task." These were the words of Adolf Hitler.

That the comments of the two individuals should be similar is no surprise when one considers that Erlenmeyer-Kimling's mentor was psychiatrist Franz J. Kallmann, Rüdin's student in the US, mentioned above in passing. He had been trained in Nazi Germany by none other than Rüdin himself, co-founder of the German Society for Racial Hygiene, full member of the Nazi Party, and head of Hitler's Racial Hygiene Program. It was Kallmann who argued before Hitler's Ministry of Interior, while still in Germany in 1935, for the sterilization of the mentally ill—and their apparently healthy relatives! Ironically, in 1936, he emigrated to the United States—in part, because he was Jewish, to save himself from possibly being targeted in the Holocaust. But in spite of that, he went on to establish "psychiatric genetics" at Columbia University, where he was welcomed with open arms. So great became his influence that psychiatry's elite gathered in New York in 1961 to honor Kallmann for his 25 years of psychiatric genetics in the United States. In his speech, Kallmann gave thanks for the many fellowships and travel grants so liberally provided to him by the *National Institute of Mental Health*, and his edited version of the published proceedings made numerous references to the contributions and works of Rüdin.

Yet, from the 1940s to the present time, virtually no one was putting the Nazis and the American eugenicists together in the same breath, least of all the laggards leading our scandal-mongering press and major media. The *New York Times* even dignified the public relations proclamations of Erlenmeyer-Kimling and Kallmann with a story announcing that the birth rate of schizophrenics in the United States was increasing at an "alarming" rate and complaining that no one was doing anything about it! The trend, according to the article, had to be "reversed."

An alarming rise in births involving schizophrenic parents was described here yesterday by Dr. Franz J. Kallmann, psychiatrist and researcher in the genetics of mental illness. . . . He predicted that the birth rate among schizophrenics might eventually surpass that of the general population. . . . Unless this trend is reversed, he warned, persons seriously ill mentally could eventually overbalance the population. . . . Psychiatrists, he said, face the responsibility of presenting the facts to the public and of advising marriage and parenthood counseling for this group. No one is doing anything about the situation, he went on, because the problem has been rationalized by the belief that the reproductive capacities of schizophrenics were low.⁹

It was not all talk, either. Dr. Cuddy found, for example, that a large part of responsibility for the eugenics sterilization movement in America rested with the *Human Betterment League of North Carolina* founded in 1945, at the close of World War II. The League's director was Alice Shelton Gray, colleague and helpmate of *Planned Parenthood* cofounder, Margaret Sanger. She also teamed up with a Carnegie fellow, C. Nash Herndon, who succeeded her as Director of the *Human Betterment League* in 1948. Herndon was President of the *American Eugenics Society* from 1952-1955. Following up on the eugenics philosophy of Alice Gray and the activities of the League, Cuddy discovered that, on a national level, eugenics was a key part of the planning process for long-range public policy planning:

In August 1963, a little-known commission called the Special Study Group was appointed by high-ranking Kennedy Administration officials "to determine the nature of the problems that would confront the United States if and when a "permanent peace" should arrive, and to draft a program for dealing with this contingency. This program was set out in a paper entitled *Report From Iron Mountain on the Possibility and Desirability of Peace* in 1967. Iron Mountain, New York, was, according to the Report, "an underground nuclear hideout for hundreds of large American corporations. . . ." The Commission concluded: "Lasting peace . . . would almost certainly not be in the best interests of a stable society. . . . War fills certain essential functions essential to the stability of our society; until other ways of filling them are developed, the war system must be maintained. . . ."

But the kicker is found in the alternatives for war proposed by the Commission: "an omnipresent, virtually omnipotent police force, . . . fictitious alternate enemies, . . . new religions or other mythologies, . . . and a comprehensive program of eugenics."

Perhaps the most revealing, if not frightening, political effort of the *Eugenics Movement* in America was eugenicist Kenneth Boulding's proposal in 1964 to require "market licenses for babies." At the time, Boulding had only been concerned with screening out prospective parents who were "defective" or "unfit" according to an established criteria and controlling the increase of the general population, not only in America, but worldwide. Inevitably, of course, this view was expanded.

A key excerpt from David M. Heer's article in *Social Biology*, Volume 2, Number 1, 1975, enlarges upon the *Boulding Proposal* by offering several refinements to the original scheme, primarily in the area of government enforcement. As were most of his colleagues in the field and the Society itself, Heer was receiving funds from the *National Institutes for Mental Health*. Note, in particular, item numbers 1 and 4 below:

Accordingly, I wish to present a rather thorough treatment of the Boulding proposal which will include: (1) discussion of the

very crucial matter of enforcement . . . ; (2) suggestions for modifying his basic scheme; (3) a consideration of some other matters he either did not treat or treated with less than proper thoroughness; and (4) a comparison of his proposal with alternative policies aimed at regulating the quantity and quality of the human population.

While Boulding had indicated that American society would be loath to accept anything more than voluntary controls, Heer was adamant about the need for government to take a proactive role in population policy, with strict controls and enforcement of restrictions. He also expanded upon geneticist Carl Bajema's¹⁰ call for a waiver of restrictions for prospective parents who were able to demonstrate their "genetic superiority." Again, from the Spring 1975, volume 2 issue of *Social Biology*:

THE PROBLEM OF ENFORCEMENT

First of all, it should be emphasized that the legalization of abortion in the United States, secured by Supreme Court decision in 1973, makes the problem of enforcement much easier than it would have been otherwise, since abortion provides a mechanism for prior elimination of many potential unlicensed babies. . . . At the other extreme, one could institute a very direct means of eliminating unlicensed babies—immediately putting them to death. However, such a drastic proposal would, no doubt, be deemed unacceptable. . . . Moreover, it would literally constitute overkill, since it would be desirable to have a certain number of unlicensed babies for adoption by parents unable to have children of their own. This would suggest the possibility of putting to death only those unlicensed children who cannot be adopted. . . . What less drastic means of securing compliance are then available? Edgar Chasteen has suggested the idea of a drug administered at puberty and implanted in a time capsule under the skin so that it would produce long-term sterility reversible only through the administration of another drug. (Chasteen, 1970). The idea is feasible. . . . In many respects, the least disadvantageous means of ensuring compliance at the present time would be a system in which all unlicensed babies were immediately relinquished by their mothers and placed under governmental custody. A presupposition for the effectiveness of such a plan is the presumption that most pregnant women would rather seek an abortion than suffer the substantial emotional pain of relinquishing their baby with the prospect of never seeing it again . . . it might be considered appropriate to combine the rule of state custody for all unlicensed children with the regulation that all mothers of unlicensed babies must be sterilized. . . . On the other hand, quotas could be individu-

alized for a maximum eugenic effect. [Carl] Bajema has suggested . . . that all couples be given a preliminary license to have exactly two children. He then presumes that not all couples will be able or will wish to have two children. These licenses will then be granted to applicants who already have two children but want more on the basis of proof of their genetic superiority. This superiority would be established on the basis of contests involving mental ability, personality, and athletic, musical, artistic, literary, and business skills (Bajema, 1971). . . . Such a compromise proposal would preserve many of the advantages of the marketable licensing system. However, the political acceptability of this compromise proposal is more questionable than that of a marketable licensing system which does not attempt explicit eugenic control. . . . The development of a long-standing contraceptive implant would be of significant aid in this regard. Only if such an implant were available could the government legislate . . . that all females accept such implants at puberty and that the reversal of the implant's sterilizing effect be obtainable only upon surrender of a childbearing license. With this type of legislation, unlicensed babies would be possible only if the implant were illegally removed.

Geneticists began at that point working more closely with pharmacologists, and as most people are aware today, a whole new field of psychopharmacology opened up, eventually giving us such drugs as Valium, Prozac, Zoloft and other legal mood-enhancers, some of which happen to have, as a potent side effect, the reduction of sexual drive and even sexual dysfunction. Psychiatrist Daniel X. Freedman, who chaired the panel at the US Department of Health, Education, and Welfare, presided over the sanctioned use of amphetamines on American school children; today Ritalin is the most common drug of choice for "hyperactive" boys.

Ritalin was created by CIBA-GEIGY, which had long enjoyed a strong relationship with the *Society for Biological Psychiatry*. Several of its members would go on to become part of the scientific council of the all-important organization NARSAD, the *Alliance for Research on Schizophrenia and Depression*. It should be noted that the 1990 NARSAD newsletter paid tribute to the work of Nazi psychiatrist Rüdin and his student Kallmann.

Key among the psychopharmaceutical pioneers was Werner Koella, a psychiatrist who worked in the Research Branch of the Psychopharmacology Division of CIBA-GEIGY. There a "demand" literally was created for Ritalin by flooding the mass market with board-member-authored books for parents on hyperactivity and Attention Deficit Disorder, always subtly linking the two in the public mind. CIBA-GEIGY also funded an organization called Children and Adults with Attention Deficit Disorder CH.A.D.D.

The CIBA Foundation's history is grounded in the *Eugenics Movement*. In 1962, for example, it organized a symposium in London for the

world's leading genetic researchers. Nearly everything went on behind closed doors, so most people never knew that it was here that a new course was charted for genetic research, or more accurately, a new "package" was conceived. But the proceedings of the symposium, as always, were recorded, and eventually a copy made its way to non-participants. Among the more hair-raising comments to emerge from those records were the following by Sir Julian Huxley:

At this point in time, mankind will certainly not submit to compulsory sterilization measures. But if you begin with a few, of course, voluntary experiments and show that they work, you could within one generation achieve results on the whole population. Because moral values grow and mature just as everything else.

Francis Crick:

If you could convince people that their children are not a private matter, that would be a tremendous step forward. I suspect that through the results of science, we will in time become less and less Christian.

Herman Muller:

Probably close to 20 percent of the population, if not more, have inherited a genetic defect. If that is right, in order for us to avoid genetic degeneration, then that 20 percent of the population should not be allowed to reach sexual maturity or, if they live, they should not be allowed to procreate.

and Joshua Lederberg:

The situation regarding human procreation is dark. Wouldn't we be sinfully wasting a treasure if we neglected the creative possibilities of genetic improvement? . . . The more recent advances in molecular biology offer us better eugenic ways to reach this objective.

We may wish to consider these comments when we are told, in the aftermath of the news on Dolly, the first sheep supposedly cloned from adult cells, that "no one would be interested in cloning human beings anyway."

Parents and teachers who, since the 1950s, had been steadily weaned from their age-old task of helping youngsters learn to channel their energy (hyperactivity?) and sustain their focus (concentration?) had enormous discipline problems on their hands by the 1970s. They were happy to hear that it was not their fault; their young charges had "real" ailments. By the late 1970s and early 1980s, increasing numbers of youngsters were turning into young adults who were unable to cope, unable to "settle" or follow through on anything. But the problem was not "bad genes." The authority that had once allowed parents to make unilateral decisions on childrearing

had been stripped away. Whereas parents once enforced rules that inculcated the necessary self-discipline to move beyond adolescence, all ideas about coercion, constraints, and convictions had become tainted. Now, many of the products of permissive parenting were about to be labeled "genetically inferior."

That day care centers, open classrooms, ever-larger class sizes and consolidated campuses were undermining the normal childhood processes of learning to focus, exercising self-discipline, completing tasks, and channelling energy either did not occur to Baby Boomer adults of the 1970s, or were *pooh-poohed* by an emerging consortia of eugenic psychologists (often referring to themselves as "behavioral geneticists") and psychopharmacologists, all of them raking in large fortunes at the expense of the public they had duped.

The term "behavioral genetics" is important, as it foreshadows what would happen in education to further influence the beliefs of the masses. Behavioral scientists (especially psychiatrists) who were interested in genetic improvement would be key to formulating tests, surveys and curricula that identified those in need of "change" as well as those who were "mentally unstable." They would teach the teachers, influence the politicians (especially state legislators, who didn't have a clue), and harness the wizardry of emerging computer technology. With the help of researchers like Linda Erlenmeyer-Kimling working in the trenches to identify students, they would accomplish what Wundt, Neill, Lane, Gross, Steckel, Freud, Reich, Fromm, Adorno, Dewey, Chisholm, and Maslow had only dreamed of: bringing home the Holy Grail of social engineering.

What's interesting in this drama, however, is that the eugenicists' own mission, to improve the racial stock, would be lost to the more aggressive effort to ensure an ample supply of low-wage, politically malleable and exploitable workers through a dedicated program of mass illiteracy, illegitimacy, family breakdown, and social chaos. Along the way, as the drug culture of the sixties blossomed, in no small part thanks to the psychopharmacologists working with the *Eugenics Movement*, Marxist psychologists unlocked the keys to such technicalities as impulse control (or lack thereof), proneness to addiction, and emotional pliability versus resolve. These factors were the linchpins of social chaos, and would facilitate public acceptance of draconian controls on constitutional freedoms.

Feminist extremists helped fan the fires of victimhood. Dr. Cuddy cites C. X. Larrabee's 1991 book, *Many Missions* to back up this claim. Larrabee wrote that the *Research Triangle Institute* (RTI) of North Carolina and the *North Carolina Population Center* "took the position that effective population control relies on aspects of national development that offer greater incentives to have fewer children, incentives such as . . . a bigger role for women in the workplace." Does that mean if women are busy in the work place, they are not as likely to be home having babies?

Not exactly. Once again, graphic sex education, aggressive efforts to support pre-teen dating, homosexual clubs, school dances for ever-younger

children, encouragement of decadent "art" and prurient interests would help ensure that women would do both, go into the work force and have babies. What they got was angry and thousands of women are now on the psychiatrist's couch, to the delight and financial benefit of the behavioral science community.

Along with early, graphic sex "education" materials that heightened youngsters' sexual awareness long before they would normally have been interested and before they established a sexual identity, the Nazi-inspired geneticists were targeting them with drugs that happened also to diminish their sexual appetites. Little wonder that many children became confused. But inasmuch as some geneticists viewed homosexuality as a positive form of birth control, such sexual confusion was not deemed problematic. With the ADD-hyperactivity scare, behavioral geneticists had an excuse to test, survey, and intervene even more. They were looking for predictors of behavior, all right, but not merely for purposes of viewpoint manipulation. Now they were also seeking "markers," predictors of behavioral "aberrations." What aberrations? That was when the Marxist behavioral psychiatrists and the education establishment, started to take notice. The term "high-risk" youth suddenly assumed a double meaning.

In Chapter 7 of the 1981 *American Handbook of Psychiatry, Advances and New Directions*, Clarke J. Kestenbaum writes:

Erlenmeyer-Kimling has summarized the goals of high-risk research as follows: (1) development of the natural history of the disorder being studied; (2) identification of the specific members of the high-risk group most likely to become affected; (3) determination of early predictors of the disorder. . . . The evidence thus far indicates that the pre-schizophrenic child has difficulty filtering stimulus input and has problems in attention that subsequently lead to school difficulties and social problems. The pre-manic-depressive child may exhibit difficulty with impulse control and regulation of moods as well as with other subtle manifestations of nonverbal learning disability. Early intervention should include genetic counseling.

Summary of Findings

The study thus far points to the presence of neurological soft signs in the high-risk group in early childhood. Attentional and cognitive measures as well as attention-related auditory-evoked potentials appear to discriminate between a subgroup of high-risk and control subjects at early ages. These measures are associated with clinical deviance in adolescence, noted by parents, by teachers, and global assessment. The fact that the children with early deficits . . . become increasingly deviant behaviorally as they get older supports the hypothesis that attentional dysfunctions serve as early predictors of later pathology.¹¹

Again, the nebulous nature of terms like "behavioral aberration," "schizophrenia," and "mentally ill" are troubling. For example, according to Kallmann, schizophrenia includes "daydreamers," "cranks," "the cold-hearted or unsociable," "persons showing sudden surges in temperament," "emotional inadequacy," "obstinacy," or "superstition." In other words, a person can be merely "socially unacceptable," "socially inadequate," or have what passes for "character disorders" and "behavior disorders." These, in turn, can be interpreted as "nonconforming" or "unusual" behaviors, or if one interprets "superstitious" the way that most psychiatrists do, even "religious" behavior or belief qualifies as an indicator of schizophrenia. These people, according to psychiatric geneticists, should all be weeded out of the gene pool. The same mushy definitions apply to ADD, which supposedly is a marker for schizophrenia. Half the children in school today could be said to be victims of ADD: have problems focusing, completing tasks, or processing stimuli. The increase of such so-called symptoms was caused, however, by misguided childrearing advice from anti-authoritarian-obsessed psychiatrists.

David M. Heer's article in *Social Biology* concerning the importance of government enforcement of parent licenses, together with punitive measures taken against those who had "unlicensed" babies, spurred the development of *Norplant* by Sheldon Segal of Rockefeller University. *Norplant* is the contraceptive implant originally proposed by Edgar Chasteen. Everyone in the field knew that Segal was working on such an implant since the 1960s. Tests began in the 1970s with the stated aim of "control" of "black fertility," but it didn't achieve FDA approval until 1990. Sheldon Segal was former Director of both the *Population Council* and the *American Eugenics Society/Society for the Study of Social Biology*, and was one of those who called loudest for "control" of "black fertility." While the latter became politically incorrect to say aloud, the concept was not abandoned; in fact, it was expanded to include "poor women and teenagers" as well as those with "mental disorders." In recent history, Maryland's Governor Donald Shaeffer suggested that mothers on welfare should either get *Norplant* or get off the dole.

What had happened in reality was that the gross expansion of social programs and subsidizing of illegitimacy through welfare in the 1970s, not to mention the aggressive sex education that had been exploiting children for 25 years, had produced a climate favorable to societal acceptance of forced population control, something the nation would not have seen otherwise. This was exactly what the Marxist Left had hoped would happen. And the Nazi Right latched on to it, seeing something in it for them.

On 16 February 1993, *Newsweek* reported that more than 21,000 women had recently received *Norplant* through Planned Parenthood. The article went on to report that according to the Alan Guttmacher Institute, of which Planned Parenthood is a spinoff (Alan F. Guttmacher was founder of Planned Parenthood),¹² at least 13 states had introduced bills "that aim to use *Norplant* as an instrument of social policy. In Tennessee, officials

wanted to pay women on welfare \$500 to get Norplant and \$50 a year for each year they kept it. The bill was approved by the state House with amendments offering a \$500 incentive to men on Medicaid who got vasectomies." The rationale for all this, of course, was that while the state may be expected to pay support for children of the poor, the taxpayer deserved a say as to whether the children would be conceived in the first place.

Once again, we have a situation in which a crisis was artificially precipitated by misguided government policies, in this case emanating from the field of psychology. We find that a national consensus is being built around a predetermined solution, in this case, the "need" for enforced eugenic policy. This change of viewpoint foreshadows one of the first of the draconian restrictions to be placed on our constitutional freedoms.

The role of the psychiatrist, of course, would be key to the imposition of social and political controls on the conception of children via the physician, mental health worker, and behavioral science researcher. What the reader needs to understand at this point is that social and domestic policy is being manipulated from two fronts: a left-wing, essentially Marxist, anti-authoritarian cadre of behavioral scientists who have deftly turned the interests of the education system against itself and created an *Illiteracy Cartel*, spawning social chaos that can be harnessed to serve their own interests, and a right-wing, Nazi-inspired cadre of eugenicists who still believe, theoretically and practically, in the ability to create a superior race. What the two have in common is that they are both utterly cold and atheistic. Neither have any interest in the value of human life per sé. They both see Thomas Jefferson's words about a person being "endowed by his Creator with certain inalienable rights, among them, life, liberty, and the pursuit of happiness" as naive.

The way Popenoe put it, in the extended version of his famous quote: "The educational system should be a . . . series of sieves, which will enable the teacher to determine just how far it is possible to educate each child so that he may lead a life of the greatest possible usefulness to the state and happiness to himself." Notice the usefulness to the state comes first, with individual happiness a distant second.

THE CASE FOR INFANTICIDE IN THE 1990s

Today, a new breed of "evolutionary psychologists" is taking up the cause of infanticide. On 2 November 1997, the *New York Times*' magazine published an article by Steven Pinker, professor of psychology at the Massachusetts Institute of Technology and author of the recently published tome, *How the Mind Works*, arguing that mothers who kill their babies should not be judged harshly because newborns are not persons in the full sense of the word and thus do not have an automatic right to life. Pinker claims that moral philosophers believe that

the right to life . . . must come from . . . a unique sequence of experiences that defines us as individuals and connects us to other people. Other traits include an ability to reflect upon

ourselves as a continuous locus of consciousness, to form and savor plans for the future, and to dread death and to express the choice not to die. . . . [O]ur immature neonates don't possess these traits any more than mice do.

In averring that people behave in accordance with the cumulative effects of human experience, Pinker, like Wundt and his successors through the present time, equates humankind with lower species and denies any divine quality or conscience. Certain circumstances, says Pinker, will trigger a "natural" urge on the part of a new mother to kill her baby. She "will first coolly assess the infant and her situation and only in the next few days begin to see it as a unique and wonderful individual." He quotes and agrees with professor Michael Tooley, professor at the University of Colorado, author of a 1972 essay, "Abortion and Infanticide," who wrote: "If it could be shown that there is no moral objection to infanticide the happiness of society would be significantly and justifiably increased." Pinker goes on, like the humanists, to point out that our abhorrence of infanticide is built around Western mores; that both ancient hunter-gatherer societies and many of today's Third World cultures practice and accept it—the implication being that they, not we, have made the better progress.

GENETICS, CHILD LABOR AND COMPULSORY EDUCATION

The place at which the two factions cross: right-wing Eugenics Movement and the left-wing Marxist anti-authoritarian/illiteracy movement, comes at distinct points: (1) assessment/high-risk testing, ostensibly aimed at locating ADD-ADHD children who may, in turn, become "schizophrenic" or "mentally ill," and (2) compulsory education, ostensibly aimed at providing every child with a better chance for development of his or her intellect and talents.

Eugenicists, it turns out, had engaged in heated debates over the pros and cons of compulsory education and child labor since the early days of child labor laws. To understand the rationale behind today's child labor and compulsory education policies (which we will take up again in Chapter 29), it is necessary to return to Paul Popenoe, AES Board member and editor of the *Journal of Heredity*,¹³ who equated the school to a "sieve," and his colleague Roswell Hill Johnson, professor at the University of Pittsburgh. The two co-authored a book *Applied Eugenics*, originally published in 1918 and reprinted in 1926. Beginning on page 369:

The obvious result of the abolition of child labor will be . . . to give children a better chance of development. If they are of superior stock, and will be better parents for not having worked as children (a proviso which requires substantiation) the abolition of their labor will be of direct eugenic effect. Otherwise its results will be at most indirect; or, possibly, dysgenic, if they are of undesirable stock, and are enabled to survive in greater numbers and reproduce. . . .

The effect of its abolition within a single family further depends on whether the children who go to work are superior to those who stay at home. If the strongest and most intelligent children are sent to work and crippled or killed prematurely, while the weaklings and feeble-minded are kept at home, brought up on the earnings of the strong, and enabled to reach maturity and reproduce, then this aspect of child labor is distinctly dysgenic.

COMPULSORY EDUCATION

Whether one favors or rejects compulsory education will probably be determined by other arguments than those derived from eugenics. Nevertheless there are eugenic aspects of the problem which deserve to be recognized.

One of the effects of compulsory education is similar to that which follows the abolition of child labor—namely, that the child is made a source of expense, not of revenue, to the parent. Not only is the child unable to work while at school, but to send him to school involves dressing him better than would be necessary if he stayed at home. While it might fit the child to work more gainfully in later years, the years of gain are so long postponed that the parent can expect to share in little of it.

These arguments would not affect the well-to-do parent, or the high-minded parent who was willing or able to make some sacrifice in order that his children might get as good a start as possible. But they well might affect the opposite type of parent with low efficiency and low ideals. This type of parent, finding that the system of compulsory education made children a liability, not an immediate asset, would thereby be led to reduce the size of his family. . . . Compulsory education has here, then, a eugenic effect, in discouraging the reproduction of parents with the least efficiency and altruism.

It is notable, then, that we see compulsory education and new child labor laws emerging at about this time. Obviously, the laws did not have the effect desired by the eugenicists. Indeed, it may have been here that Marxist psychiatrists, who were bent on eradicating the authoritarian personality (and with it, the altruistic family and creating social chaos), began taking advantage of eugenicist doctrine. It was more important to the Marxists, after all, to eradicate notions about resourcefulness, independence, self-sufficiency, and determinism than it was to impose population restrictions and improve the gene pool.

On page 370 in *Applied Eugenics* we read more about how compulsory education could be fashioned in such a way that it would actually contribute to the degeneration of the population, which, of course, plays out not so much as a gene problem, but as a moral problem. But, no matter:

Such measures as the free distribution of text-books, the provision of free lunches at noon, or the extension to school children of a reduced car-fare, make it easier for the selfish or inefficient parent to raise children; they cost him less and therefore he may tend to have more of them. If such were the case, [compulsory education] . . . must be classified as dysgenic.

And that, of course, is precisely what Marxist-inspired social workers and behavioral scientists argued for politically: laws that would "benefit" the irresponsible and negligent more than the responsible and decent. And they are still doing so today. *But compulsory education benefited the behavioral eugenicists, too. Suddenly all school children would have to pass through their "sieve." That would be the key, not only to targeting the physical "defectives" but those whose belief systems render them a political liability.*

Moreover, the anti-authoritarian, Marxist faction was as morally bankrupt as their Nazi-inspired counterparts, the eugenicists, and in the end they have wound up serving each others' needs. In view of this, it is no surprise that the Judeo-Christian ethic is being stripped away not only from education, but from the entire gamut of public life and the judiciary. Man-as-animal "science" has taken over, based on both the neurochemical principles of Wundt, the anti-authoritarian tenets of Neill, Fromm, Adorno, and Benjamin, the cultural disintegration theories of Marxist revolutionaries Reich, Horkheimer, Gramsci and Marcuse, and the racial cleansing fanaticism of Rüdin and Kallmann.

NOTES

1. We shall meet Hoffman again in Chapter 11.
2. Frederic Wertham, *A Sign for Cain* (London: Robert Hale, Ltd., 1966), 180.
3. *Ibid.*, 164-165.
4. See Chapter 5 of this book, "Dysfunction and Dollars: DSM Screening."
5. Frederick Osborn, "History of the American Eugenics Society," *Social Biology*, vol. 21, no. 2, Summer 1974, 115-126.
6. Papers from this conference can be found in *Social Biology*, vol. 19, nos. 2, 3, and 4, 1972.
7. Paul Popenoe, editor of the *Journal of Heredity* and Board member of the American Eugenics Society, and his colleague Roswell Hill Johnson, professor at the University of Pittsburgh, *Applied Eugenics*, 1926, 370.
8. From *A Summary of the Proceedings of the Conference Committee on Population Problems-1956-57*.
9. Emma Harrison, "Births Widening Type of Insanity," the *New York Times*, 1 March 1964.

10. Carl Bajema was secretary of the American Eugenics Society.
11. Clarke J. Kestenbaum, "The Child At Risk for Major Psychiatric Illness." American Handbook of Psychiatry, Advances and New Directions, Second Edition, vol. 7, ed. Silvano Arieti and Keith H. Broch, 1981.
12. In the 1960s Guttmacher praised Vietnam's policy of 104 abortions for every 100 live births. This goes way beyond making contraceptives available to persons who wish to defer childbearing until they are in a position to care for their offspring properly, which is what most people like to think Planned Parenthood is all about.
13. Official organ of *The American Genetic Association* in Washington, D.C. The reader will find that there are at least six national organizations related to genetic research, most of them with *spinoffs*, and still existing and well-funded on into the present time.

SCIENTIFIC COERCION AND THE ENGINEERING OF CONSENT

... [E]ven though our knowledge be incomplete. We must aim to make it [psychology] permeate every educational activity in our national life. ... [W]e have made a useful attack on a number of professions. The two easiest of them naturally are the teaching profession and the Church; the two most difficult are law and medicine. ... If we infiltrate the professional and social activities of other people, I think we must imitate the Totalitarians and organize some kind of fifth column activity! ... Let us all, therefore, very secretly be 'fifth columnists'.

—Brigadier General James Rawlings Rees,
“Strategic Planning for Mental Health,” a
speech delivered to Annual Meeting of the
National Council for Mental Hygiene, 1940.

With the foregoing in mind, it is time to examine the nuts and bolts of opinion molding, as we move ever closer to Part IV, in which we will learn how to counter it.

Beginning in 1932, a psychiatrist and British military officer by the name of John Rawlings Rees headed England's famous *Tavistock Clinic*, an outgrowth of the *Tavistock Institute of Medical Psychology*, founded in 1920 and alive and well in London today. In 1945, the Clinic drew the attention of Rockefeller Foundation Medical Director Alan Gregg, who toured various institutions that had been involved in wartime medicine to see if any group would be willing to commit to an extension of the enemy-analysis research performed by the army in social psychiatry and apply it to civilian populations.

Tavistock was willing and able. A subsequent grant from the Rockefeller Foundation resulted in a redirected Tavistock, the *Tavistock Institute of Human Relations* founded in 1947 and still headquartered at the same address in London as the Tavistock Institute. That year, Tavistock joined with Kurt Lewin's *Research Center for Group Dynamics* at the University of Michigan, USA, and began publication of the international journal, *Human Relations*, which provides an illuminating historical record of improve-

ments in "thought control" and "thought reform" strategies over the years. It was primarily Rees (under the influence of Lewin) who shaped the Tavistock organization and developed what is known as the "Tavistock Method" of mass psychological control—the deliberate inducement of neurosis. It was Rees who coined the term "psychologically controlled environment" (which we will learn to counteract in Part IV) to refer to the manipulation of a population group by the mass media.¹ Rees claimed it was possible to turn an adult population into the emotional equivalent of neurotic children.

As indicated, a key force behind the *Tavistock Method* was Kurt Lewin, a social psychologist who, although not an official member of the Frankfurt School, was a close friend of one of its founders, a Comintern agent and leading member of the German Communist Party named Karl Korsch. Lewin was trained in Wundtian theory at the *Psychology Institute* at Berlin University, and in the 1920s began collaborating with Soviet psychologists, in particular the infamous Alexander R. Luria, who would later develop a process called "Artificial Disorganization of Behavior" aimed at creating mass social chaos. Luria wrote about the work of Lewin in his 1932 book, *The Nature of Human Conflicts: A Study of the Experimental Disorganization and Control of Human Behavior*. Luria described the specific method of inducing an "artificial disruption" of the psyche (note the term "affect" below would be worded "affective domain" in today's English translations):

K. Lewin, in our opinion, has been one of the most prominent psychologists to elucidate this question of artificial production of affect and of the experimental disorganisation of behaviour. The method of his procedure—the introduction of an emotional setting into the experience of a human . . . helped him to obtain an artificial disruption of the affect of considerable strength. . . . Here the fundamental conception of Lewin is very close to ours. Every elaborate excitation manifests a tendency to a direct discharge. . . ; obviously precisely the inhibition of this tendency, connected with a certain conflict, can produce an acute disruption of the affect and a series of new phenomena not hitherto observed. The closer the action is to realisation, the greater the affective disruption that can be provoked by its inhibition.

Luria's best-known work was *The Transition of the Aristotelian Mode of Thought to the Galilean Mode of Thought in Psychology and Biology*, which formed the basis for *Lewin's Theory of Group Dynamics* (precursor of change agent/agitation methods described in both the ISR text, *Social Psychology and Propaganda*, and Havelock's change agent text, described in Part III of this book). *Lewin's Group Dynamics* marked the beginning of the collaboration between Lenin and the *Tavistock Institute* in Britain. Experiments in inducing neuroses on a mass scale were used only against enemies, but they were field-tested on selected British and American groups that could be

tracked and monitored to assess results. That such collaboration ever took place is a shocker to most American and British citizens, although it was well-known in Germany. It was the Tavistock Institute that initiated "sensitivity training" in the United Kingdom, just as it is Tavistock Institute which is today launching a feasibility study to pilot the use of a "personal skills" Smart Card as a combination ID-credentialing-accreditation system in America and Europe (see Chapter 2).

After Lewin came to America in 1933, his work, *The Topology of Psychology*, launched what became known as the "Topology Group," a band of leading social psychologists. Under the cover of studying prejudice in children, primarily anti-semitism (which was a hot topic, with the Second World War in progress), he launched a host of well-funded studies that eventually led to the first American-based high-stress, spirit-breaking, encounter-style, behavior modification facility, the *National Training Laboratory* (NTL) in Bethel, Maine. The NTL later became formally aligned with the *National Education Association* (NEA). This and Lewin's "sensitivity training" changed America's educational system and civil society forever, as acceptance of "encounter" techniques by supposed bastions of the education establishment like the NEA, the Education Department, and even many churches served as a further incentive to produce a new kind of child of the future, in which the rights of the child, as set forth in the famous document by the United Nations, superseded the rights of the parent and other adults. These rights, of course, included sexual and other "liberation" that pushed children into adult roles before they were ready and without the maturity or guidance to assume such roles. You may recall from news reports that First Lady Hillary Clinton continued this effort by strongly advocating early sexual training and liberation for children in her speeches to the Women's Forum in Beijing, China, in 1997.

Another key figure in building the Tavistock strategy was more directly connected to the Frankfurt School/ISR: Marie Jahoda, ISR member and former wife of Radio Project director Paul Lazarsfeld. She authored several books for the ISR on the authoritarian personality, joined the Tavistock Institute and eventually assumed directorship of the *Tavistock Centre for the Study of Persecution and Extermination* at the University of Sussex in England. It was there that much of the research was analyzed and documented.

The Second World War provided an excuse to test Rees' psychological control theories. Staff conducted tests on American and British soldiers to ascertain whether, under conditions of *induced and controlled stress*, groups could be made to behave erratically. In particular they wanted to know whether people would let go even firmly held beliefs under "peer pressure" to conform to a predetermined set of "popular" beliefs. If something starts to sound familiar here, it may be because similar wording was employed in the 1981 Interpretive Literature to Pennsylvania's EQA, cited earlier. The EQA material stated that controlled conditions of stress were introduced into questions to stimulate a reaction, or response, from the student. Ralph Tyler's Estonian

mentor Hilda Taba helped to pioneer such techniques with school children. The Tavistock Method also may be familiar to those who remember reading about procedures used in the former Soviet Union's "mental hospitals" to correct the attitudes of political prisoners; there, it was called "re-education."

In any case, Tavistock-style centers soon started cropping up in America: at Stanford's *Research Institute's Center for the Behavioral Sciences*, at the *Sloan School* at the Massachusetts Institute of Technology, and at the various National Training Laboratories (NTLs), where concepts popularly known as "T-Groups" (therapy groups) and "sensitivity training" were developed. What it was, was "brainwashing" utilizing the small-group approach.

Here's the way it works: A controlled stress situation is created by a group leader ("facilitator") with the ostensible goal of achieving a consensus or agreement which has, in reality, been predetermined. By using peer pressure in gradually increasing increments, up to and including yelling at, cursing at, and isolating the holdouts, weaker individuals are intimidated into caving in. They emerge, facilitators hope, with a new value structure in place, and the goal is achieved. The method was refined and later popularized by other schools of behavioral science, such as *Esalen Institute*, the *NTL Institute for Applied Behavioral Sciences*, and the *Western Training Laboratories in Group Development*.

The NEA's NTL is a multi-day encounter program featuring strong psychological techniques designed to change attitudes. Following is an excerpt from NEA's application form, which carries at the end this disclaimer:

Any person undergoing treatment for emotional difficulties or in psychotherapy is expected to discuss the advisability of program attendance with the person directing his/her treatment and to secure written approval for attendance. No person concerned about entering a stress situation should participate in NTL programs. . . . [A] small percentage of participants have experienced stress reactions in varying degrees. There is no means of predicting such reactions or screening out or otherwise identifying those predisposed to such reactions.

At least prospective teacher-applicants are warned. One has to give the NEA credit for that. But what about students whose teachers have taken such a course? Participating teachers also are learning "innovative teaching strategies" in the NTL program. These incorporate some of the same behavior-manipulating features, like encounter group "games." When the teachers who take this course go back into the classroom, their students have no application form to warn them or their parents about what kinds of strategies will be used. The NEA disclaimer admits "there is no means of predicting . . . screening out or otherwise identifying those predisposed to [stress] reactions." If that is so, what are teachers doing employing these kinds of techniques in their classrooms?

A version of the Tavistock Method, called the *Delphi Technique*, was developed by Rand Corporation in the late fifties, initially as a method of forecasting trends so that managers could make product-production decisions. It evolved into a process of separating supporters from detractors in small-group situations so that a predetermined consensus could be manipulated by the facilitator. We will discuss this strategy in detail in Chapter 13, under the "US Office of Education's Change Agent Projects." Approaches that citizens can use to derail these strategies will be addressed in Part IV of this book.

CONSENSUS-BUILDING AND COGNITIVE DISSONANCE

One element of a controlled stress approach to peer consensus is to initiate a condition known in the vernacular as "cognitive dissonance." A dictionary of psychology terminology defines *cognitive dissonance* as "a psychological conflict resulting from incongruous beliefs and attitudes held simultaneously." In a group setting, this becomes a manipulative strategy to isolate and demoralize individualists.

Most people know Ivan Pavlov as the Russian physiologist who became famous for his experiments in conditioning dogs to behave in certain ways as the result of a consistently applied stimulus-reward system. Eventually Pavlov found that the animals did not require the reward; the stimulus itself was enough. This became the basis for what has since been referred to by psychologists as "operant conditioning," and is the starting point for modern theories of behavior modification in school children. Technically, the most important aspect of Pavlov's work—first with dogs, then with humans—centered on *the amounts of stress and conflict* that could be induced before the subject (man or beast) retreated into some degree of "protective inhibition" and, eventually, dysfunction. That is to say, an individual's positive "conditioned" responses could be induced to suddenly become negative, and previously negative responses could be re-directed to become accommodating, if not absolutely positive.

Pavlov found that the subject could actually be "modified" to the point where he hated a life he once cherished and espoused ideals he once would not have tolerated. Pavlov's theory of human conditioning, as with dogs, created great interest in Russia. Among those who conveyed an interest was Lenin soon after the Bolshevik Revolution. He incorporated Pavlov's concept into "psychopolitics" to promote social revolution.

Nineteen-sixties America proved to be a most informative laboratory to test Pavlovian theory, although it had been used from time to time, thanks in large part to the Frankfurt School/ISR, since the 1930s. In 1951, noted British socialist Bertrand Russell asserted in his book, *The Impact of Science Upon Society*, that:

... social psychologists of the future will have a number of classes of school children on whom they will try different methods of producing an unshakable conviction that snow is black.

Various [conclusions] will soon be arrived at. First, that the influences of the home are destructive. Second, that not much can be done unless indoctrination begins before the age of ten.

The logical next level of operant conditioning, in this context, when applied to human beings, especially school children, was the deliberate, systematic introduction of a wide variety of psychological conflicts. The result became known as "cognitive dissonance," and Ivan Pavlov is the Father of Cognitive Dissonance. We will see below how this plays out in the real world of the classroom and the family.

THE EVOLVING "SCIENCE OF COERCION"

We laugh today at the term "brainwashing." If it is given legitimacy at all, it is usually in the context of prisoners in war-time situations, when brainwashing is used to gain information about the movements and likely actions of the enemy. Brainwashing is seen as a one-person-at-a-time effort, employing a combination of physical torture and mental pressure (usually cruel reward-and-punishment techniques, including sleep deprivation, guilt and fear) in a systematic way.

Manipulation of the masses, or "collective brainwashing," has evolved significantly, however, from the days of Pavlov's operant conditioning, Kurt Lewin's "Group Dynamics," Alexander Luria's "Artificial Disorganization of Behavior," J. R. Rees' "psychologically controlled environment," and the NEA's NTL exercises in encounter techniques. Collective brainwashing involves the use of mass psychology (i.e., social psychology) and requires far more skill and subtlety than individual brainwashing. Today, it is called, among professionals, "the science of coercion."

The notion that psychological manipulation on a mass scale is rooted in the military is entirely correct, as we have seen from Tavistock. An enlightening text for those who wish to pursue the subject in all its historical detail is Christopher Simpson's *Science of Coercion: Communication Research and Psychological Warfare 1945-1960*, (Oxford University Press, 1994). Just how and why manipulative psychological strategies moved from the military intelligence community worldwide to some of America's foremost business corporations and foundations, where big bucks went into further research along similar lines, is both fascinating and frightening.

In *Science of Coercion*, Simpson reveals, for example, how John J. McCloy, the Assistant Secretary of War during World War II, established the then-highly-secret psychologic branch inside the War Department (G-2) and then went on to head the World Bank. McCloy also emerged on the Board of the infamous Rockefeller Foundation, as primary American financial supporter of the *American Eugenics Society*. He served as Chairman of both the Ford Foundation and the prestigious Council on Foreign Relations. CBS' William Paley,² *Time/Life's* C. D. Jackson, and Rand Corporation's W. Phillips Davison were once prominent staff members at the US Army's Psychological Warfare Division in World War II. Charles

Dollard, a veteran of the division, became president of the Carnegie Corporation and a trustee of Rand Corporation, which developed the *Delphi Technique* of consensus-building.

Other psychological warfare centers of the day included the Office of War Information (OWI) and the US Army's *Division of Morale, Research Branch*. Many individuals from these offices took their expertise with them when they left. John Clausen, for example, a veteran of the US Army's Division of Morale, Research Branch, wrote in an article for the *Social Psychology Quarterly* in 1984:

... most intriguing was the number of our members who became foundation executives. . . . Donald Young shifted from the presidency of SSRC (Social Science Research Council) to that of Russell Sage [Foundation]. . . . Leland DeVinney went from Harvard to the Rockefeller Foundation. William McPeak . . . helped set up the Ford Foundation and became its Vice-President. W. Parker Mauldin became president of the Population Council. The late Lyle Spencer . . . endowed a foundation that currently supports a substantial body of social science research. Dollard . . . was also chairman of the Human Relations Panel of the Defense Department's Committee on Human Resources [with paid consultants John Gardner of Carnegie Corporation, who would become Secretary of Health, Education and Welfare under President Johnson].³

According to Simpson "it was the Carnegie executives who controlled the purse strings of funds."

Similarly, OWI's overseas director, Edward Barrett, who served as head of the government's overt psychological warfare program from 1950-1952, became Dean of the Columbia University Graduate School of Journalism—which may explain a lot about why we have the kind of media we do today. Barrett boasted that "[a]mong OWI alumni are the publishers of *Time*, *Look*, *Fortune*, and several dailies; editors of such magazines as *Holiday*, *Coronet*, *Parade*, . . . the *Saturday Review*, the *Denver Post*, the *New Orleans Times-Picayune*, and others; the heads of *Viking Press*, *Harper & Brothers*." The list goes on and on and will become significant again later.

The lesson, however, is probably best expressed in a book financed by the Carnegie Corporation, *The Proper Study of Mankind* by Stuart Chase, who wrote:

Theoretically a society could be completely made over in something like 15 years, the time it takes to inculcate a new culture into a rising crop of youngsters. . . . Prepare now for a surprising universe.

In *Science of Coercion*, Simpson talks about the "engineering of consent" targeted to "populations at home and abroad," which of course is reminiscent of Tavistock and Delphi. He tells how "[v]arious leaders in the

social sciences engaged one another in tacit alliances to promote their peculiar interpretations of society" and how they "regarded mass communication as a tool for social management and as a weapon in social conflict." He goes on to describe and predict how "modern technology could be used by elites to manage social change" and communicate "persuasive—and, in the final analysis, coercive—messages." Simpson makes the same observation this book articulated in Part I: that commercial advertisers, marketeers, have made increasing use of psychological techniques, not just to sell their products, but sometimes to change societal values.

From the advertisers' point of view, the simple sale of products and services is not enough. Their commercial success in a mass market depends to an important degree on their ability to substitute their values and worldview for those previously held by their audience. . . . Terms like "Pepsi Generation," "Heartbeat of America," and "I Love What You do For Me" have always been more than simple advertising slogans. They have . . . defined a way of life.

The same can be said for today's politically motivated journalists, news commentators, and educators. They have taken the worldviews of Neill, Steckel, Gross, Freud, Marx, Lenin, Dewey, Thorndike and all the rest and, in essence, put together advertisements (infomercials), where what is real and what is entertainment or opinion becomes uncertain, like the TV program "Hard Copy." With the newest technology encroaching on America's classrooms, the new breed of educators can now download this infomercial-style programming in the form of curriculum directly into a child's personal computer in the classroom. Tests and surveys will assess whether or not the "coercive messages" have taken hold.

OVERWHELMING THE RATIONAL MIND

If you look back at Marcuse's theory concerning the need to eradicate reason and relate this to the table of contents of the ISR document, *Social Psychology and Propaganda*, reprinted earlier in Chapter 8, it becomes clear that professional agitators have used a combination of cognitive dissonance and "scientific coercion" to promote resentment and exacerbate class warfare for more than 30 years.

Adults, even entire societies, are susceptible to deliberate inducement of cognitive dissonance which, if continued long enough, can disrupt rationality and thwart logic as well as induce high stress. Let's take an example that is close to home and see how it plays out in the real world.

In the sixties and seventies, the American media preached, both directly and indirectly, against war and violence—in film, in print, and in person via anti-war activists, etc. At the same time, it glorified war and violence by depicting ever-more-gross and graphic displays of bloodshed and human-to-human abuse in film and on television, until today one finds

a nonstop diet of this kind of fare. Without realizing it—and that is the key—the individual is getting mixed messages, both convincing, “authoritative,” and persuasive. By hammering away, day after day, the mixed messages become a source of extreme discomfort. The perceptive adult is somewhat more able to sort it out than the child, but not always.

For example, a father holds a newspaper, reviewing yet again the horrific slaying of 12-year-old Polly Klass in Petaluma, California, by an arrogant, unrepentant man on parole after numerous previous convictions. Another news story informs the father that the sicko, John Hinckley, Jr., who stalked former President Jimmy Carter, shot and nearly killed former President Ronald Reagan, crippled former press secretary James Brady, and wounded two law enforcement officers to impress actress Jody Foster, who makes her living portraying prostitutes and abused women, may soon be discharged from a mental hospital. Meanwhile, in the father’s lap is a magazine article decrying the rise of vigilante groups and ownership of guns for personal protection. The same day, on television is the O. J. Simpson trial that treats murder as though it were a made-for-TV movie. In the other room the man’s son is playing the popular video game, “Night Trap,” in which a scantily clad co-ed is suddenly attacked by a gang of thugs who first try to drill a hole in her neck and drain all her blood, then hang her on a meat hook. The boy switches to another best-seller from *Toys R Us*: “Mortal Kombat,” that features battles between martial arts characters and concludes with graphic depictions of ripping out the opponent’s beating heart or tearing off his head and his twitching spinal chord. The father’s attention is interrupted by a commercial for the films “Eraser” and “Natural Born Killers” which depicts bloody violence. These mixed messages about violence and self-protection become a source of stress and extreme discomfort: cognitive dissonance.

Let’s continue with the example: The son becomes bored and switches to “Suddenly Susan,” who has been happily shackled up with Adam, a fellow she knew for only a week, until she discovers him in bed with his ex-wife. This is followed by another show aimed at teenagers filled with sexually explicit double-entendres and noisy sexual encounters. The father’s newspaper, meanwhile, describes in obnoxious detail how in Provincetown, Massachusetts, the school board voted (August 1997) to begin teaching preschoolers about homosexual “lifestyles” and backed hiring preferences for sexual minorities. Speakers from the group *Parents, Families and Friends of Lesbians and Gays* are slated to speak in kindergarten classes. In Dover, Delaware, it is reported that a teacher had second-grade pupils of the same sex “marrying” each other in a mock wedding ceremony. Then Dad learns that the 1996 film, “It’s Elementary” by Debra Chasnoff and Helen S. Cohen for the Women’s Educational Media (discussed in more detail in Part V) has been shown for a year to youngsters in his son’s grade school to break down resistance to homosexuality.

The father knows, as does any parent, that children barely beyond the toddler stage are learning about anal and oral intercourse at a time in their

lives when all things related to the bathroom and private parts are either a curiosity or objects of hilarity. They have no concept of what a normal, heterosexual relationship might mean, either emotionally or physically. If the father were presenting the same materials to neighborhood children, he would be arrested for child abuse.

How is the hapless dad to sort out these conflicting messages and images? Cognitive dissonance again.

Today, technological arguments also significantly alter perceptions about right and wrong and, as such, frequently induce cognitive dissonance. Take the abortion issue, for example. A woman contracts German measles. After a sonagram or amniocentesis, she is informed that her unborn child will have severe deformities or a serious congenital, irreversible defect. Two simultaneous and incompatible messages will plague this woman no matter what option she chooses in the face of this news: (1) *If I go through with the pregnancy and birth I am a bad person because I am opting, voluntarily, to commit this child to a tortured existence that I could have prevented.* (2) *If I terminate the pregnancy I am a bad person because I have killed my child.* Conclusion: *No matter what I do I am a bad person.*

Without a firm religious or philosophical anchor—i.e., a context—these quandaries become what gamblers call a “crap-shoot.” It doesn’t matter what one does. *“Just do it!” Pick one! Take control of your life! Do what feels right! Be a decision-maker!*

Society itself experiences increasing degrees of cognitive dissonance as a result of the double standards on public policy generated by behavioral psychologists of the Frankfurt School type. There is evidence that many of the so-called “model, upstanding, friendly” individuals who suddenly make news by going berserk and killing people are persons who have been on the receiving end of numerous unresolvable conflicts. In the end, they really do crack up. They are no longer able to maintain a perspective.

Take, for instance, the heavy-handedness of authorities against responsible parents, while real criminals with long records for violent offenses go free; or the hugely expensive campaign against drug use, including inconveniencing citizens trying to obtain their legal, rightful prescription drugs, while “preferred” narcotics, such as Ritalin and other potentially dangerous substances are regularly administered to naughty children to make them more pliable in a group setting. Or consider the common advice to parents that they respect the privacy of their youngsters, while the state proceeds to invade that same privacy in the name of obtaining risk-assessment information about the student, his friends and his family.

Then there are the maddening statistics—for example, a recent American Medical Association poll showed that over half of the American public, contrary to “popular” perception, is turning off the television in disgust and walking out of movies like “Eraser,” “From Dusk Till Dawn,” “Pulp Fiction,” and other films featuring wholesale shootings, impalements, exploding bodies and other gratuitous violence. Yet, what is the response of the film industry? More of the same.

American Medical Association trustee Dr. John Nelson claimed they were "astounded" by the results of the survey as well as by "the magnitude of the public outcry" against violent films. It seems their telephone survey found that 75 percent of parents with children had walked out of a violent movie and 66 percent of those without children had done so. What's more, the public was perfectly able to distinguish between trash violence like "Eraser," and worthy films like "Schindler's List," gratuitous sex like "Strip-tease," and good-natured humor like "Overboard." In other words, the study disapproved the stereotypical prudish, "right-wing" censor. When most people think about the First Amendment, they think of communication of ideas, not senseless expressions of raw emotion. Judge Robert Bork aptly put it in his book, *Slouching Toward Gomorrah*, that "[c]elebration in song of the ripping of vaginas or forced oral sex, or stories depicting the kidnapping, mutilation, raping and murder of children [that] anyone with a degree of common sense" knows do not [qualify as ideas] is indefensible.

What does this have to do with cognitive dissonance and people "losing it?" It doesn't matter how many theaters people walk out of, how many letters they write to a show's sponsors, how much they complain to their elected representatives, or how hard they work to protect their youngsters from media excesses: the market simply doesn't respond to public demand anymore. Never mind that the big three TV moguls—CBS, ABC, and NBC—have been losing viewers in droves for years. What kinds of shows do they present the next season? More gratuitous sex and violence. This leads one to ask: what is the market responding to? The answer is that we're right back to the prurient tastes of children, especially those without savvy adults at home willing to spend an enormous amount of time screening everything to monitor their youngsters' activities.

The result of these ongoing contradictions greatly affects public morale: cynicism may give way to a semi-permanent state of resentment that oscillates among feelings of anger, helplessness, alienation, and rage. This is precisely the point, according to Marcuse: this is the stuff of which revolutions are made and de-culturization is achieved. Such has been the legacy of the Frankfurt School/ISR and its perversion of the behavioral/social sciences.

The child in the classroom has it even worse than his Baby Boomer parents. He or she may be tricked into choosing between two simultaneous, but differing, perceptions—especially those involving his own persona. ("You're 9 years old so you're not a baby anymore, right? Okay, then, get busy and put this condom on the banana and talk about your sexual feelings"). Or the student may be manipulated into trying to honor two different loyalties at the same time ("Whenever you're scared or confused, just talk to your imaginary friend, 'Pumsey')."⁴ Without even realizing it, in this example the child begins to view God as imaginary, too, and eventually rejects all religious tenets as well. He or she internalizes the suggestion that parents, ministers, or rabbis are not appropriate confidantes. His parents may become hurt, annoyed, anxious, and worried by the child's reluctance

to share anything more substantive than what he thinks of dinner. The child doesn't understand why, as he is only doing what he thinks is expected. He doesn't understand the contradiction. Again, cognitive dissonance.

Cognitive dissonance equates to unresolvable mental confusion. Certified school psychologist Steven A. Kossor, who has revolted against the profession, explains some of the techniques teachers employ which result in cognitive dissonance. Basically, the targeted individual has to resolve a no-win dilemma, but the child doesn't know that. Extreme discomfort results. For example:

"Tolerance is a virtue. Your religion teaches tolerance, doesn't it? Only intolerant people decline to recognize homosexuality (or "sexual freedom") as a viable lifestyle. So just how religious are you?"

In no case is the student being given a choice to debate. The child is never aware that there is a choice. The two contradictory beliefs, loyalties, or values are internalized as a conflict rather than a choice. They function more like subliminal orders than value judgments and frequently involve a conflict among the child's parents, religious teachings, and the wisdom of pop psychologists.

Once the youngster is sufficiently confused, a teacher may "empower" the child by "resolving" the crisis for him or her, but in so doing what is actually happening is that a new value or belief is being inculcated. The child never realizes he has been manipulated. The parents aren't around, so they certainly don't know what's going on. The teacher may use a canned lesson, so that he or she may not be aware, either, that a powerful psychological technique is being employed to mold the student's feelings and viewpoints.

A 1982 document entitled "The Place of Psychology in a National Institute of Education" (NIE)⁵ confirms that cognitive dissonance is still considered a valid educational technique at the highest levels of government, and it explains plainly the role of cognitive dissonance in the modern American classroom:

A form of reinforcement . . . particularly appropriate in an educational context is "dissonance reduction." If a student can be led to recognize that two previously unrelated beliefs, both of which he holds, are in fact contradictory, he can be motivated to resolve this discrepancy and should be particularly receptive to instruction that helps him reduce this cognitive dissonance.

The ramifications of this admission are so repugnant that even the researchers who uncovered the document could not believe it was reflective of majority thinking among the psycho-behavioral education establishment. The key terms in the passage are "motivated to resolve" and "receptive to instruction." The quotation is telling educators to deliberately induce a psychological conflict of major proportions in children so that they can then make the child "receptive" to a cure. What they are to do is "cure" the

discomfort, as indicated previously, by subtly instilling a new value, attitude, or belief.

GETTING INSIDE THE BELIEF SYSTEM

American change agent documents of the 1970s spoke of “freezing” and “unfreezing” values and attitudes. Today we know it as “programming” and “de-programming.” No matter. They are basically the same. The approach used to accomplish it may be a “hard sell” or a “soft peddle,” but the intent is to get inside a person’s *belief system* and replace one value or ideal with another.

Let’s take *individualism*, because it’s one ideal psychologists are targeting aggressively. Psychologists, psychiatrists and all behaviorist educators agree that American children—indeed, all children—must forego romanticized, glorified, outmoded ethics like rugged individualism, and all the underlying “values” and “attitudes” that are critical to sustaining that ethic, such as self-sufficiency, independence (including financial independence), and ambition. The important thing to remember here is that they don’t come in trashing individualism. What “unfreezing,” “deprogramming,” or “extinguishing values” means, is weakening the foundation. This is the purpose of the minicourses, or “strands,” of curriculum alluded to earlier. Self-sufficiency, independence, and ambition are the values, the beliefs, and most importantly, the foundation that supports the ethic, or ideal, of individualism. If you have minicourses scattered throughout all the other subjects (the “infusion” method, remember?), which unfailingly portray self-sufficiency, independence, and ambition in an unfavorable light, eventually you are going to weaken the foundation, and individualism will be dead. Don’t think the field of psychology hasn’t come far enough to be able to do that. It is also a key aspect of teacher training.

How does pulling out the foundation from individualism play out in the adult world? Thomas Sowell spoke to this issue in a recent column showing how twisted the ethic of “compassion” has become and its relationship to “independence.” He wasn’t talking about education, but he could have been.

Compassion toward animals includes making sure the creature has adequate food and water, medical attention when needed, suitable shelter and a toy or two for entertainment. In addition, that compassion must be extended to the animal’s offspring. . . . Animal compassion bears none of the hardships and complexities of human compassion. You don’t have to instill lessons of independence. In fact, independence is a negative. . . . [Y]ou don’t have to worry about teaching the difficult and often heart-wrenching lessons of deferred gratification, planning for the future and bearing the burden of unwise decisions. . . . [B]ehavior that’s compassionate toward humans may qualify as cruelty to animals. For example, if you were to

supply a human with a week's supply of food and he ate it all in a day, letting him do without for the remainder of the week would be a good lesson as well as just desserts for his lack of foresight. Expecting an animal to defer gratification and bear the burden of unwise decisions is cruelty. . . . [W]hat if the parent told a daughter who's made the mistake of having an illegitimate child: "Here's \$500. Come back next month and there'll be another \$500. And if you have another illegitimate baby, you'll get \$600." . . . How compassionate is it for us to let people know they can disregard education and be virtually useless to employers and still be fed, housed, and clothed?

Thanks to the imposition, first, of psychological tests designed to get inside the belief system, educators can determine that the value our grandparents knew as "compassion" exists, and then insert a learning program or activity that will help to "unfreeze" this concept of compassion and replace it with a new definition. Consequently, we have incurred a whole new threat to our children's, and our nation's, freedoms—a philosophy of life in which independence, self-restraint, self-reliance, and self-discipline are discouraged as negatives for the human species. You may hold any view you like on evolution, or none at all, but the fact remains that when policies are built around the "human animal" instead of the "human being," the result is going to pull the rug out from under the values we once took for granted. It is no surprise that a viewpoint that once was "shameful" (illegitimacy) has gained respectability and not coincidentally promotes socialist economics as well. The foundation underlying the original version of the independence ethic has been torn away.

DEALING WITH THE "ETHICALLY CHALLENGED"

It's bad enough, of course, says psychologist Steven Kossor, that a child who is tested, surveyed, and "treated" is frequently identified for life as having emotional, mental, or social "disorders" that are either nonexistent or which would go away on their own, but worst of all, school guidance counselors and other school personnel are able to purchase clinical materials easily, without going through more than a cursory screening process. In a half-hearted attempt to protect the public, the American Psychological Association (APA) publishes *Standards for Educational and Psychological Testing*. Companies like *The Psychological Corporation* (founded by Carnegie Corporation) and *Psychological Assessment Resources*, Kossor says, establish policy guidelines for the purpose of restricting access to test materials, based on APA standards.

Even so, it's fairly easy, insists Kossor, for unqualified persons to get their hands on psychological tests and to distribute them to school children. Just call *Psychological Assessment Resources* (PAR), he says, at their 800 number and tell the salesperson you're a high school psychology teacher and want to order some personality tests for your classroom. PAR's catalog will

contain scales and inventories labeled Levels A, B, and C. Level C is the most sophisticated and generally requires a graduate degree in psychology, education, or a related field; membership in a professional association connected with the competent use of such tests or possession of a license from a certified agency. But controls are loose, and if one is employed within the education autocracy, just about anything can be called "educational" and it will get by. For example, using the name of someone who already has Level C qualifications—a licensed psychologist such as Kossor—will get one C-level products such as the *Personality Assessment Inventory*, the *Rorschach* personality test, the *State-Trait Depression Adjective Check List*, or the *Minnesota Multiphasic Personality Inventory* with the accompanying *Interpretive System*.

In the event a C-level psychological product is beyond reach, there are plenty of B-level products around that are easier to obtain and equally as dangerous in the hands of the non-professional (and often the professional, too). These include the *Emotional Problems Scales*, the *Reynolds Child Depression Scale*, the *NEO Personality Inventory*, and the *Defense Mechanisms Inventory*. In some catalogues, the *Rotter Incomplete Sentences Test*, in which children complete leading comments to provide insights into their attitudes, opinions, world views, emotional state, and family affairs, is considered C-level; in others it is a B-level item. No matter. School psychologists and counselors will be examining your child's responses to this "test" in either case.

A-level items include the *Adolescent Coping with Depression Course* and the *Mental Status Checklist for Children and Adolescents*. All these surveys and tests take away valuable time from substantive academics and often mislead school authorities about emotional, mental, and family matters that don't concern them in the first place. They also can be deadly. Teachers may be asked to address whatever "problems" show up on these tests and surveys by bringing in off-the-wall curricular programs. Take, for example, the case of a film shown to third-graders in Detroit that was ostensibly aimed at instilling compassion for the handicapped. One scene in "Nobody Useless" showed in graphic detail a youth attempting to hang himself. A boisterous young viewer went home that night and decided to try it out. He succeeded.

Psychologists have known for 50 years, says Kossor, "that people can be harmed through the misuse or abuse of psychological tests." He cites many reasons why personality testing, surveying, and treatment, especially by amateurs, is untenable in compulsory ("captive") educational settings like the typical public school, one of the most serious being that it encourages a morbid preoccupation with self, actually damaging emotional stability in many individuals. Whenever activities encourage public discussion of what ought to be private matters, he says, a de-sensitizing effect results, which is especially damaging in matters involving intimate topics. Indeed, it is unhealthy, Kossor says, for children to be continually taking their emotional temperatures, something these tests, surveys, questionnaires and the follow-up curricula encourage.

Public airing of private matters also may bear significant responsibility for the surge in illegitimacy, venereal disease, and sexual crimes, as it is difficult to stigmatize what is constantly discussed and printed. It can be argued that certain "taboos" serve a good social purpose, as they keep deviant and irresponsible behaviors somewhat in check. One of the characteristics of a "taboo" is that it is unmentionable, or discussed only in hushed tones. This serves to categorize the behavior as "unacceptable." Today's policy of blathering continually about intimate bodily functions and emotional relationships trivializes sex, marriage, and family bonding. Today's schools and the media, however, encourage indiscriminate disclosure, "which makes children vulnerable to exploitation, manipulation, and even outright abuse," says Kossor.

THE INNER CITY: EXPERIMENTAL LAB FOR PSYCHOLOGICAL TREATMENT?

The same James Rawlings Rees who developed the *Tavistock Method* of inducing cognitive dissonance was also an open racist. He categorized various minorities, including Blacks, in what he referred to as "the psychopathological tenth" of the population. He wrote that Aldous Huxley was in error when he postulated in *Brave New World* that future leaders would create a subpopulation of dullards to perform the boring labor in society. We don't need to produce any more of them, said Rees; we already have plenty.

The latest incarnation of Rees is a psychiatrist by the name of Dr. Frederick Goodwin, promoting the notion of a "defective criminal gene," under the auspices of the *National Institute of Mental Health*. In his 1995 proposal, which received warm coverage from *Time* (until they heard it wasn't politically correct), Dr. Goodwin compared inner-city youth with "hyper-aggressive, hypersexed" monkeys in the jungle. He has promoted psychiatric screening of urban, inner-city children as young as five—ostensibly to identify individuals who are *predisposed toward certain types of conduct*.⁶ He proposes drugging them. A pilot version of his screening concept reportedly has been performed in some California schools.

Who will these inner-city youngsters likely be? African-Americans. The same people who were the guinea pigs for those first experimental psychological change curricula under Title I of the *Elementary and Secondary Education Act*, reauthorized by Congress in 1996. One curriculum in the reading series showed a person "torching a porch," a boy stealing a girl's purse, and another fellow throwing darts at a companion for target practice. Title I fare has since been applied to nearly everybody.

Dr. Goodwin's "screening" for a criminal gene will be no different if the concept is legitimized. Once DNA gene-mapping/identification becomes economically viable, in just four or five years, it will only be a question of time. Just like the legislation aimed ostensibly at abusive and irresponsible parents, eventually it will be applied indiscriminately to the

entire population. What kind of people would do that? Unethical behavioral "scientists" playing on the fears of a desperate, crime-infested society they helped to create.

Lest we forget what happens when psychiatrists like Goodwin are permitted to run amok, it may be helpful to review what occurred on 16 July 1933, when the *German Union for Mental Health* changed its name to the *German Institute for Mental Health and Racial Hygiene*. Even before Hitler signed the edict prepared for him approving the practice of euthanasia, the *T4 Project* (that's the abbreviated name of its headquarters on *Tiergartenstrasse 4*) had begun to eliminate Jews, mental defectives, those with serious physical ailments, and other ethnic "undesirables." A large part of the work was carried out by "politically reliable psychiatrists" in state psychiatric institutions like *Eglfing-Haar*. Some were put to death quickly with gas; others were murdered through gradual drug overdosing or starvation, depending upon how much experimenting doctors wanted to do.⁷

Euthanasia was initially sold in prettier packages. Anyone who has had to live with and care for a cranky, diapered, mentally diminished adult for longer than five years, especially a person one was never particularly fond of in the first place; anyone who has ever experienced the heartache of a parent with a horribly deformed or desperately ill child, as in the case of Thalidomide babies of the 1950s, knows that without the emotional resources, courage, and personality of Mother Theresa, there may be moments when it occurs to us that perhaps we treat our animals with more compassion than we treat ourselves, by putting those who are both terminal and tortured out of their misery and ours. It was in those terms that initial public approval for euthanasia was sought. But once the common people had stopped wincing, the nation lost its moral compass. Once the German people were moved toward the view that man is an animal or a neurochemical accident, a chain of events ensued, and respect for human life was soon replaced—first with pragmatism, then with cleverly organized wickedness. The psychiatrists of the *German Institute for Mental Health and Racial Hygiene* and the *T4 Project* figured highly in the process. As we consider the recent vote (March 1998) by the Oregon Health Services Commission to authorize lethal prescription drugs for low-income residents insured under Medicaid,⁸ we may wish to remind ourselves of the *T4 Project* in Germany.

BAGGING RELIGION: THE FINAL SOLUTION

Albert Siegal, a well-known psychologist at Stanford University, says "every civilization is only 20 years away from barbarism. Twenty years is all we have to accomplish the task of civilizing the infants . . . who know nothing of our language, our culture or our customs . . ." when they come into the world. This is fairly obvious, although one doesn't generally think of the job of childrearing and education in that way. But two of Dr. Siegal's mental "health" colleagues back in 1945 did think about it that way: Cana-

dian psychiatrist Dr. G. Brock Chisholm and Dr. John Rawlings Rees joined forces and became cofounders of the *World Federation of Mental Health*.

The quotation by Chisholm, part of which opened Chapter 7, marks the end of the "movement" phase and the beginning of the "revolution" phase overturning the values and philosophy that are enshrined in our Declaration of Independence, Constitution, and Bill of Rights. The speech, when you read the complete text,⁹ has all the earmarks of the provocateur, like Adolf Hitler, who makes the sick and morally bankrupt sound almost sensible and even profound. In reality, Chisholm was carrying "the philosophical torch of *T4* out of the ashes of the Third Reich".¹⁰

... it would be good for the race to prevent future wars. . . . the killing off of large numbers of its physically fit, intelligent and socially minded younger men can hardly be advantageous. A case might be made for wars if they could be fought by the old men and the mental defectives but that does not seem to be even a remote possibility. . . . This can hardly be a useful procedure from a racial point of view unless conceivably it could serve to reduce population pressures in some parts of the world. This end could surely be attained, however, in less painful ways and with better selection.¹¹

With the above as the justification for eradicating the ill and the inconvenient, we follow Dr. Chisholm's and Rees' logic as they take on the "requirements for world peace" and outline the role psychiatry was to play in its implementation. Dr. Chisholm said:

It would appear that at least three requirements are basic to any hope of permanent world peace. First—security, elimination of the occasion for valid fear of aggression. This is attainable . . . [I]t will be necessary that all disputes be submitted to arbitration by a world court of highest integrity.

Second—opportunity to live reasonably comfortably for all the people in the world on economic levels which do not vary too widely either geographically or by groups within a population. This is a simple matter of redistribution of material. . . . It follows inevitably that the third requirement . . . is that there be enough people in the world, in all countries, who . . . are sufficiently free of neurotic symptoms which make wars inevitable. . . . It would appear that this quality of maturity, of growing up successfully is what is lacking in the human race generally. . . . This fact puts the problem squarely up to psychiatry. The necessity to fight wars, whether as an aggressor or as a defender . . . is as much a pathological psychiatric symptom as is a phobia or the antisocial behavior of a criminal.

Dr. Chisholm went on to respond to charges that doing away with "right and wrong, or the concept of sin, would lead to societal chaos." Not so, he insisted:

. . . Freedom from morality means freedom to observe, to think and behave sensibly. . . free from the outmoded types of loyalties and the magic fears of our ancestors. If the race is to be freed of its crippling burden of good and evil it must be psychiatrists who take the original responsibility. The battle, if it is to be undertaken, will be long and difficult. . . . With luck we have perhaps fifteen or even twenty years before the outbreak of the next world war . . . twenty years in which to change the dearest certainties of the human race, twenty years in which to root out and destroy the oldest and most flourishing parasitical growth.

But today, as we approach the year 2000, we know better. Societal chaos is *exactly* what we are seeing. Every major city in America is buried in red ink from crime, illegitimacy, welfare dependency, and an accompanying eroding tax base, as the backbone of society which remains upstanding, responsible, and family-oriented—a dwindling majority of Americans, to be sure—flees to the suburbs and to smaller towns, where life is frequently only just a little better. *In 1997, an ABC-Washington Post poll revealed that 70 percent of Americans said they would be willing to give away a portion of their freedoms in return for order and security.* Security from what? Crime. So much for the freedom from right and wrong leading to more sensible and rational behavior.

Returning to Chisholm's speech, we see that it combines the elements of Wundt, Marx, Freud, Charles F. Potter (founder of the modern humanist movement), and Rüdin. Marx's theories are evident in Chisholm's comments regarding outmoded loyalties and the need for a redistribution of wealth; Freud's and Wundt's philosophies are highlighted in the call for "freedom from morality," which both men viewed as a root cause of neurosis. Rüdin's twisted logic is seen in the eugenics-based idea that wars might be acceptable if they were simply weeding out the aged and the defective. Chisholm ended his speech by echoing Albert Segal's comment about having just 20 years to do the job: to root out and destroy religion, which Chisholm refers to as "the world's oldest and most parasitical growth."

Meanwhile, Chisholm's partner, Brigadier General John Rawlings Rees, head of England's *Tavistock Clinic*, also gave a speech to fellow professionals at the 1940 *Annual Meeting of the National Council for Mental Hygiene*, trying to motivate and inspire them to action. His speech, entitled "Strategic Planning for Mental Health," exhorted his colleagues not merely to influence, but to take over, the field of education, as quoted at the beginning of this chapter.

Over the years, population-control-focused psychological laboratories like the *Research Triangle Institute* (RTI), for example, collaborated in projects to provide technical assistance on population policy planning and analysis

in 50 countries in the developing world. RTI also got into the education business by conducting and administering the Educational Testing Service's *National Assessment of Educational Progress* (NAEP) from its inauguration in 1969 to 1983, back when the examination was known as the *Exploratory Committee Assessing the Progress of Education* (ECAPE) financed by the Carnegie Corporation and the Ford Foundation.

NOTES

1. The "psychologically controlled environment" is a perfected staple of manipulation strategies today.
2. It is an interesting aside that when Paley began at CBS in 1928, he hired Sigmund Freud's nephew, Edward Bernays, to be his chief adviser. According to documents uncovered by Dr. Dennis L. Cuddy, Bernays promptly authored the book, *Propaganda*, in which he stated prophetically: "Those who manipulate the organized habits and opinions of the masses constitute an invisible government which is the true ruling power of the country. . . ." New York Mayor John Hylan would have done better to look to Bernays to find the source of his "invisible government," as Rockefeller was only a part of the means, not the catalyst itself.
3. This and the information that follows were obtained from the research of Dr. Dennis L. Cuddy, Senior Associate at the US Department of Education from 1982-1988.
4. "Pumsey" is a stress-reduction program used in many elementary schools.
5. The work of NIE has since been absorbed into the *Office of Educational Research and Improvement* (OERI) within the US Department of Education.
6. Actually, studies related to the genetic history of criminals have long since been undertaken. To date, they have been based on the number of X and Y chromosomes. There are 23 chromosome pairs, with Pair Number 23 being the gender-determining XY chromosome. A person with two X chromosomes (XX) is a female, and the person with an X and a Y chromosome (XY) is a male. But it doesn't always work out that way. An occasional aberration is the extra chromosome—or two or three extras. Regardless, of how many extras there may be, the presence of even a single Y chromosome results in a male. Thus, an individual with an XXY, an XXXY or, much more rarely, an XYY is still a male. In studies among prison inmates in the 1950s it was found that several thousand had the rare XYY combination. These men were generally bigger, taller, more aggressive and thus dubbed "supermales" by the scientists. But this statistic didn't prove anything because the only XYY's in the study were people in prison—the ones who got caught. In 1976, in Copenhagen, Denmark, a broader study was undertaken on most males born between the years 1944 and 1947, about 30,000 men. Twelve were found to be XYY. Of those twelve, five had been convicted of one or more criminal offenses. Since

the crime rate of the target population was under 2%, the XYY males had a nearly 50 percent higher rate of criminality than the general population. The then-new finding of XXX and XXXX females within the prison population supported the emerging theory of a criminal gene. There was one tiny problem—none of the five men had a record of violence. All the convictions were for things like petty theft, with no weapons or force involved. What did come up, however, was a universally low intelligence among both the XYY and the XXX/XXXX groups—which leads one to wonder: were the men and women in jail there because they were less intelligent and getting caught for petty crimes, or did they have a “criminal gene?” The latter suddenly seemed highly unlikely, and the project ended.

7. *Selling Murder*, by Michael Burleigh, directed by Joanna Mack. Domino Film Production, 1991.

8. Cal Thomas, “Subsidies of the ‘right to die?’” the *Washington Times*, 4 March 1998.

9. The entire text of this speech can be found in *Psychiatry: Journal of the Biology and Pathology of Interpersonal Relations*, vol. 9, no. 1, February 1946. The publication is put out by the William Alanson White Psychiatric Foundation, Inc. The title of the speech is “The Responsibility of Psychiatry.”

10. Wiseman, op. cit., 68.

11. G. Brock Chisholm, “The Reestablishment of Peacetime Society,” a speech also found in *Psychiatry: Journal of the Biology and Pathology of Interpersonal Relations*, vol. 9, no. 1, 3.

DE-NATIONALIZATION AND MORAL NEUTRALITY

Education for international understanding involves the use of education as a force for conditioning the will of the people.

—*Education for International
Understanding in American Schools*,
The National Education Association, 1948, 33.

Hey hey, ho ho, Western Culture's got to go.

—Stanford University student chant
led by the Rev. Jesse Jackson.

Robert Blackstock, associate professor of law at Hillsdale College, describes Western culture as the weaving together of diverse and seemingly inconsistent bodies of knowledge into a pattern that harmonizes and gives strength to the component parts and speaks to the human mind and soul in a way that elevates not only the individual but the entire civilization. *De-culturization*, on the other hand, is the eradication of a national consciousness. As in Russia, this was accomplished by perverting the concept of literacy; de-legitimizing the country's historical figures; de-emphasizing and slowly removing the heroes and villains of traditional literature; and carefully inserting into the resulting vacuum stories and "history" that had little or no relevance for the native population.

The logic behind today's revisionism, with its continuing de-emphasis on American history is the same, although that rationale is never publicized when polls reveal that both youngsters and adult citizens know less and less about their country. Curricula that urge de-nationalization and promote so-called diversity (in reality, non-assimilation) are basically hand-me-downs from A.S. Neill through Brock Chisholm. The goal is to unravel, rather than to weave together bodies of knowledge, thereby contributing to further ethnic isolation and de-stabilization of Western values. In the process, a bridge to moral neutrality is being erected for schools of the 21st century.

THE TEACHER-TRAINING ROAD TO HISTORY "STANDARDS"

The attempt to discredit Western civilization and, in particular, to denigrate America's institutions and icons as relics of unwarranted nation-

alism began in earnest soon after World War II and came to a head in 1996, when the *National Council for History Standards* came out with the new revisionist history "standards," as part of the National History Standards Project. The Project has its own history. In 1948, the National Education Association published *Education for International Understanding in American Schools*, which locked in the anti-authoritarian theme as well as the spirit of revolutionary Marxism in American educational circles. In it, were passages like the following:

The nation-state system has been in existence for about three centuries. . . . [It] has not been able up to the present time to abolish wars. . . . enduring peace cannot be achieved so long as the nation-state system continues as at present constituted. It is a system of international anarchy—a species of jungle warfare. Enduring peace cannot be achieved until the nation-states surrender to a world organization the exercise of jurisdiction over those problems with which they have found themselves unable to deal. . . . Nationalism is the product of the modern period and of the nation-state system. It is a feeling of loyalty to one's nation-state. Loyalty to one's family, to one's local community, to one's own group seems to develop naturally when the contacts are agreeable to a person. An extension of that loyalty to a larger area, such as a nation, has been attained by the adoption of patriotic songs, setting aside national holidays, teaching the greatness of the nation's heritage, use of uniform language, and establishment of schools where youth are taught patriotism and their duties to their native land. Unfortunately man did not attain peace through the nation-state system. . . . A spirit of narrow nationalism was stirred up in the people by impressing them with an idea of their own superiority. . . . People were taught to look down on other nations as inferior. . . . So long as these narrow nationalistic ideas continue to be held by many people in nations today, there is a threat to world peace.¹

This message was enlarged upon by the *United Nations Educational, Scientific, and Cultural Organization*, (UNESCO) established through a \$13,500 grant from the NEA's *War and Peace Fund* and a concurrent grant of \$13,000 from the Carnegie Corporation in October 1946. Soon thereafter, UNESCO produced a series of nine volumes aimed at kindergarten and elementary school teachers entitled *Toward World Understanding*. The booklets were cheaply priced for maximum distribution and were printed by Columbia University Press, Columbia University, Teachers College. The series was quite specific: the teacher was to begin by eliminating any and all words, phrases, descriptions, pictures, classroom material or teaching methods of a sort causing his pupils to feel or express a particular love for, or loyalty to, the United States. Children exhibiting such prejudice as a result of prior home influences—UNESCO calls it "the outgrowth of nar-

row family spirit"—are to be dealt an abundant measure of counter-programming at the earliest possible age. Booklet V, on page 9 advises the teacher that:

The kindergarten or infant school has a significant part to play in the child's education. Not only can it correct many of the errors of home training, but it can also prepare the child for membership, at about the age of seven, in a group of his own age and habits—the first of many social identifications that he must achieve on his way to membership in a world society.

Following the same line of attack on nationalistic spirit and on the encouragement of such by parents, the same booklet, on pages 58-60, adds: *"As we have pointed out, it is frequently the family that infects the child with extreme nationalism. The school should therefore use the means described earlier to combat family attitudes."* The booklet goes on to call for a Children's Charter (wherein the child is independent of his family and entitled to his own "rights") and a Teachers' Charter (wherein teachers could start making political, as opposed to mere educationally related, demands). Booklet V calls for the suppression of American history and geography curricula in favor of "universal history" (page 11). Booklet VI calls for extensive and graphic sex education, including having the teacher find out whether the child's parents undress in front of him or her, and so on.² Given that this effort went into high gear almost as fast as the first Baby Boomers were delivered, it is no wonder that by the 1960s these children were ripe for crime, drugs, and counterculture propaganda.

Successive waves of anti-Western proselyters like John Goodlad and James Becker worked to purge American schools of Western thought, often employing methods that were reminiscent of Lukacs in Budapest. The goal, sometimes stated outright, was to shatter the common frame of reference that had for generations sustained our way of life. The reasoning went that if children didn't grow up with such a body of commonly shared cultural knowledge, then they wouldn't know enough about it to value it, and therefore wouldn't miss it when it was gone. This mirrors the strategies for instigating cultural and social disintegration advocated by Horkheimer, Benjamin, and Adorno. Thus, in addition to denigrating Western art, music, and drama in the popular culture, a concerted effort was begun to eradicate any commonly shared body of knowledge through the schools, and a concept known as "global education" was born.

NATIONALISM AS MENTAL ILLNESS

The rationale for global education was perhaps best expressed by Dr. Ewen Cameron, a former president of the American Psychiatric Association. Like his Canadian colleague, Dr. Brock Chisholm, and his British counterpart, Tavistock head James Rawlings Rees, Cameron saw the family, nationalism, and conscience ("anxiety and guilt") as the chief culprits leading to international hostilities and, eventually, to war. He was con-

vinced that proliferation and institutionalization of the social sciences, especially in elementary and secondary schools, were the keys to rooting out the "psychological pestilences" that lead to "authoritarian governments" and international conflict.³ Cameron went beyond Chisholm and Rees in naming the entity that should lead the charge in re-orienting education toward a globalist vision and laying the groundwork for individuals like James Becker, John Goodlad, and the Paideia Group⁴ who would write it into the curriculum.

Compare the following excerpt of Cameron's 1946 speech, aired by the Canadian Broadcasting Corporation, with Brock Chisholm's speech that same year to the World Federation of Mental Health (see Chapter 7). Then review the quotation from the National Education Association's 1948 book, *Education for International Understanding in American Schools* in the previous section of this chapter. The similarity between the three is unmistakable. First, Cameron's piece:

At an earlier time, mothers used to pass on to their daughters the medical folklore of their time 'You cure warts by rubbing them with a piece of meat and then hanging it for three days behind the barn.' For all the occasional kernel of shrewd observation it was nonsense, dangerous, destructive nonsense that crippled bodies and took lives.

The folklore concerning human nature which we pass on to our children is no less misleading, no less crippling.

. . . There is not a school system, a college, a newspaper chain or a government anywhere [in 1946] but contains some people in authority who are passing on outworn, harmful and . . . perilously misleading beliefs concerning human beings.

Our current shortages are . . . the consequences of our failure to understand and manage human nature, to prevent the periodic outbreaks of mass hostility that destroy us and our works.

Is it not to be anticipated, then, that human society which has come so far against such odds, which has grown so powerful, will stand helpless before the problem of its own nature? . . .

[But] society [has] already begun to invent the social tools to meet its needs.

The most important of these tools are the fact finding social sciences—psychology, sociology, psychiatry.

During their short existence, these sciences have already worked out . . . great scientific discoveries. . . . [T]he social sciences . . . have shown that man is not a reasoning creature for more than a part of the time, that to understand him you have got to anticipate that much of his behaviour is instinctive and

emotional. . . . What we call morals, are simply the customs, prohibitions and rules which a society maintains at any given time. . . . What we have once set up we can set up again, and better.

Sociology, through its great researches into the ways in which people manage their lives in different countries all over the world, and in its studies of the ways in which the business of bringing up children, exchanging goods, managing marriage, dealing with feelings of guilt, has shown how variously and successfully these things can be done.

These new ways of thinking . . . are meeting with the most entrenched resistance. . . .⁵

At this point in his speech, Cameron switches gears, using a format that is known in espionage circles as "the cold pitch." The cold pitch is what a professional espionage agent does once he has surmised from a prospective recruit (known in the field as an "asset") the fears, desires, and problems that motivate the subject's behavior. The agent plays on these fears, desires, and problems by getting the asset to perform certain tasks, with the promise that the asset's fears and problems will be dissolved and that an opportunity to achieve or acquire these desires will be made available. Like a good espionage agent, Cameron's "cold pitch" begins when he offers the solution:

The United Nations Organization deserves the support of all who are concerned with the building of a new World Order, for, though its old League of Nations failed in its fundamental task, nevertheless it has left behind a legacy of men and women who have come to think in terms of world interests. . . .

But you cannot build modern social organizations without social architects—men and women who know the nature of the human materials with which they have to work.

Problems of the most vital nature are unlikely to receive the attention they require unless the knowledge which is beginning to stream into the laboratories and research controls of the social sciences is used to the fullest. . . .

During the recent war, we know it was essential to protect the psychological health of our populations. . . .

. . . [O]ld institutions are to be reformed or replaced . . . ancient loyalties are to be transferred . . . for the preservation of our psychological welfare.

Hostility, insecurity, feelings of guilt, are worldwide, are rising in intensity and, as we know, are closely related to each other.

All around the world there exist, rooted in ancient outworn concepts of human behavior, systems of belief—large and small—all competing, warring with each other. . . . The best having outlived their function as social controls, lie devitalized structures across highways of progress.

Most serious of all is the perpetuation by those systems of belief, of anxiety, insecurity and feelings of guilt. . . . Many of them have set up rules of living which have no relation whatsoever to the facts of human nature. Very naturally the individual fails to adhere to them. . . .

Now this might not be so important were it not for the fact that frustration, anxiety and hostility are closely related . . . that frustrated, anxious people are prone to develop hostility, common experience has taught us that insecure people turn to authoritarian governments and they to war.

In our century, the psychological pestilences of hostility have taken their millions. . . . We can only begin to stop them when we turn from those ancient systems which have signally failed. . . .

Somewhat on the periphery of the United Nations Organization, there is a division for education, within the United Nations Educational Scientific and Cultural Organization [UNESCO]. How much freedom will it have? Will it be allowed to take action upon the fact that the early indoctrination of children with beliefs which are contradictory and unreal, which sow the seeds of insecurity and baseless self-criticism is continuing to produce stunted and crippled personalities, future adherents of the authoritarian systems, both state and clerical?

Will it have the authority to assert that there is not, and cannot be, a Buddhist, Icelandic or social democratic education, any more than there can be a Buddhist, Icelandic or social democratic physics or chemistry? There can be only one education anywhere on the earth and that is education for world citizenship.⁶

Cameron's speech not only lends legitimacy to the joint venture of the Carnegie Foundation and the NEA—UNESCO—but it links anxiety with authoritarianism and indirectly supports J. R. Rees' exhortation to fellow professionals at the National Council for Mental Hygiene to *take over* the field of education, by infiltrating the system and organizing "some kind of fifth column activity."

Consequently, by the 1950s it was not surprising to find that the behavioral sciences, particularly psychology and psychiatry, had made successful inroads into state and federal governments, clearing the way for "the

global perspective" to be infused under the cover of "social science," which would slowly replace history and geography in the elementary and secondary schools.

The sixties counterculture, with its anti-war rhetoric provided the climate necessary to jump-start a globalist curriculum. In his 1973 piece, *Education for a Global Society*, James Becker lends urgency to the idea by declaring that "failure to recognize the imperatives of globalism is evident in the many traditional, chronological history courses. . . . The emphasis on local and national history is especially noticeable and outmoded."⁷ This was the beginning of the end for knowledge of basic historical facts—dates, times, and places. Ten years later, in a widely circulated professional report, *Global Education: State of the Art*,⁸ Becker points to patriotism as a contributing factor to nationalism, which he characterized as a form of mental illness. This marked the beginning of the end for patriotic songs and stories in the classroom. Like Cameron and Chisholm 30 years earlier, Becker likened family loyalty to primitive "tribal loyalty," making the point that families and tribes were merely nations-in-miniature, causing more harm than good. Becker's advice was predictable: a re-assessment of old values and the imposition—forcibly, if necessary—of a new perspective, especially consensus and flexibility over individualism and principle.⁹

By page 11 of the *Global Education: State of the Art* report, it is clear that *global education is to be the curricular glue that holds the rest of a child's school work together in the 1990s and beyond*. And so it is today. Only the name was changed to multicultural education.

Common sense, of course, tells us kids can't be expected to solve the world's problems (or their own, for that matter) unless they know the history of a problem, how others have tried to solve it in the past—and what the rationales were at the time for approaching the problem in the way in which people did.

Clearly the globalists did not want young people considering problems in this way.

Becker and his like-minded colleagues—John Goodlad, for example—built upon the Wundtian view of mankind. For example, in *Education for a Global Society*, Becker observes that since animals regulate the affairs of other animals in "an equitable and practical manner" based upon a specific pecking order, they display a greater rationality than the human species and therefore ought to be emulated! Humans, he adds, are "by far the most destructive species that inhabit the earth"¹⁰ and they need, therefore, to be regulated and bridled. He condemns the industrialized nations for being the "main polluters," conveniently ignoring the fact that it is predominantly the developing nations which have turned their crop-producing areas into deserts and ruined their rain forests. He doesn't give the industrialized countries credit for sanitation, bathrooms, and running water which keep people from defecating in each other's drinking and bathing water and spreading agonizing, fatal diseases. Instead, he urges the successful nations to "share" (read: "fork over") their resources to the teeming Third World

nations, but to please keep their values and culture—economic and moral; anything that might be responsible for the First World's success—to themselves.

The most lasting contribution of Becker to global/multicultural education is his list of "critical attributes," which all young people must adopt ("internalize"), he said, if the population was ever to truly embrace the new value system and become "mature global citizen[s]." Consequently, these attributes became the desired outcomes of all lessons, whether the course in question was social studies, music, literature, or something else. Becker's pivotal "critical attributes" include:

- *Multiple loyalties*—Simultaneous loyalty to a range of institutions, groups, and nations—many of which will be incompatible with one another and from which the child eventually may have to choose.

- *Ethical and moral maturity*—Basically, situational ethics that do not rely on religious and authoritarian (read: "inflexible") codes and doctrines so that unbiased "decision-making about global issues" can take place.

- *Human rights*—Most people interpret this phrase as "inalienable rights" in the Jeffersonian tradition—"life, liberty, and the pursuit of happiness." But in Becker's version, *all societies are to be considered morally and ethically equal no matter how repulsive, backward, or oppressive their policies and track records on "inalienable" human rights may be.* This means that a society whose policy it is to torture political prisoners (for example, Syria), or which practices infanticide on female infants (China), or which turns a blind eye to the practice of bride-burning to obtain larger dowries (India), or which publicly amputates the hands of petty thieves, even those of small children (Nigeria), or which performs excruciating ritual mutilations on the genitals of little girls to guard their chastity and help solve their population problem (Ethiopia) is no less "moral" than the United States.

- *Cooperation*—Instead of competition, that is. The idea is to heighten the concept of interdependence, both on the personal level, between individuals and groups, and on a global scale between nations and peoples. Such an ethic is supposed to produce what Becker calls "win-win outcomes" for everybody. Therefore, in school, children are to practice "cooperative behaviors wherein all parties assist each other in achieving individual and collectively decided upon goals." This is the basis of what has become known as "conflict resolution" in today's classrooms: The child who has been hit over the head and had his toy stolen by another youngster is asked to negotiate with his oppressor so that both can play with the toy. That's "win-win."

"Global education," Becker assures us, is concerned with "[helping] American citizens understand the need to share the wealth and power with others, including the poor countries. . . ." For that reason a lot of time is to be spent rooting out "ethnocentrism"—the tendency to focus on or favor one's own ethnic group. Ethnocentrism, claims Becker and his globalist colleagues, leads inexorably to nationalism. Better to have malleable attitudes that are not easily offended.

Which brings us back to de-culturation as one of the foremost methods of eradicating ethnocentrism. For example, "good manners" is a concept that applies only to one's particular "tribe." Good manners to one tribe might not mean the same thing as good manners to another tribe. Therefore, there are no "good" or "bad" manners.

Needless to say, notions like this might not sit well with a child's parents—which is why it is necessary to get families out of the way. Consequently, school subjects like literature must seek to discourage any necessity for a child to live up to family/parental standards. This means removing feelings of guilt and anxiety over adherence to family values (read: "tribal mores").

The most important revelation to come out of the "State of the Art" document is the admission that global/multicultural studies will not be "value-free," even though it was characterized the opposite way to the public.

Global education is not value free. It is openly and explicitly committed to a range of value goals evidenced in the preceding list of critical attributes. . . . [S]uccessfully implementing global education—not an add-on curriculum—but a perspective infused into all aspects of current curriculum.

Remember: This was not a public relations document, but one meant for fellow professionals to implement global education. The public relations pamphlets, articles, and brochures promoting the new program all claimed that the teachings would be "value-neutral." Remember that phrase from the 1970s and 80s: *value-neutral*? We were all told that no teacher—or any adult, for that matter—should foist his or her own values, attitudes, and prejudices off on young people; that children should be allowed to make up their own minds. So, many parents *were* urged—and did, in fact—leave religion (among other things) for "later," when the child "was older and could decide for himself." And teachers were told that gutter talk in plays and literature were not only acceptable, but realistic models of communication. So educators would have youngsters read pieces where they were cussing and using vulgar slang or street talk; or they would have children hammer out an altar to the goddess of fertility instead of teaching the geography and history of far-off lands. All this was the stuff of "value-neutral."

So the significance of *Global Education: State of the Art* is that here's a scholarly report describing the progress to date in implementing global studies which admits that values were going to be taught, they just weren't going to be the ones everyone was accustomed to. Key passages explain that there will be a built-in philosophical bias, and that these must be "carefully introduced in awareness level programs to persons likely to influence others."¹¹

Global education was not expected to be real popular with parents and other taxpayers and would need to be "piloted" surreptitiously. "If they [persons charged with managing school districts and systems] believe the

ideas being encouraged to be provocative, likely to arouse controversy, the chance of their success is greatly reduced,"¹² say the authors. Furthermore, global education, will involve "reshaping many teachers' attitudes and beliefs. . . . It is unlikely that an individual holding highly ethnocentric or nationalistic views will be able to offer students opportunities for learning about pluralism, interdependence, and other concepts. . . ."¹³

The report goes on to describe the process of infusion (long ago perfected by the Soviets to weave communist propaganda into all the subject matter):

. . . innovations generally proceed through several stages including awareness, trial, adoption, adaptation and institutionalization. Each of these steps requires specific behaviors on the part of the innovator. [For example,] global education should be carefully introduced in awareness level programs to persons likely to influence others. Today's innovation literature typically describes these people as "gatekeepers." Once the concept has been introduced to key individuals, it will be "piloted." . . . Adaptation occurs as the product is adjusted to its host environment. At this stage the successful [product/curriculum] is flexible and malleable. The caveat here of course, is that while the adaptation takes place, the product must retain its basic integrity, . . . without destroying or compromising the . . . product and at the same time, disseminating it on a massive scale to a needy public.

Among the more prominent globalists receiving generous government and foundation grants is John Goodlad. His best-known texts are *A Place Called School* and *Education Curriculum and Inquiry*. Goodlad, a professor at the University of Washington and Director of the Center for Educational Renewal, among other things, has spoken out on the necessity of removing youngsters from the influence of their families. Typical of Goodlad's rhetoric is the following:

. . . The first educational question will not be "What knowledge is of the most worth?" but "What kind of human beings do we wish to produce?"¹⁴

Parents and the general public must be reached. . . . Otherwise, children and youth enrolled in globally oriented programs may find themselves in conflict with values assumed in the home. And then the educational institution frequently comes under scrutiny and must pull back.¹⁵

Thus did the common store of heroes and villains, stories, poems, and songs—even some national holidays—which make for emotional ties to homeland, suddenly come under attack.¹⁶

After re-naming or removing some 130 years of American chronological history from school texts, curriculum writers began emphasizing themes

like disarmament, "peace studies," "developmental studies" and particularly the "culture of poverty," thereby acclimating students to the idea that "resources" should be redistributed and that federal government should "fix things," not individual localities.

Efforts to instill a uniform English language and spelling died a similar death. "Whole language" (same as the now-discredited "look-say" and "psycholinguistics" approaches) came into vogue, with its "creative spelling"; and something called "Black English" (now called "ebonics") was legitimized as a standard form of speech. The effect was to further polarize whites and African-Americans and institutionalize the underclass. Bilingual education, rather than giving newcomers a little help in their native tongue while they were trying to learn English, became a method of bypassing the English language altogether.

All of these efforts helped to ensure poor job prospects for the students who were exposed to them, which in turn helped to create a nation of angry, low-paid workers and hyphenated Americans—the type of society that would be crucial to the success of the Goals 2000/OBE/Workforce 2000 package, detailed in Part III.

Today, UNESCO disseminates Cameron's and Chisholm's philosophies throughout educational systems worldwide, and psychological/personality screening, as Cameron foretold, is an integral part of the process. By getting other organizations to jump on the globalist bandwagon—among them, the American Bar Association's Special Committee on Youth Education for Citizenship in Chicago, and the Center for Global Perspectives in New York—global education eventually superseded all other learning.

As Baby Boomers emerged from their hippie phase and embarked on parenthood, the globalists and their partners in deceit were ready with a marketing package that would appeal to the new crop of mothers and fathers—"tolerance" and "understanding"—the kind their own parents had never seemed to have enough of. From there, the globalists took aim at "polluters," patriots, and, eventually the new generation of parents themselves—in the same way Lukacs, Lunacharsky, and Lenin had targeted the family in Russia and Budapest decades before: as Enemies of the State.

NOTES

1. *Education for International Understanding in American Schools*, The National Education Association, 1948, 44-45.
2. *Congressional Record, Proceedings and Debates of the 82nd Congress, First Session*, US Government Printing Office, 1951. UNESCO's influence on American education is discussed further in Chapter 19.

3. Dr. Ewen Cameron, "The Building of the Coming World Order," speech aired by the Canadian Broadcasting Corporation, 5 May 1946.
4. The Chairman of the Paideia Group was Mortimer Adler, founder of the influential atheist lobby, the Aspen Institute for Humanistic Studies, and the Carnegie Foundation's Ernest Boyer sat on the Board. Its primary document, *The Paideia Proposal: An Educational Manifesto* was published by Macmillan Publishing Co., New York, in 1982. The Proposal touted the socialist doctrine of John Dewey; espoused "equality of education results" for all children, regardless of their individual capabilities, efforts, or past achievements; mainstreaming all children, regardless any individual needs or previous educational achievement; compulsory education for all 12 years of schooling; elimination of electives and all specialized courses; and a heightening of the behavioral approach to teaching. Even so, English was promoted as the premier language, frivolous subjects were discouraged, and "basics" were assumed to be the three Rs, despite the misguided emphasis on a behavioral approach to teaching. Originally hailed as a book that would dominate the discussion of education for decades, its greatest impact was "gradeflation," the practice of giving students higher grades than they deserved.
5. Op. cit., Cameron speech, CBN, 5 May 1946.
6. Ibid.
7. James M. Becker, "Education for a Global Society," Phi Delta Kappa Educational Foundation, 1973, 22.
8. Lynda Carl Falkenstein with Joseph T. Pascarelli, Director, Northwest Regional Exchange, and Jean McKinney, *Research Summary Report: Global Education: State of the Art*, December 1983.
9. Ibid., 5.
10. Op. cit., *Education for a Global Society*, 22.
11. Tom H. Collins, "Getting Started in Global Education: A Primer for Parents and Principals," NAESP, 1982, reprinted in the above-cited document, *Global Education: State of the Art, Research summary Report*, December 1983., 21-22.
12. Ibid., 23.
13. Ibid., 23.
14. John Goodlad, as quoted in a 1968 NEA Journal.
15. Goodlad, John: *Schooling for a Global Age*, 1969 (with funding from the US Office of Education under HEW).
16. In 1996, for example, the National Education Association called for replacing the term "Thanksgiving Day" with "multicultural holidays" in its annual Legislative Agenda. Predictably, the following year sympathetic historians like Yale University's John Demos and Seattle University education professor Margit McGuire were saying that the pilgrims, friendly Indians, and the traditional Thanksgiving feast were all bunk and myth. The American Council on Science

and Health threw in their two cents and said the typical Thanksgiving dinner is a cancer hazard. Of course, the Easter Vacation and Christmas Holiday have long since been replaced with the terms Spring Break and Winter Break, respectively.

IN PURSUIT OF HAPPINESS: THE "SPOOKS" WHO KNEW TOO MUCH

Fame forgives all. . . . Call it felon chic. Once they are transformed into stars, we are not supposed to care or even remember how they got there.

—Washington Post columnist Richard Cohen

The foregoing discussion on the origins of the counterculture, the reader will recall, included many allusions to recreational drug use by the various fringe groups and intellectual circles. Among them, were influential individuals like Otto Gross, Mabel Dodge Luhan, Walter Benjamin, and Freud. In that context, it was hardly surprising that the Hollywood set and rock idols eventually popularized it. But even that does not quite explain the tremendous demand for drugs that suddenly emerged in the 1960s and 70s among the young, even those of the lower socioeconomic classes who did not have the means to support such recreation. For that, a more concerted effort was necessary.

There is slowly emerging an increasing body of incontrovertible evidence pointing to certain of our own government agencies as having opened the door to the drug culture in America.¹ It began innocently enough around 1942, when wartime America's *Office of Strategic Services* (OSS) was working to create a "truth drug" with which to interrogate enemy agents. A team headed by Dr. Windfred Overhulser of St. Elizabeth's Hospital in Washington, D.C., determined that the best drug was a hashish derivative. Eventually, LSD came to the attention of researchers through Allen Dulles, OSS station chief in Switzerland who went on to head the Central Intelligence Agency (CIA). LSD was created in Switzerland's *Sandoz Laboratories* by chemist Dr. Albert Hoffman, the infamous counterculture figure of the 1960s. After the war, Overhulser's research team was continued under the auspices of the Navy. It was code named *Operation Chatter* and operated between 1947 and 1953. In 1949, an intelligence contract researcher, Dr. Max Rinkel, of Harvard's *Boston Psychopathic Institute*, obtained some LSD from Sandoz and conducted the first acid "trip," a term the CIA apparently coined. Rinkel reported the experiment to the *American Psychological Association* the following year.

From there, the research went through a succession of code name changes—*Operations Bluebird, Artichoke, and MK-Ultra*, and it is unclear

just how much LSD was produced. But when the *Eli Lilly Company* (producers of today's Prozac) got hold of the formula, with the help of the CIA, they boasted that the drug would soon be "available in tonnage quantities." Naturally many experiments had to be carried out for intelligence purposes, and apparently these were conducted both on unwitting military personnel, to see how they performed at various dosage levels, and, worse, on some civilians. LSD became something of a lark for Agency staff. At one dinner for Agency colleagues, Dr. Sidney Gottlieb, head of Operation MK-Ultra, is said to have announced to the guests that he had slipped something special in the dessert. One of those guests, Dr. Frank Olson had to be hospitalized and hurled himself from his hospital window. A 1954 memo surfaced from the internal security department quite seriously requesting that Agency staff stop putting LSD in the punch bowl at the office Christmas party.

THE HIGH AND THE MIGHTY HIGH

All sorts of "legitimate" uses were found for LSD in the field, especially by researchers abroad working with hallucinogens, until it made its way, either accidentally or on purpose, to occultist Aleister Crowley (*New Education Fellowship*) in Berlin, to Dr. Humphrey Osmond in Saskatchewan, and to novelist Aldous Huxley. Minnicino notes that Osmond's "trip" with Huxley became the basis for the book *The Doors of Perception* (1953). Huxley's second "trip," this time with former Treasury Agent Alfred "Cappy" Hubbard, was described in Huxley's book, *Heaven and Hell*. Hubbard, by now associated with the Mafia in Las Vegas, subsequently purchased 6,000 bottles of LSD from Sandoz and ran around all over the country handing out samples to pals and family members. One such gift wound up in the hands of Los Angeles psychiatrist Dr. Oscar Janiger, who found a great reception among the Hollywood set, where nearly everybody—producers, actors, screenwriters—"turned on." By the late fifties, Hubbard and one of his cronies, Willis Harman, helped set up an organization called the *International Federation for Advanced Studies*. The only thing it "studied" was "turning on," offering LSD "therapy sessions" to the loaded and gullible at \$500 a "hit" until the *Food and Drug Administration* finally shut it down.

The intellectual circles of the Stanford University crowd in California apparently became a government test laboratory for LSD. Gregory Bateson, Margaret Mead's collaborator and husband, was brought into the group because of his earlier credentials with the OSS, which by this time, a decade after World War II, was infested with Frankfurt School cronies. Bateson introduced "beat" poet Allen Ginsberg to the nearby *Palo Alto Mental Research Institute*, where he sampled LSD, apparently compliments of the US Navy. Eventually notables of all sorts—from ambassadors to bank presidents—were enjoying LSD "soirées."

LSD was just the beginning. The search was on for other substances. Timothy Leary, a doctor of psychology at Harvard, wrote a proposal for

research psilocybin (another hallucinogen) that was accepted by Harry Murray, the department chairman. Murray happened to be the former head of *Personality Assessment* for the OSS. So Leary brought in Aldous Huxley, who meanwhile had managed to get a professorship at nearby Massachusetts Institute of Technology (MIT). CIA internal memos indicate that Leary's operation got out of control, and both Harvard and official CIA ties to him were cut, after repeated useless warnings to Leary to clean up his act. By then, Leary had virtually unlimited resources to psilocybin, including Hubbard's network, and together they amassed upwards of 60 million doses. The list of famous individuals and families who got in on the act—from major banking moguls to university and entertainment figures, both in the United States and abroad—is too long to recount here. Timothy Leary's published comment of 1977 makes the central point: "I wouldn't be here now without the foresight of the CIA.."

Four CIA-connected think tanks are known to have been contracted with to monitor the developments of the drug culture. In 1962, the Rand Corporation (recall that Rand Corporation's W. Phillips Davison was formerly with the US Army's *Psychological Warfare Division* and that Rand went on to perfect the *Delphi Technique* of consensus-building) analyzed the effect of LSD and other hallucinogens on "change in political dogma." Herman Kahn of the *Hudson Institute* personally took acid several times and used his observations of the growing counterculture as part of his book *The Year 2000*, co-authored with Anthony Wiener. Wiener had received funds in the early 1960s from the *Human Ecology Fund*, a CIA "cutout" for the *MK-Ultra* project.

Still another CIA contract researcher, from the University of Oklahoma, Dr. Joylon West, headed UCLA's *Neuropsychiatric Institute* and decided to rent a "pad" at Haight-Ashbury to study the phenomenon up close. West later became head of the infamous *Cult Awareness Network* which, as we shall see, is not at all what it purports to be, its president being a three-times-convicted felon.

THE ORIGINAL "AGE OF AQUARIUS"

By the mid-1960s, the drug movement had enough momentum to proceed on its own. What it accomplished was to advance and institutionalize the occult philosophies of the original *New Agers* in Europe, a movement which started in 1890 (about the same time as Wundt's new psychology was attracting disciples) and got its name from A. J. Orage's theoretical journal, *New Age*. Orage was a Theosophist, a sect that dates back to about 1875, blending aspects of Buddhism and Brahmanism. Reincarnation, multiple "lives," fatalism and pessimism characterize Theosophy. Neill and Freud took a great liking to Orage's *New Age* journal. Freud, George Bernard Shaw, and American expatriate Ezra Pound (convicted for treason in 1946) all wrote articles for the publication. It was Pound's close friend, poet Hilda Doolittle (known as "HD"), who coined the term "the Aquarian

experience" in the 1930s to define psychoanalysis while in therapy with none other than Sigmund Freud. Pound met "HD" at the University of Pennsylvania.

To illustrate just how quirky "HD" was, she claimed during World War II to be receiving messages from a ghostly Viking ship telling her where German bombs were about to fall. She contacted the *British Society for Psychical Research* (recall Freud's association with that group) where she was put in touch with Air Chief Marshall Sir Hugh Dowding, then-head of the Fighter Command, who wrote that young pilots who had been killed were not really dead but occupying astral space between heaven and earth.²

The *New Age* movement basically was an effort to redefine creativity as being similar to euphoria, or drug intoxication. If you were "creative," then you were operating in an altered, heightened state of consciousness, with or without drugs. If this is reminiscent of some recent activities in your child's classroom, there's a good reason. Under *New Age* wisdom, the arts were de-intellectualized, emphasizing only the feeling aspect rather than imparting an appreciation for the complexity of or expertise involved in creating and performing. "Altered states of consciousness" today is basically training in self-hypnosis, ostensibly aimed at reducing stress, heightening creativity, and providing an alternative to drugs. Such a state also heightens suggestibility, which of course can be useful to those who would exploit children for political purposes.

In any case, the *New Age* movement in Europe simmered in Britain and Switzerland for decades, but until the sixties, received little notice in America. Along the way it made a precipitous detour to Nazism, through Orage, when he began collaborating with two occultists from the Serbian Embassy in London on a series of political articles, that included large doses of racism. The Slavs, for example, were supposedly the repositories of spiritualism and the Aryans of strength. This theory was set out in collaborator Dmitri Merezhkovsky's influential book *Das Dritte Reich* ("The Third Reich" or "Third Kingdom"). Orage foresaw Aryans, led by Britain, collaborating with the Slavs, creating a new Roman Empire that would rule the world.

From this a new political movement was born in 1933 Britain, appropriately named "new Britain," led by one of the foremost authorities on armored warfare in that country, the fanatical anti-Semite Major General J. F. C. Fuller, who was also a disciple of occultist Aleister Crowley.³

How shocked the recreational druggies of 1960s America would have been to find that they were donning the cloak of racists, occultists, and even avowed Satanists instead of social-conscious, peace-and-love libertarians. First, they turned to the works of Huxley (he died while "tripping" in 1963) and Hermann Hesse (dead in 1962). Hesse opened the door to all the various lunacies and excesses that were headquartered in Ascona, the world's center for occult rituals. Many of the Ascona authors—Carl Jung and Aleister Crowley, for example—made their way to the Haight-Ashbury

counterculture via cheap paperback editions of their work which, thanks to Hesse, suddenly flooded the American market.

With the help of the Comintern's trusty *Frankfurt School*-trained promulgators and *Tavistock*-trained agitators, Haight-Ashbury greatly amplified the Ascona operation, repackaging it as the "hippie" movement. The fatalistic elements of Theosophy, together with the intellectual and moral barrenness of anti-science and free-love ritualism, provided a perfect foundation on which to undermine American optimism and culture. "Hippie" became a "lifestyle" characterized by promiscuity, bizarre dress, drug euphoria, and primitive/hypnotic music. These were the same behaviors which had characterized Aleister Crowley's "*Ordo Templis Orientalis*" (OTO) drug and "sex magic" group in London.

All things considered, it was not particularly surprising that the American counterculture of "hippie" vintage began aligning itself with political radicals, which, for the Frankfurt agitators, was the point of the exercise to begin with. The *Students for a Democratic Society* (SDS), Vietnam and anti-war activism, and the "peace movement" (characterized by mob temper tantrums and violence), the *Weather Underground*, all became less flower-child and more confrontational as time went on. The SDS, for example, was an outgrowth of Mabel Dodge-Luhan's old Greenwich Village group. The *Weather Underground*, originally named "Up Against the Wall, Motherf—," was led by Herbert Marcuse's stepson. The 1967 *Mobilization in Washington* was organized under the leadership of David Dellinger, who brought in Abbie Hoffman and Jerry Rubin to serve as liaisons to the organized crime-controlled drug underground (the "Psychedelic Rangers"). Fashioning itself into the "New Left," the hippie movement became the transmission belt for drugs onto American college and university campuses.

Moreover, the "drug culture" became part of the de-culturalization process and invaded educational systems throughout the West. The most hideous and violent images to come out of the LSD "trip" would later become the standard fare of youth entertainment—from "Nightmare on Elm Street" to sadistic and sexually exploitive video games like "War Gods" and "Night Trap." The harmful effects of psychologized education coupled with non-stop vulgar entertainment would precipitate draconian measures ostensibly aimed at curtailing violence, sexual exploitation and drugs, while in fact compromising privacy, poisoning romance, and driving people to more extreme forms of escapism.

Predictably, the *War on Drugs* has met with the same dubious success as the *War on Poverty*. In 1985, there were 811,000 drug-related arrests in America. In 1994, the figure had jumped to 1.35 million. If, as the *Council on Crime in America* informs us, there are presently more than 4 million casual users of cocaine (defined as use less than once per week) and another 2.2 heavy users (weekly use), then just how many illegal drug users (and, presumably, pushers) are trotting around unarrested is anybody's guess. It's enough to drive anybody crazy.

NOTES

1. The information that follows is a composite view of the origins of the drug culture from three sources: Martin Lee and Bruce Shlain's work, *Acid Dreams, The Complete Social History of LSD: The CIA, the Sixties, and Beyond*. Grove Widenfeld, New York City, 1985; John Marks' *In Search of the 'Manchurian Candidate': The CIA and Mind Control*. New York Times Books, 1979; Christopher Simpson's *Science of Coercion: Communication Research and Psychological Warfare 1945-1960*. Oxford University Press, 1994; and Bruce Wiseman's *Psychiatry: The Ultimate Betrayal*. Freedom Publishing, Los Angeles, 1995. These also relate to earlier discussions in Chapter 10 concerning the famous Americans who went from the highly secret *Psychologic Branch* inside the War Department (G-2) during the war to assume positions of power in the communication industry.
2. Minnicino, op. cit., 61-64.
3. Ibid., 64-65.

TRAINING TEACHERS FOR A “SICK” SOCIETY

History's graveyards are filled with people who were understanding and tolerant to the point of no return. .

—Bruce Wiseman, Executive Director
of the *Citizens Commission on
Human Rights*, from his book
Psychiatry: The Ultimate Betrayal

Former Education Secretary and “drug czar” William J. Bennett’s 1993 “Index of Leading Cultural Indicators,” among other statistics, reveals that Rees and Chisholm’s so-called “fifth column” effort was only 10 years off track. It took three decades instead of two for the United States to make a 180-degree turn in its fundamental values and to undergo potentially irreversible social regression. Social pathologies like murder, rape, torture, theft, arson, venereal disease and illegitimacy—all now declared “illnesses” in the *DSM*—have gone through the roof.¹ Every office building has a key for patrons wishing to use the bathroom. Every apartment building has an elaborate series of bells, buzzers, and key cards to gain entry. Twelve-year-olds gang rape little girls and kill 82-year-old grandmothers in Los Angeles; an 84-year-old woman is beaten and burglarized five times in Baltimore by the same man, who somehow always eludes capture.² A fourteen-year-old calmly shoots a group of students after a prayer meeting on school grounds in Kentucky, killing two and seriously injuring many others. A young mother in South Carolina drives her car into a river with her children belted in their car seats because she thinks her boyfriend will somehow find her more attractive without them. A new odorless and tasteless rape drug, *Rohypnol*, potentially lethal when mixed into an alcoholic beverage, is slipped into young women’s drinks on college campuses, with devastating results, especially since the drug also induces amnesia.

Meanwhile, behavioral norms have been redefined to accommodate the new value of “inclusiveness.” New York Senator Daniel Patrick Moynihan coined the term, “defining deviancy down,” to describe the trashing of what once were considered civilized behavioral norms.

THE "WHATEVER SOCIETY"

Life has become, wrote George Will, "a universal shrug," a standard not of virtue or principle, but of capitulation passed off as consensus or compromise. Nobody dares make a judgment for fear of appearing judgmental.³ No one dares call certain behavior unacceptable lest he or she be called a bigot, or inflexible, or any number of other unflattering names. The coarseness of today is not the one of more honest times, says Will, when settlers on the frontier had to struggle against wild animals, the elements, and poor crops. Today's coarseness is unique, like America's so-called "poverty," occurring in a land where even the down-and-out have running water, clothing, food, and a TV antenna perched atop their shelter.

Because our establishment educators have rooted out the disciplines of logic, philosophy, rhetoric, and writing, most of our citizens are now unable to hold their own against today's demagogues, many of whom are professional agitators with important-sounding titles after their names, deliberately pitting one faction against another over this entitlement or that, and exacerbating class warfare in true Marxist fashion. The various factions vie for attention by promoting their feelings (certainly not their logic) and rattling their sabers in the most gross and disgusting ways possible—from explicit sex-crime gore on newscasts to aborted fetuses in our faces—simply for the privilege of gaining an audience.

Over the years, the public has become more amused than disgusted by the increasingly graphical and detailed sexual misadventures reported about our nation's leaders, film stars, and other public figures. Pedophiles and pornographers argue their cases on talk shows; personal ads in mainstream magazines are replete with sexual offers. Lesbian groups distribute fliers to eight-year olds on an elementary school campus. Condoms are made to look cutesy in TV commercials aimed at the younger set and are served up like greeting cards at the dorm rooms of entering college freshmen. The late novelist/philosopher Ayn Rand, although an agnostic, noted that in earlier eras of history, when human hopes appeared bleak, people could always turn to art for inspiration, a sort of morale-booster to help themselves envision better possibilities. Today, she said, "the very motive that draws man to art—the quest for enjoyment—makes him run from it for his life." No laboratory experiment, she declared, could ever have produced "such dedication to the destruction of values."

Alexandra York, writer, lecturer, art critic, and founder/president of *American Renaissance for the Twenty-first Century* (ART),⁴ a nonprofit foundation "devoted to promoting beauty and life-affirming values in all of the various arts," has correctly pointed out that "philosophy determines value choices." She describes contemporary artists as a "cooperative tantrum against beauty, nobility, and morality . . . [glorifying] distortions of the body and soul . . . as conditions to be enshrined." As a result, she says, people have been left, "spiritually homeless."

Homeless indeed.

As columnist Armstrong Williams has put it, Americans have "lost the capacity to be repulsed by the repugnant," implying a rejection of the very basis of social order. Today, says columnist Suzanne Fields, it is almost impossible to escape the coarsening of society, as we are continuously "bombarded with scenes of invasions of other people's privacy, from confessional talk shows to the mainstream news media."

What we have, Fields correctly notes, is

a [media] culture that cannot discriminate between intimacy and pornography, sexuality as a vehicle for love and sexuality as a twisted tool of harassment. We care less about invading privacy than winning a political battle. Using power to do good is not nearly as appealing as exercising it to seduce and persuade, by any means necessary.

We have fallen to a state of vulgar exhibitionism, which has cheapened the quality of life for young and old alike.

Accusations of "intolerance" and "inflexibility," of course, have gone hand in hand with the "rights" revolution, which has played an enormous role in the decline of public civility. Protests and demonstrations have, for the most part, degenerated into mob temper tantrums and demagoguery. If something is a "right," it is beyond discussion. Consequently, "shock-jocks," slogans, and sound bites, not rational discussion, have replaced moral principles. Moreover, the *Therapy Culture* has replaced the *Civic Culture*, and for that reason it should come as no surprise that it is therapy which educators are transmitting in the nation's classrooms—not civility, not a respect for research or rational discussion, and certainly not "critical thinking."

ANTI-AUTHORITARIANISM AND THE FATHERLESS HOME

Capitalizing on the cumulative efforts of Ellis, Adorno, Fromm, Dewey, Thorndike, Gramsci, Marcuse, and the others, the 1960s ensured that an entire generation was brought up with the idea that rebellion against anything even remotely perceived as being repressive was both mentally healthy and politically necessary and that a person's feelings had priority over logic and rational thought. This constituted a time bomb, waiting for the right fuse. That fuse, as we have seen, was drugs. Meanwhile, the forces known as "social decomposition," including divorce, illegitimacy, sexual perversion, disrespect for and abuse of the elderly, and "sick" entertainment are slowly overtaking the positive social forces and "civilizing influences." The progressive rise in the proportion of fatherless homes has spawned a parasitic class which means another "crisis" that government is called upon to solve.

In 1920, an estimated 8.5% of America's children under the age of 18 had lost their fathers, mostly due to war or illness, and another 2 percent had lost both their parents. By 1965, the estimated number of paternal orphans had actually fallen by two-thirds, and only 0.1 percent were full orphans. Yet, to show just how fast things can move from good to bad, in

1993 only 74 percent of America's families with children had both a mother and father in the home—a lower proportion than immediately after the War, in 1946! Nearly a quarter of the nation's children were living in female-headed households in 1993, mainly due to illegitimacy, not widowhood. Just three years later, despite all the sex education, 32.6% of all American births were out-of-wedlock (more than 70% for Blacks).⁵ One result is that over four times as many persons were serving prison or jail time in 1992 as in the early 1960s; three times as many criminal offenses were processed that year as 30 years before.

Wiseman notes:

If our children are being taught there is no right or wrong, only opinion; if they are being told continuously to follow their feelings instead of their intellect; if they are being instructed overtly or subtly that alleviating stress is more important than self-discipline, it seems only reasonable that the outgrowth would be anti-social activities—crime.⁶

But if there is no such thing as common sense—only ego—then it hardly matters whether an idea “seems reasonable.” The bottom line is that there is little incentive today toward self-control or, for that matter, for parents to take responsibility for their children's upbringing.

REINVENTING TEACHERS

Who, then, will teach the children in such a society—in the Decade of Whatever?

In 1969, the US Office of Education solicited proposals outlining the kind of future—that is, 1990s and beyond—schools ought to be preparing children for and how they ought to be doing it. Proposals that were selected went into a voluminous treatise called the *Behavioral Science Teacher Education Project* (BSTEP). Each entry contains a prediction, the expected ramifications of the predicted eventuality, and a recommendation for the schools. This landmark document, compiled by the Michigan State University (which was, and still is, the government's official research center for teacher training), completely revamped teacher education in this country. All the other colleges of education at various institutions of higher learning eventually adopted the precepts BSTEP set out. Some of what was predicted in the proposals appears at first glance to be on the mark; the question is, how much was blueprint, and how much was prophetic? As one can see from the following quotations, the recommendations clearly assume a future of social chaos and advancing socialism, both manipulated by a “small controlling elite.” This term is used repeatedly throughout the lengthy text.

Here are some of the scenarios the BSTEP writers envisioned for the years 1990 and beyond:

- People will be so saturated with information that few will be able to maintain control over their opinions. Most will be pawns

of competing opinion molders . . . Each individual will be saturated with ideas and information, some will be self-selected, other kinds will be imposed overtly . . . ; still others will be imposed covertly by various agencies, organizations (*page 17*);

- Most of the population will . . . devote themselves to pleasure-seeking. The controlling elite will engage in power plays largely without the involvement of most people (*page 15*);

- The old ideal of the "melting pot" will not be maintained as viable (*page 12*);

- The society will be a leisurely one . . . [with] some . . . in various stages of drug-induced experience (*page 15*);

- Each individual [will] receive at birth a multipurpose identification number . . . [and] all [persons] will be in constant contact with their employers or other controllers, and thus exposed to direct and subliminal influence (*page 17*);

- A participatory democracy in the American ideal will disappear [and] the Protestant Ethic will atrophy as more and more enjoy guaranteed sustenance [and a world in which] a small elite will carry society's burdens (*page 11*);

- Prenatal programming for specific capabilities and characteristics will occur (*page 22*);

The *Introduction* to BSTEP assures readers that:

- "Work as the means and the end will diminish in importance";
- No government anywhere "will be able to protect its citizens without risking all-out nuclear holocaust";

- "A new kind of elementary school teacher . . . engages in teaching as clinical practice . . . and functions as a responsible agent of social change," which includes the "dispensing of intelligence-raising drugs";

- "The world's wealth [will be] redistributed to provide equitable resources to the world's starving masses";

- "Undergraduate and in-service teacher education programs are founded upon the behavioral sciences."

The above comprised what we today supposedly would have to contend with. The authors went on to proffer educational recommendations that took these eventualities into account.

According to BSTEP, a new philosophy of teacher training was going to be applied to the new recruits: "curriculum content [will be] focused on value-building, process competency . . . interpersonal relationships, and pleasure cultivation . . . and other attitudes and skills compatible with a non-work world."

Notice the term "value-building" in the quotation above. The authors will reveal later just what "values" they have in mind. Meanwhile, page four

recommends that schools place "more emphasis on interdisciplinary studies and experiences"—that is, employ the infusion model—and "translate social imperatives into curricular-methodological realities." Page six calls for "a decrease in [curricular] content with a past orientation." Page seven proposes "working relationships with medical centers to facilitate the use of medical tools to produce children of desired learning potentialities" as well as "utilization of drugs . . . to minimize some of the biological gap between personnel and students." Page nine cautions that "all students [should] create their own value system as well as . . . practice it." This, say the authors, will entail the use of "therapy when needed." Page eleven recommends a "reduction to technician level for the bulk of school personnel who manipulate largely teacher-proof programs." Page twelve recommends a "great increase in emphasis on sociology, anthropology, as well as 'encounter experiences'" and "correlated sensitivity training." And page twenty urges an "increasingly heavy technological emphasis for the elite."

So if you wonder why US high school seniors ranked 19th in the 21-nation Third International Mathematics and Science Study, released 24 February 1998, here is your answer: the "new kind of teacher," the emphasis on the behavioral sciences, the "decrease in curricular content," the "teacher-proof programs," the push to have students "create their own value systems" instead of substantive learning, and use of drugs and therapy "when needed"—it's all right there in BSTEP.

About the same time as BSTEP, the *National Education Association* (NEA) began echoing BSTEP's predictions:

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.

Thus did the *NEA* support the introduction and near-mandated use of Ritalin to "improve" the behavior of students and make them more manageable. Unfortunately, the promise of improved concentration and memory never materialized, and in many cases the drug had extreme side-effects, ranging from a quick "high" to lethargy, increased nervousness and fidgeting, and even itching and rashes. In states like Pennsylvania, where Ritalin usage is particularly prevalent, there is a high correlation between the proliferating prescriptions and illicit drug use among teens. According to the 1995 *Sourcebook of Criminal Justice Statistics* (table 4.32), between 1991 and 1996 in Philadelphia, the percentage of arrested 15- to 20-year-old males testing positive for illicit drug use—including cocaine, PCP, Methadone, and many others—increased from 60% to 72%. Interviews revealed that some of the young arrestees said the reason was that, with the discontinuation of Ritalin, they needed to "crank up" to "feel normal again."

But a more subtle side-effect is emotional vulnerability. This occurs when the drug is working properly, when the child is "manageable." Poorly educated, non-scholarly teachers can use manipulative, "idiot-proof" programs and become the "clinicians" of the BSTEP authors' dreams: psychosocial therapists. Brighter teachers might become curriculum specialists and department heads and serve as agents of change by continually bringing in such materials through "supplemental materials." The BSTEP introduction states:

The program [BSTEP] is designed to focus the skills and knowledge of behavioral scientists on education problems, translating research into viable programs for pre-service and inservice teachers. The traditional concept of research as theory is not discarded, but the emphasis is shifted to a form of practical action-research in classrooms and laboratory.

It would be impossible to state any more clearly the intent to perform psychological research in the "laboratory" of the classroom. Remember the *National Education Association's* high-stress NTL program for inservice teachers? The above quotation describes the same basic pattern as the NTL for both pre-service and inservice teacher training.

EXPORTING THE BSTEP TO EUROPE

We have seen how psychologized education theories moved from Europe to the United States via the Frankfurt School and how various key individuals—from Marxists to Nazis—found fertile fields in the hippie culture and in the relative easy life to which Americans had become accustomed. Wealthy Americans, meanwhile, escaped the public school system by various means, among them, by sending their children off to elite boarding schools in Western Europe, where until recently most have received a highly rigorous and structured education along with heavy doses of good manners.

The truth is that, despite the positive benefits of acculturation, or "Americanization," public education in this country never was "the best in the world," even when it had a more substantive and academic focus than it does today. From the outset—Thomas Jefferson's idealism notwithstanding—American public schools lacked commitment to a truly scholarly structure, always trying to do too much, forever getting sidetracked into other goals.

Parents who were well enough off have always sent their children to Europe, particularly to Switzerland, France, or England for their educations so that their offspring might be spared American "mush" during their formative years. Those who didn't once hired private tutors or governesses to educate their children until they were able to attend university.

Many of the K-12 private educational institutions in Europe are still exemplary, just as private institutions can be found in America today that are exemplary, and we shall touch on some of these in Part V. Strong

voucher and choice plans exist in Australia, Denmark, France, Ireland, New Zealand, and Sweden. Even the teachers support it. For example, in France Jean-Michel Boullier, head of the French union representing teachers, says that the public school system in France got too big and the government decided to institute a choice system as one way of reacting to the situation. Virtually everywhere competition has been instituted, the result has been positive.

But today, there are troubling reports that signal a drastic change with the increasingly fanatical march of the behaviorist-statist agenda under the guiding hands of UNESCO and the *Frankfurt School/TSR* (which, the reader may recall, Max Horkheimer re-launched in Germany upon his return there from the United States). Thus, the European option is becoming less viable for American parents looking for an escape from the educational sieve for their children.

Manuela Freihofer of Zurich, Switzerland, has long been an English teacher. She penned a shocking piece for *The Salisbury Review*, a publication out of England, in September 1993. Among other things, the piece confirms that authorities in England recently have admitted to compiling secret illegal files, not only on teachers, but on members of organizations fighting politically radical, psychologized learning programs both at home and abroad.

Freihofer is a member of the Zurich-based *Association for the Advancement of Psychological Understanding of Human Nature*, a masthead that doesn't exactly strike one as a backlash against academic corruption by educational psychologists. The organization is comprised of doctors, psychologists, scientists, teachers (including 200 academics), and parents. But as a result of their widely publicized studies and research, the group has been labeled everything from Stalinist to fascist by the same European left-wing press that once made Timothy Leary⁷ appear respectable.

In the article, Freihofer describes the detour which the Swiss educational system has taken—from its former incarnation as perhaps the finest education system in the world, to its current emotion-laden atmosphere which “breaks every boundary of decency and human dignity.”⁸

For the past 20 years our association has observed with increasing alarm the systematic dismantling, not just of the Swiss education system, but also of social and political structures, too. . . . [A] political battle is being fought in our schools, and the victims are, of course, the pupils. Politically confused individuals who never tire of telling us how wonderful trendy education is, are cold-blooded in the extreme, and the only welfare they have at heart is their own. . . .

Teachers who use traditional methods are branded as child murderers, prison wardens and sadists. We are continually told that scientifically tried and tested teaching methods damage and dull a child's development. . . . “[R]eformers” have managed to brain-

wash parents and teachers with the help of the media. Pupils are said to be imprisoned at school, the work the children do to resemble that of idiots in a lunatic asylum. These people have already succeeded in pushing through some changes: . . . In one . . . primary school children are no longer obliged to do any homework. . . . Teachers are ordered to integrate physically and mentally handicapped children into their classes, when every serious educationist knows that these children need an intensive and specialized care. The result is that teachers have to use two methods of education in one classroom . . . which leads to disruption of normal teaching procedure. . . . [A] new curriculum is [being] introduced where subjects like geography and history are now combined and labeled humanities. Although officially it is still in the "experimental phase," teachers have been ordered to use these methods. . . . [A]ny kind of debate on the matter is strictly prohibited. . . . Pupils are encouraged to live out and to experience their "true" feelings such as anger, aggression and hate. "Project week" and "discovery learning" result in children spending more time in the woods and on walks than in the classroom. It is not surprising that when children do have to concentrate on work, they are just not able to. An atmosphere of learning is no longer created, in fact it is despised. Teachers are expected to act more like an MC at a holiday camp. Teachers and adults are increasingly regarded as figures of fun not to be taken seriously.

It was reported in the summer of 1997 that American soldiers in the US Army boycotted an assessment survey known as the "Command and Soldier Climate Assessment"⁹ because it was "inflammatory and offensive" and "an invasion of privacy." But that survey was tame compared to the latest assessments for prospective teachers in Europe. Freihofer explains:

Hand in hand with these reforms are the changes being realized in the teachers' training institutions. Left-wing radicals in universities and . . . colleges systematically subject their students to a kind of training that breaks every boundary of decency and human dignity. One of the hair-raising examples experienced by primary school teachers can be observed in a psychology lesson whose title was "The Anal Phase." A questionnaire contained, amongst others, the following bizarre questions:

- What does your excrement and urine smell like?
- Are you disturbed by your own noises whilst going to the toilet?
- How do you behave on the toilet at home?
- Do you enjoy spending some time on the toilet?
- How do you clean yourself and how do you clean the toilet?
- How do you cope with menstruation?

Is it any wonder that at the end of their training period many teachers are lethargic and unmotivated, while others are completely confused and stuffed full of nonsense?

Questions such as the ones above go far beyond the queries on the Army assessment which asked the respondent whether he frequents strip joints, gossips, or brags about sexual exploits. The fact is, many of the questions about bathroom habits sound suspiciously like those in the *Minnesota Multiphasic Personality Inventory* (MMPI), a highly sophisticated clinical personality test.¹⁰

Freihofer describes an institute for prospective teachers in Zurich which also offers a multitude of courses to parents and their children. As in America, great emphasis is placed on drug addiction and the need for psychological counseling. To the unsuspecting layman, says Freihofer, this sounds wonderful.

Desperate parents of drug abusers, she says, are told that their children are merely "sensitive to society's pressures and injustices" and that "drugs have always been part of daily life." Everyone has an addiction to something, they tell parents, and go on to suggest that it would be better for folks to worry about their own addictions rather than to spend time worrying about their children's! Later, parents are blamed for being lax when their children commit crimes and injure others while under the influence of drugs. This is somewhat more blatant than in America, but remember they are marketing to the European mentality (i.e., wine with the meal as opposed to some other beverage is a fact of life), and new prescription drugs are approved faster and are easier to obtain in Europe than in America.

The Association's¹¹ research linking trendy education, especially in the areas of graphic sex education, with increased incidences of sexually transmitted diseases, AIDS, and illicit drug usage was too strong for Freihofer and her colleagues to ignore. Yet in Switzerland today, as in America, homosexuality is now presented as natural, and young people are encouraged to engage in "safe sex," as opposed to abstaining from sex outside of marriage. As in American movies, single motherhood is held out as the pinnacle of emancipation.

Freihofer and others in the Association got to a point where they wondered how it was that a relatively "small band of agitators succeed[ed] in hoodwinking" local and federal authorities, parents and teachers. According to Freihofer, it appears that the Leftists realized early on that in order to instigate social chaos in a well-organized and smooth-running society like Switzerland, they would have to start not just with school children, but with their *teachers*. Further research led them to the mid-1970s and a small number of Left-wing idealists who got themselves installed into key positions in the education and social service departments at what is called a "canonal level" in Zurich, Berne, Basel, and Lucerne. This parallels events in America.

Unlike in America, however, the people typically in charge of the education departments in Switzerland are laymen, who for that reason, had

always seen to it that they were advised by a panel of "experts"—education experts-turned-behavioral science experts. So Swiss policymakers wound up in the hands of the same behaviorists American policymakers did. Through this panel of so-called experts, the Left inserted itself into Swiss educational policy. Then, thanks to well-placed funding, a massive media campaign was launched, much as it was in America, to "humanize" the schools. This was exactly the same pitch, occurring around the same time as in the United States, in the early 1970s. For starters, the education establishment in Switzerland proselytized on how terrible rote learning and drill was. Then they recommended a "child-centered curriculum" (Ralph Tyler's concoction), along with "education by fascination," and "self-initiated learning," all of which crept into the Swiss education lexicon. Does this begin to sound familiar?

Underscoring the point that the individuals pushing these ideas are politically motivated and not at all concerned with the welfare of children, Freihofer describes the use of Gestalt therapy as

a pseudo-psychological, violent form of so-called therapy taken up by the Sixties' student revolts in Europe and which has been making headway ever since. . . . Gestalt psychology is of German origin and is based on the belief (not the proof) that experience is more than the sum of smaller, independent events and that, therefore, no single event can be analyzed since it relates to all others as a whole.

The insertion of such therapeutics into Swiss schools coincides with similar attempts using encounter groups in the US. Gestalt's founder once quipped: "Lose your mind and come to your senses!" about the same time Timothy Leary was experimenting with LSD with his students. Gestalt's main objectives, below, are remarkably like those promoted in America at that time. Let's compare notes (Freihofer's words are in italics, this author's comments follow in regular typeface):

1. *The promotion and support of aggression and violence. Children are encouraged to vent their feelings without restraint.* This was an early version of the *free-to-be* craze that launched an obsessive wave of self- and free-expression that remains today. Students began freely venting their rage, cursing, burning flags, wearing clothes with lewd sayings on them, and so on, to make some point or other, or simply to "identify" and "relate";

2. *Morals are regarded as obstacles which hinder the development of 'my authentic self,' and the teacher has no right to impose his sense of values about what is right and wrong.* This mimics Wilhelm Reich's anti-authoritarian package, picked up later by Drs. G. Brock Chisholm and Abraham Maslow;

3. *The dismantling of sympathy and consideration towards others . . . in order to become 'the centre of my own world.'* Again, an orgy of self-gratification and self-actualization as per Dr. Abraham Maslow;

4. *The promotion and support of irrational actions and . . . destruction of common sense.* This echoes Herbert Marcuse.

5. *Doing away with general knowledge and scientific facts and . . . presenting material in such a way [as to ensure] absolute confusion;*

6. *Children are encouraged to exert power and dominate.* Recall Stalin's Anti-Parent Campaign (see Chapter 8);

7. *Arousal and corruption in sexual matters . . . Discussions on homosexuality and sexual perversion are encouraged at a very early age. Discussions on incest are used to foster mistrust between parent and child;*

8. *Adolescents are no longer informed about the dangers of drugs but are encouraged to experiment with them.* This deviates somewhat from the chronology of the anti-drug campaign in America, but not much. The drug culture in the US started with the military, then became trendy among the Hollywood entertainment set of the 1960s and was picked up by "progressive" psychologists, at which point it moved like a firestorm through the colleges and universities.

Freihofer says job applicants for teaching positions in Switzerland now are automatically asked whether they are members of any organization opposing the new brand of schooling, such as the one Freihofer belongs to, the *Association for the Advancement of Psychological Understanding of Human Nature*. Those who dare to dissent either lose their jobs, are passed over for promotions, or are exposed to the kinds of harassment and witch-hunt campaigns that violate the convention on human rights, she says.

Moreover, although many excellent European schools no doubt exist, as per the article in *Forbes* magazine describing the Lycée Jean de La Fontaine in Paris (presented in Chapter 26), this option requires increasingly serious investigation as fanatical world socialists encroach upon the education systems of the free world.

CERTIFICATION OR RE-EDUCATION?

Understandably, the American public is enthusiastic about recertification—because people think it means forcing teachers to meet tougher, academic standards before being issued a teaching certificate. Teachers generally take a dim view of it—because they see recertification as insulting to their profession and disparaging of the credentials they had already earned. Both are wrong—the public and the teachers. Recertification is not about academic standards. It is not about credentials in the sense of individuals being "licensed" to perform a job. Recertification is *re-education*—formally changing the role and function of "teacher" to one of "clinician" and "therapist."

For example, another text from just a few years earlier, alluded to earlier as the "bible of educational theory," is the *Taxonomy of Educational Objectives*, set out in two volumes called *Handbooks I* and *II* and edited by behaviorist guru Benjamin S. Bloom. He received a federal grant for his efforts. The *Taxonomy* manuals and BSTEP placed side by side are reminiscent of Aldous Huxley's *Brave New World*.

If mankind is to survive, maintains Benjamin Bloom in *Taxonomy - Handbook I*,¹² people will have to be taught "proper" attitudes before others

are developed." To accomplish this task, he claimed that educational data banks must be set up to "classify . . . the ways individuals are to act, think, or feel as the result of participating in some unit of instruction." Bloom explains on page 12 of *Handbook I* the importance of classifying behavior, not just subject matter.

Bloom leaves no doubt where he stands when, on page 26, he writes:

By educational objectives, we mean explicit formulations of the ways in which students are expected to be changed by the educative process. That is, the ways in which they will change in their thinking, their feelings, and their actions. It is important that the major objectives of the school or unit of instruction be clearly identified if time and effort are not to be wasted on less important things.

What are the "less important" things? The only one left is factual knowledge. Since that time, rote learning has fallen into disrepute, leaving Bloom's central philosophy of education as the accepted wisdom:

The philosophy of education of the school . . . should be related to the school's view of the "good life for the individual in the good society." What are the important values? What is the proper relationship between man and society? What is the proper relation between man and man?"¹³

From a 1956-66 vantage point, when this wisdom was considered new and being widely studied by education scholars, mainstream society may not have noticed any gaps in Bloom's line of reasoning. But looking back it becomes clear that the good of the individual falls by the wayside and the "process of socialization, with its development of behavioral controls"¹⁴ becomes paramount so that "new values and character traits . . . [can] be formed."¹⁵

This is the purpose of attitudinal testing and surveying. Testing will show where students are at each stage in the quest for "appropriate" beliefs and viewpoints. The goal of instructional programs, particularly those that "remediate" opinions, will be "the integration of these beliefs, ideas, and attitudes into a total philosophy or world view."¹⁶

To the undiscerning college sophomore or junior of 19 or 20 pursuing a teaching degree, this stuff sounds good. Most prospective teachers at this age are just beginning to leave the nest and go their own way. They're idealistic, somewhat rebellious, arrogant, and vulnerable. Raised on a non-stop diet of entertainment depicting young people as either misunderstood or tweaking the noses of their elders, these budding teachers are only too ready to hear that life as an adult will be different, and that as teachers the emphasis henceforth will be on soothing their young charges' feelings rather than encouraging them to attain knowledge. Those who are more serious soon select another profession.

In comparing BSTEP's 1969 predictions for the world that have transpired in the interim, one is tempted to say that the authors may have been

correct about the communications revolution and information saturation, but they did not foresee such innovations as the video-cassette recorder (VCR), for example, which actually provides the individual with the capability to screen out what he doesn't want to hear (or want his children to hear). In a sense, the individual has more control over his information, not less. Parents have more control over what is presented as acceptable at home (i.e., the values their youngsters learn), not less—if parents will only take advantage of their options.

BSTEP forecasts the negative effect of computers on the individual, too—machines taking over the work of people and moving the United States toward a “service economy.” But its authors apparently didn't foresee the advent of affordable home computers, which now are giving men and women the opportunity to work at home, to spend in some cases more time with their families, and to communicate their ideas on word processors, disseminating and even publishing their own work.

Of course, that was not the message school children got. Instead, they absorbed what became a self-fulfilling prophecy—that people's lives are essentially out of their control—as well as their behavior. This is classical Wundtian philosophy.

So we see in all of this a vicious cycle: if the National Education Association is filled with teachers having a socialist-Marxist outlook, it is because the profession itself now demands it. If textbooks reflect an anti-authoritarian, anti-Western bias, it is because government grant-makers (often at the behest of large special interests and tax-exempt foundations) approve and legitimize these changes with their funding—all of which renders anti-authoritarian, multicultural (anti-Western) education “virtually legal” at the same time it reorients the moral character of the nation.

THE US OFFICE OF EDUCATION'S CHANGE AGENT PROJECTS

Change agent training was launched with federal funding under the *Education Professions Development Act* in 1967. The original purpose of the Act was to provide funds to local education agencies to attract and train teachers because of the then-critical shortage. But by the early seventies, these funds were being used by the *US Office of Education*, under the *Department of Health, Education, and Welfare*, “to award grants to colleges and universities for the training of change agents.” The *Office of Education* even ran one elementary school in Gary, Indiana, jointly with the *Behavioral Research Labs* to test change agent theories.

In following up references to “behavioral strategies” by computer, a series of documents emerges on “how to gain social acceptance for an innovation.” In these documents, schools repeatedly are referred to as “experimental laboratories.” Terms such as “laboratory,” “behavior,” “operant conditioning,” “social reinforcement,” and “internal-external control,” when linked with the word *education*, eventually turns up listings for “change agents” and “educational change.” Subtitles reveal information on the training of change agents, the role of a facilitator, and so forth. Under the

subheading, "performance contracts" even more change agent documents are listed.

Take, for example, Clyde Hall's¹⁷ 21-page paper, "How to Implement Change." In it, he explains "the science of planned change," which translates to legislated and managed change. In one passage the reader learns that: "[I]n a managed change process an outside agent is usually involved which is referred to as a 'change agent' and the population with which it works is called the 'client system.'"

Hall's paper goes on to discuss the techniques of "freezing" and "un-freezing" attitudes—today called "programming" and "de-programming." It reads like a page taken from the how-to text confiscated in Grenada, *Social Psychology and Propaganda*, put out by the *Frankfurt School/ISR* in Moscow (see Chapter 8).

In this case, Hall was not talking about students' attitudes, however; he was talking about teachers' beliefs being changed—through teacher workshops, inservice education, and revised college/university teacher education programs.¹⁸ The change agent, he states, would only be withdrawn once "*the new attitudes are stabilized.*"

Ronald G. and Mary C. Havelock were major sources of research and information on change agents for the federal government. Four lengthy papers of theirs, including case studies of change agent teams in three schools, have been uncovered in addition to another text, *The Change Agent's Guide to Innovation in Education*, all of which were paid for, in whole or in part, under a government grant.

Training for Change Agents,¹⁹ however, is the gold mine. It blatantly rationalizes, among other things, deceiving the public about the content of learning programs and their intended usages. The strategy for doing this is called, appropriately, the *fait accompli*. The Havelocks say that in certain cases it is best not to tell the truth about the substance of an educational program until after the fact (the *fait accompli*), when the "profound results" supposedly will render its merits obvious.

It is worth mentioning here the results of one particular change agent program on drug education that utilizes peer pressure to resist drugs. According to Havelock's 1973 *Guide to Innovation in Education (Handbook II*, page 24) "the program actually increased students' tolerance toward marijuana use and promiscuous sex."

Apparently, the change agent in charge, as well as the program's supporters, were baffled. School authorities had gone to a lot of trouble to garner community support for the class (billed as a "pilot program"). Despite the disappointing results, however, the change agent continued to garner support for the program until it was instated permanently over the objections of parents and the community, *none of whom even knew about the earlier negative finding.*

The problem, stated the change agent in recounting the incident, was that he had failed to make a formal survey of initial reactions to the course concept prior to generating support. A furor erupted when he announced

that "teaching morals" (i.e., right and wrong) was being avoided. The purpose of the program, he had told parents, was to help students "make responsible value judgments"—a goal which, he says, he had "been intentionally sliding over . . . in . . . discussions with the public." The fact that the program backfired when, according to follow-up surveys, the students became more permissive of drug use and promiscuous sex, didn't faze him. Instead, to help ensure support for the program, what he did was to "encourage" the view that opponents of the program were labeled "extremists." The change agent took what he had learned about manipulation from the experience back to his colleagues.

Not surprisingly, this incident was discovered in a paper meant only for professionals. It demonstrates the ongoing adherence to Wilhelm Reich's anti-authoritarian, anti-moral focus for affective education programs. Readers may be outraged that this program was continued when the pilot clearly showed negative results, but what you must understand is that from the perspectives of Wundt, Neill, Lane, Gross, Steckel, Freud, Reich, Fromm, Benjamin, Adorno, Dewey, Chisholm, Rees, Maslow, and all the rest, being more permissive of drug use and promiscuous sex is not necessarily a negative result!

In the Havelock text, *Training for Change Agents*, a typical chapter subtitle (page 44) reads "Extinguishing Existing Attitudes, Knowledge and Behavior." One has to wonder why a text aimed at educators would need to consider something like this. An excerpt from page 151 states: "*The first role [of the change agent] is that of advocate-organizer-agitator . . . who clarifies and defines the problem . . . by helping it to surface or escalate.*"

Again, the idea gets back to inducing a conflict and exploiting the results. And notice the use of the term "advocate-organizer-agitator." A look inside the ISR/Moscow text from Grenada, *Social Psychology and Propaganda*, reveals identical terminology. What a change agent is, then, is a professional agitator in the Marxist-Leninist tradition, with a Tavistock¹⁹ spin.

The six-volume Rand Corporation's change agent studies—two of which are entitled *Factors Affecting Change Agent Projects* and *Factors Affecting Implementation and Continuation*—were commissioned by the *US Department of Health, Education, and Welfare* in 1974. Filled with statistical data, they are a set of feasibility studies aimed at ascertaining how difficult and costly it would be to move forward with a nationwide version of a school change-agent program nationwide. As with other change agent documents, the federal contract number is emblazoned plainly on the front cover of each Rand volume.

Training of change agents apparently is primarily accomplished through the behavioral colleges, several of which were named earlier. Change agency is not a subject one majors in; it is something one more or less works his or her way into, as a result of clinical and/or theoretical work performed in the behavioral sciences. Then they are sent to the communities to do their work. What happens is that local education agencies discover at some point

they need help in promoting or implementing certain programs and policies because they know much of the public will be outraged unless a proper spin can be somehow managed. Some examples might be a primary-level AIDS-education strand (one of those "innovative programs" department heads access through the *National Diffusion Network*); a new guidance program in which all the students are placed in "T-Groups" (encounter-style therapy groups); building support for a new policy officials think parents won't like, one usually required, regardless of its dubious merit, as a condition of government funding. So, depending on the particular need, school administrators or local officials will call on the state education agency, or on the creators of the curriculum in question, or even the federal government (if the program concerns a federal initiative or policy) to request "technical assistance." The "help" local schools receive will come in the form of a "change agent," but usually under the sanitized label of "technical assistant" or "facilitator" for the benefit of the public. This does not mean that all technical assistants or facilitators from government agencies are change agents. What it does mean is that a change agent, when one is sent, will not use the label "change agent."

SMALL-GROUP CONSENSUS-BUILDING (A.K.A. *THE DELPHI TECHNIQUE*)

If it is a curriculum *per se* that needs to be implemented, the change agent will walk the teacher through the process, or, in some cases, even launch the pilot for the teacher. To gain community and/or parental support for a policy, mandate, or curriculum prior to implementing it, the change agent will form a committee comprised of the people from whom support is sought. He or she will serve as a lightning rod to draw out the objections (and, more important, the objectors) so that the target group can be manipulated toward the predetermined affirmative outcome. This is why the change agent must be an "advocate-organizer-agitator," as described in the Havelock quote.

As an "advocate," the change agent gets the target group to trust him (or her), by making the group believe that he or she is on their side, a "good guy," someone who really cares what each individual in the group thinks. If the group is composed of teachers, the change agent will say: "I know how much time you spend on paperwork." If the group is parents, the change agent will commiserate: "It's so hard to get children to want to learn, isn't it?" The change agent goes through the motions, as an "organizer," of getting each person in the target group to voice concerns about the policy, project, or program in question. He (or she) listens attentively, breaks the larger group into smaller discussion groups, urges everyone to make lists, and so on. As he listens and watches, members of the group express their opinions and concerns. *The change agent all the while is learning something about each member of the target group.* He is evaluating each participant, learning who the "leaders" are, who the loudmouths are, which persons seem weak or noncommittal, which ones frequently change sides in an

argument. The weaker opponents of the plan or program in question become primary targets. The "facilitator's" real change-agent self begins to emerge as he points out possible objections to an "undesirable" position. He may warn that those who hold certain views might be perceived as too extreme by members of the larger group, or by the leaders in the community. Of course he claims his only "concern" is that the group succeed. The change agent is still everybody's buddy.

Suddenly, *Mr./Ms. Nice Guy Change Agent* becomes *Devil's Advocate*. He or she dons a professional agitator hat and pits one group against the other. He knows exactly what he is doing, who to pit against whom. If the change agent has done his homework, he has everybody's number, as the saying goes. The change agent begins to question the position of opposition leaders, plays on the fears of individuals with weaker convictions, and finally drives a wedge between the "pro" group and the "con" forces by helping to make the latter seem ridiculous, or ignorant, or dogmatic, or inarticulate—whatever works. The change agent wants certain members of the group to get mad; and thus forces tensions "to escalate," as per the Havelock training text, always with "the good of the group" in mind. The change agent is well-trained in psychological techniques and can fairly well predict everyone's *hot buttons*. Dissension breaks out. Goals become muddled. Either the group will break up completely or, more likely, the individuals against the policy or program will be shut out. The desired outcome will be achieved.

THE ALINSKY METHOD

A specialized application of this technique applied specifically to teachers is called the *Alinsky Method*, a staple of the *National Education Association* (NEA). Saul Alinsky penned *Rules for Radicals* in 1971 in which he asserted that "any revolutionary change must be preceded by a passive, affirmative, non-challenging attitude toward change among the masses of people." The radical organizer, he said, must be "dedicated to changing the life of a particular community." To accomplish this, the organizer must:

fan the resentments of the people of a community; fan the latent hostilities of many of the people to the point of overt expression. He must search out controversy and issues. . . . An organizer must stir up dissatisfaction and discontentment [sic]. . . . He knows that values are relative . . . truth to him is relative and changing.

Alinsky specifically trained the NEA's top staff in these techniques. Thus when you see 405 NEA delegates (that's a whopping 10% of all delegates) at the Democratic National Convention, and you read the latest NEA legislative agenda with its extreme left-wing platform, such as removing the names of traditional holidays like Thanksgiving and launching a Gay-Lesbian month, you know how they got there.

The setting and the topic for the *Tavistock-Delphi-Alinsky* techniques—be it education or something else—doesn't make a lot of difference except for the fact that specific groups of people tend to share certain characteristics and knowledge, which means using a specialized application of the basic technique.

In *Training for Change Agents: A Guide to the Design of Training Programs in Education and Other Fields*, authors Ronald G. and Mary C. Havelock include several types of advocate-organizer-agitators (ADORAG, for short). For example, the "Social Architect" and the "Political Linkage Agent (PLA)," are charged with the task of "find[ing] out the values, beliefs . . . of [group] members."

A model of change-through-crisis will be presented . . . which utilizes disruption in educational systems as an important input variable. . . . The ADORAG clarifies and defines the problem—sometimes by helping it to surface or escalate. . . . Because of his political and ego strength, the ADORAG is relatively invulnerable to the system. He is able . . . to ride or create a crisis. . . . Training for the ADORAG would enhance his ability to escalate protests. . . . Knowledge of the law and strategies of confrontation and civil disobedience will be extremely helpful.²⁰

Again, this reads like a page straight out of ISR-Moscow's *Social Psychology and Propaganda*. In fact, the book credits for Havelock's text includes a mention that the ISR (a.k.a. Frankfurt School) affiliate at the University of Michigan, which provided financial support and contributed to the writing of the text. So it is hardly surprising that this training text sounds like its Moscow counterpart. Indeed, *Training for Change Agents* is the single most damning hard evidence that Marxist-Leninist, Soviet-style manipulative tactics have been part and parcel of America's educational "restructuring"²¹ effort, just as it provides proof that educational restructuring is, at its root, an attempt to remold American society.

Make no mistake: the *Tavistock-Delphi-Alinsky-ADORAG* approach to "consensus-building" works. Each is a further refinement upon the last. It works with adults, and teachers, and schoolchildren. It works with students in college classrooms, community leaders, and even church groups. Change agents walk in with a smile, a pleasant demeanor and a handshake. The targets rarely, if ever, know they are being manipulated.

For example, education establishment researchers Henry S. Dyer and Elsa Rosenthal explain how the *Educational Testing Service* managed to "achieve a workable consensus" while retaining the perception of input from laypersons. The *Delphi Technique* is alluded to below:

The mingling of laymen and professionals . . . occasioned a search for ways to . . . achieve a workable consensus within practical time limits. The survey reveals that some state educational agencies . . . plan[ned] to train their staffs in the use of the

Delphi technique, a process that may prove particularly useful in the goal-setting process. The Delphi technique was originally conceived as a way to obtain the opinions of experts without necessarily bringing them together face to face. . . . If the trend toward community deliberation on state policy matters continues, there will need to be further adaptations of the *Delphi technique* in large-scale settings.²²

Today the method is tried and true. Even those who suspect that *Delphi*, or a similar technique, is being used usually don't know how to combat it. For that reason it is a subject we shall come back to when we look at today's ongoing attempts to use the method to promote and implement *Goals 2000/OBE/School-to-Work* initiatives.

NOTES

1. Since 1960, violent crime has risen more than 500 percent, and total crime more than 300 percent, while the population as a whole has increased by only 41 percent. Teen suicide has tripled. The number of individuals incarcerated is at an all-time high, and growing. Since 1965, juvenile arrests for violent offenses have quadrupled. Illegitimacy has increased by 400% since 1960. Between 1973 and 1993, there were 28 million abortions. Only a little more than half of all children live with their biological, married parents. There is estimated to be some 2 million cocaine/crack cocaine users, and for all our efforts in drug education, we have heroin and marijuana use that is going up, not down. Welfare expenditures—not counting all the make-work “jobs,” JobCorps-type projects, and prevention programs funded through federal and state criminal justice and education agencies—have increased from \$28.9 billion in 1960 to more than \$220 billion today. Some \$1.67 billion is being spent on operating state and local correctional facilities, up 14 percent from just 2 years ago. Of the number of juveniles in custody, those who are there as a result of having been re-arrested, or re-incarcerated, are roughly half. In 1988 it was estimated that it cost \$30,000 to confine one delinquent in a correctional facility, with the per year average costs for individual states going as high as \$78,800.
2. Both stories were reported 2 August 1996, in the *Washington Times* and the *Washington Post*.
3. George Will, “Anti-authoritarianism means freedom from the tyranny of taste,” the *Washington Post*, 22 December 1996.
4. *ART* is headquartered in New York City.
5. National Center for Health Statistics, 24 June 1996.
6. Wiseman, op. cit., 245.
7. The late Dr. Timothy Leary was the fellow who made news worldwide experimenting with LSD, and encouraging his students to do likewise.

8. Manuela Freihofer, "The Death of Education" (Zurich, Switzerland), *The Salisbury Review*, September 1993.
9. The Army survey was so objectionable that it was pulled. Defense Secretary Cohen defended the survey's withdrawal on 27 June 1997.
10. A flap occurred over the dissemination of the *MMPI* in 1986, when it was given surreptitiously to youngsters in the 9th through 12th grades at Orange High School in North Carolina as part of a university research project. Representatives of the psychology department at the University of North Carolina, under the direction of Professor W. Grant Dahlstrom, offered the children \$10 to take "a three-hour test" on a weekend. Encouraged by the offer of money, 400 pupils showed up—so many that two consecutive Saturdays had to be scheduled. Predictably, word got back to parents, after the fact, as to the contents of the highly personal 700-question survey—questions relating to bodily functions, sexual behavior and fantasies, parents' methods of discipline, religious beliefs, and so on, much like those cited by Freihofer.
11. *Association for the Advancement of Psychological Understanding of Human Nature*, hereafter referred to as "the Association."
12. Publisher: Longmans, Green, New York, 1956.
13. *Ibid.*, 27.
14. *Ibid.*, 38.
15. *Ibid.*, 89.
16. Bloom, *Taxonomy of Educational Objectives, Handbook II*. McKay Publishers, 1956.
17. Presented at a federally sponsored education workshop in Washington, D.C., 15-17 June 1971. Hall represented Savannah State College, Savannah, Georgia.
18. Teacher training was completely revamped between 1967 and 1974 to reflect behavioral teaching goals and strategies. That's why so much of the change agent work was contracted to people out of the University of Michigan: It was the Office of Education's official *Center for Teacher Education Research*, created under the ESEA of 1965. Most teachers of that period, including this writer, thought that the de-emphasis on subject matter meant that they were learning to be relevant. They were led to believe that "coping skills" were more important than subject matter and would, in the end, help students to learn better. The *National Teachers Examination* in the 1960s reinforced this belief.
19. Ronald G. and Mary C. Havelock, *Training for Change Agents, Institute for Social Research*, University of Michigan, contract no. OEC-0-8-080603-4535(010), Office of Education, US Department of Health, Education, and Welfare, 1973, 150-154.
20. *Ibid.*, 151-152.
21. Interestingly, the English translation of the popularized term *perestroika* under Mikhail Gorbachev is "restructuring." The media gave the impression in

the 1980s that the term means "democratization," and perhaps that was an element of Gorbachev's version of "restructuring," but it is not the meaning of *perestroika*.

22. Henry S. Dyer and Elsa Rosenthal, "Assessing Education at the State Level." The Educational Testing Service, from *Critical Issues in Testing*, ed. Ralph W. Tyler (Center for Advanced Study in Behavioral Sciences) and Richard M. Wolf (Assoc. Professor of Psychology and Education, Teachers College, Columbia Univ.) McCrutchon Publishing Corp., Berkeley, Calif., 1974, 112-113.

MORAL NEUTRALITY ACHIEVES VIRTUAL LEGALITY

The philosophy of the school room in one generation will be the philosophy of government in the next.

—Abraham Lincoln

Education is a weapon whose effect depends on who holds it in his hands and at whom it is aimed.

—Josef Stalin

By 1950, the old *National Committee for Mental Hygiene*, the *Progressive Education Association*, and a few smaller like-minded organizations in this country had combined to form the *National Association for Mental Health*. The *Joint Commission on Mental Illness and Health* took up where the anti-authoritarian project left off. Staffed with numerous psychologists and psychiatrists, the Commission spent its first five years (at taxpayer expense) studying how to persuade the public that billions of dollars were urgently needed to fund mental health programs. Their recommendations were submitted to Congress on 31 December 1960.

In 1962 the Governors' Conference passed a resolution calling on the states to start giving money for a host of mental health purposes. The solicitations continued through 1963—remember that year—when President Kennedy called on Congress to launch a vast program to boost the effort. Congress passed the *Community Mental Health Centers Act* that October. In November, the President was dead.

A few months after Kennedy's assassination, the Commission issued a monograph, "The Role of Schools in Mental Health." That same year, 1963, SAT scores started their long decline. From this point on, attempts to impose psychological-change curricula became blatant rather than surreptitious.

By using medical terminologies, the Commission's monograph began legitimizing the mental health function in the classroom. Teachers (now officially termed "mental health clinicians") were supposed to identify "emotional problems" in students and actively refer them to psychiatrists for drugs and other therapies. Soon thereafter, school counselors and psychologists became part and parcel of the school staffs. There is a considerable

body of documented evidence to show that schools were called upon to break down parents' resistance to psychiatry. The consequences of injecting this pseudoscience into American education was, in Bruce Wiseman's words, "immediate and drastic."

By 1969, the wording had become more strident. Dr. Reginald Lourie, a former president of the *Joint Commission on Mental Health of Children*, made a chilling revelation: "There is serious thinking among some of the future-oriented child development people that maybe we can't trust the family alone to prepare young children for this kind of world which is emerging." Compare this statement with President Clinton's comments at a November 1997 White House conference on hate crimes where he urged diversity training in schools to specifically teach tolerance of the gay lifestyle, thereby equating dangerous and unhealthy homosexual behaviors with the plights of other minorities and the disabled. This 1997 conference was built around the idea that parents weren't doing their job in instilling tolerance for homosexuality, and *that they couldn't be trusted to do it*. Mixed in as it was with teaching tolerance for religious and racial minorities, Mr. Clinton used the forum to push for an expanded federal definition of hate crimes in school resource guides. It is unclear whether "attacks" on homosexuals or other groups would be limited to physical violence or include derogatory comments and other forms of nonviolent disapproval. If "attacks" include the latter, then the whole anti-hate effort would serve to trivialize racial and religious intolerance while promoting dangerous and unhealthy behavior.

Before the words were out of the President's mouth, homosexual-acceptance curricula started invading classrooms in earnest at the K-5 level under the umbrella of "diversity." Today, New York's public school number 87 engages third graders in discussions of whether it's okay to let "gays" marry—the correct answer being "definitely, yes." "How would you feel if homosexuals were the majority and the law said you had to be a homosexual to get married?" rationalizes one child, her teacher beaming in the background.

Even kindergartners learn about "homophobia," as pro-homosexual curricula proliferate without parents' knowledge or consent. Youngsters spout back whatever they believe is expected without any inkling as to what a normal sexual relationship means, physically or emotionally. Moreover, the "lessons" function as subliminal advertising for homosexuality, a tactic which the perpetrators hope will work in their favor as soon as the youngsters reach adolescence and get in touch with their hormones. In Montpelier, Vermont, high schoolers are given materials promoting same-sex relations among girls lacking the confidence to have sexual relations with boys! Little wonder that many high school students reportedly are telling their parents that it is the "in" thing at school to be a lesbian or "gay."

Will these youngsters ever be able to engage in a normal, married, heterosexual relationship? Most parents, even the most "tolerant" doubt it and are yanking their children out of public schools at a furious pace. It appears that this latest and blatantly biased twist on diversity and "hate" by

the President is driving the last nail in the coffin of public education, as responsible parents panic in earnest. From that standpoint, the President probably is correct when he says parents can't be "trusted" to carry out the underlying diversity agenda!

President Clinton's disregard for parents' values, which first became evident during his days as Governor of Arkansas, where he launched his experimental Governor's School, reflects the counterculture activism of his own youth. A 1990 film, *The Guiding Hand*, produced by Clinton's former public relations director, reveals through student interviews that the best and brightest were siphoned off from Arkansas public schools for a prolonged boarding stay at Clinton's Governor's School. Parents were shut out, and apparently the students were drilled night and day in anti-authoritarian, anti-parent theology. Two pupils committed suicide.

The year 1969 was pivotal. While young Bill Clinton was protesting the war and playing into the hands of Communist agitators, the aforementioned Dr. Reginald Lourie was leading the child development community in a campaign against parents and families. He announced to the *British Humanist Association* in the document, "Marriage and Family":

The Humanist view is that marriage is a human institution . . . in no way sacred and immutable. Some opponents of Humanism have accused us of wishing to overthrow the Traditional Christian Family. They are right. That is exactly what we intend to do.

That same year, the Joint Commission of Mental Health of Children echoed Lourie's pronouncement in its report to Congress, which stated prophetically:

As the home and the church decline in influence . . . schools must begin to provide adequately for the emotional and moral development of children. . . . The school . . . must assume a direct responsibility for the attitudes and values of child development. The child advocate, psychologist, social technician, and medical technician should all reach aggressively into the community, send workers out to children's homes, recreational facilities, and schools. They should assume full responsibility for all education, including pre-primary education.

Along the way, of course, there were periods of revolt. But Frankfurt School/ISR alumni and other mental health disciples countered by rewriting professional papers for popular consumption so that, once again, the popular book stores and libraries became saturated with literature promoting Wundtian-Freudian-Marxist philosophies, this time under the label of "self-help."

By the 1970s, the nation was ripe for the globalist dogma of James Becker and the subsequent "multicultural" educators. America had become a collection of splinter groups, special interests, and various minorities

instead of a melting pot, and the sixties became "the decade that would not die."¹ The most popular texts in the schools of education in the 1970s and 80s were *Social Philosophy and Education*, which opens with a laudatory commentary on the contributions of the Frankfurt School, and *Values Clarification: A Handbook of Practical Strategies for Teachers and Students* by Sidney Simon, L. Howe and H. Kirschenbaum. The values being "clarified" were, of course, the authoritarian and Judeo-Christian ones. In the wake of ever-enlarged versions of the psychiatric disorders bible, *DSM-III* and *DSM-III-R*—family and church came to be seen as socially pathogenic ("carriers of mental instability") and politically regressive.

Premier colleges of teacher education, like Columbia's Teachers' College,² home of Wundtian psychiatrists James Earl Russell, Edward Lee Thorndike, and John Dewey, and Eastern Michigan University (which took its cue from Teacher's College) started requiring courses that centered on ousting the "Western cultural bias" from both teaching methodology and curricular materials. By the time political correctness hit the schools in the early 1980s, schools indeed had become, in the NEA's words, "a force for conditioning the will of the people."

THE MENTAL "HEALTH" MOVEMENT BECOMES MORE AGGRESSIVE

Thanks to the self-help fad, it became fashionable to believe that one could live a happier life simply by changing one's attitude. While an optimistic, can-do outlook is practically an article of faith among Americans—Norman Vincent Peale had been advocating that for years—that is not the connotation of the word *attitude* that pop psychologists were, and still are, selling. What they mean by changing one's attitude is to lower one's expectations down to a set of "realistic" goals.

Failing to get satisfaction via the self-help route, individuals were encouraged to seek "professional counseling" for everything from a troubled marriage and problems on the job to a naughty child and difficult in-laws. Many ministers and rabbis were roped in, too, as behavioral "science" began to take a frightening new turn.

By the 1980s, a new kind of crime started emerging under the cover of "counseling services": insurance fraud and kidnapping. Kidnapping was apparently aimed at securing healthy human guinea pigs on whom to conduct experiments instead of sick ones. As best anyone can figure out, *behavioral experts needed clinical proof, first of all, that it is possible to get healthy individuals to voluntarily change their belief systems*, and secondly, they wanted to know the degree to which such change affects the entire personality. What the profession didn't have, apparently, were healthy, normal personalities on which to test their theories; that is, a captive audience like Rees had at Tavistock in Britain during World War II.

Among the many incidents that made the news was a hearty and healthy, easy-going grandmother in Harbor Springs, Michigan, who signed

up for a month at a luxurious spa and weight loss center in Florida. She wound up held against her will for a week at an Orlando psychiatric hospital with drug addicts and dangerously mentally ill people under a false psychiatric diagnosis until her bill had reached more than \$8,000. It seems brokers are hired for a finder's fee to get healthy patients into hospitals like this one under false pretenses. There doctors apparently perform psychological experiments on otherwise healthy subjects.

Another such incident, reported in the *St. Petersburg Times* concerned Horizon Hospital in Clearwater, Florida. The place turned out *not* to be the marriage counseling center the Swistok family of Warren, Ohio, was told it was. The family never even suspected they were being admitted into a mental institution. A family acquaintance, a former Ohio probation officer, told them about the center, advising that the children would be looked after and that the facility would even fly down the family's Spanish exchange student. Horizon did, in fact, pay more than \$4,000 in air fare. But this "resort" for marriage counseling promptly stripped Mr. Swistok of his razor and toe nail clippers and escorted him everywhere he went. The Swistoks' medical records show the couple was treated for marital discord, but they were rarely allowed to see each other, were permitted only limited contact with their children, and records on one child show him diagnosed as depressed, even though the *Children's Depression Inventory* registered a flat zero for him in that category!

According to the article, both male children were given a potent steroid, which supposedly helps doctors diagnose clinical depression, and by the time the nightmare of drugs and therapies was over, the family's insurance company had been billed nearly \$35,000 for treatment. They each could have had a gall bladder removed for less. Meanwhile, the children now have a permanent record of having been diagnosed as mentally ill and admitted to a psychiatric hospital. As for the original problem they were supposedly treating, marital discord; the couple got a divorce.

CONGRESS INVESTIGATES

In 1989, even the official newspaper of the *American Psychological Association* carried an article (July 7) describing the abuses involved in placing youngsters in psychiatric hospitals as scandalous. By 1992, the APA didn't appear to care anymore.

Suddenly even bastions of the liberal establishment, such as New York Judge Harold Rothwax and recently retired Representative Patricia Schroeder (D-CO), began to rebel against the excesses of mad "science." On 28 April 1992, US Representative Schroeder, Chairwoman of the House Select Committee on Children, Youth, and Families castigated behavioral scientists for "one of the most disgraceful and scandalous episodes in the history of health care in America. I am referring," she continued, "to the unethical and disturbing practices in mental health care that are taking place from coast to coast."

Representative Schroeder went on to cite the numerous abuses: individuals of all ages hospitalized for psychiatric treatment they didn't need; hospitals that hire "bounty hunters" to kidnap and hold individuals having mental health insurance; patients kept against their will until their insurance benefits run out; hospitals that pressure psychiatrists to change their diagnoses in order to increase their profits; kickbacks paid to school counselors who deliver young "patients" for hospitalization; the targeting of military dependents for their generous mental health benefits, and more. In one of the most outrageous and high-profile cases in history involving the 14 nationwide offices and 80 psychiatric hospitals of *National Medical Enterprises* (NME) chain, former "administrator of the year," Peter Alexis, confessed to having paid \$40 million in bribes to health care providers for referrals, as well as to having participated in monthly meetings in Washington to discuss ways to pay referral sources and disguise profits.³

"I could go on," Rep. Schroeder said, "but you get the picture. Clearly this business of treating minds—particularly this *big* business of treating *young* minds—has not policed itself, and has no incentive to put a stop to the kinds of fraudulent and unethical practices that are going on."

Congresswoman Schroeder proceeded to provide a laundry list of documents, affidavits, and testimony to the Congressional committee showing a "systematic plan to bilk patients out of their hard-earned dollars, strip them of their dignity, and leave them worse off than they were before they went for help." Her effort opened a Pandora's Box that has shocked even the most hardened politicians.

Bruce Wiseman cites an "exhaustive examination of the subject in *Rutgers Law Review* [that] concluded:

The data . . . constitute the most definitive evidence available on the lack of expertise and accuracy of psychiatric prediction of dangerousness. The findings of this study . . . include clear and convincing evidence of the inability of psychiatrists or anyone else to predict dangerousness accurately. . . . It in fact appears that psychiatrists cannot even predict accurately enough to be more often right than they are wrong."⁴

FROM THE COURTROOM TO THE CLASSROOM

Investigative reporter John Taylor, in his article "Irresistible Impulses, Unbelievable Verdicts" traces the development of the insanity plea. Somewhere in the 1950s failure to exercise self-control became equated with mental impairment. "The line between an irresistible impulse and an impulse not resisted is probably no sharper than that between twilight and dusk," he quotes embarrassed members of the *American Psychiatric Association* declaring after John Hinckley's successful insanity defense.

But psychiatrists themselves were responsible for legitimizing the idea in the first place, writes Taylor. Back in the fifties they were arguing "that criminal defendants should be able to ask for acquittal on the grounds that,

while they knew what they were doing was wrong, they just couldn't help themselves. . . . [I]n 1958, in Section 4.01 of the model Penal code, it became writ."⁵ Taylor goes on to point out, rightly, that

English common law . . . was developed not to explain human nature but to control it. At its core is the idea of individual responsibility, the belief that holding people accountable for what they do is the one thing that will make them behave properly. Without this . . . people lose the motivation to control their worst impulses. Everyone does pretty much what he or she can get away with and . . . tests the limits, trying to find out where, and how far, boundaries can be rolled back.⁶

Wiseman places the beginning of an aggressive campaign by psychiatrists to move into the judicial system at around 1918, when court psychiatrist and eugenicist Erwin Stranky wrote an article on the subject for the *General Magazine for Psychiatry*, in which he stated:

The forensic activity of the psychiatrist can become a good part of applied psychiatry . . . by helping diplomatically to restrain and dominate the human mind in the sense of race hygiene and protection of the society. Then—almost automatically—our profession will get its proper part of this domination. . . . [The psychiatrist] will continuously educate judges, plaintiffs and defenders to such a degree, that actually he becomes, gently and slowly, the leading element of the trial; then he will fill the charges, defense and verdict with his ideas, having the outstanding high goal in mind, to direct all and everything into the port of higher man-breeding. . . . In this way the psychiatrist in the courtroom can fulfill a great deal of his mission as educator of man, if he only wants to, "wants" in the sense of medical imperialism which is the imperialism of culture.⁷

Note the striking similarities in language between Stranky's commentary above and the philosophies of behavioral eugenicists—"race hygiene," "man-breeding." We also see in Stranky's assertion one of the first efforts in America to move psychiatry surreptitiously into the mainstream "slowly and gently."

One sensational case of that era in particular, the 1924 Leopold and Loeb trial in Chicago, did much to catapult courtroom psychiatrists to high-profile status. Two boys were charged with the senseless killing of a younger companion, an act which was nearly unheard-of back then. Wiseman quotes Dr. Karl Menninger, who was then an *American Psychological Association* (APA) member, on his recollection of that case and its philosophical ramifications:

Partly just because the crime seemed so senseless, and partly because the families could afford to pay for their services, many prominent American psychiatrists were brought into the lime-

light of the trial to explain the state of mind of the offenders. These colleagues were arraigned against one another, the opinions sworn to by some were flatly contradicted and denied by others. This awkward and inconclusive exhibition gave rise to widespread public comment. . . . Psychiatrists of the old school were kept waiting by the prosecution to refute and dispute these "radical" psychiatrists speaking for the defense. Reputable, scholarly, dignified, friendly colleagues were soon swept up . . . calling one another liars and fools in public and apologizing to one another in private . . . swearing to the truth of answers to questions which they probably did not understand, and confusing the judges, the jury, and the public by interpretation of "facts" reported on the basis of utterly incongruous philosophies.⁵

The trial apparently became so sensational—and entertaining—that the *Chicago Tribune* newspaper offered the aging Sigmund Freud, of all people, \$25,000 to come to this country and "psychoanalyze" Leopold and Loeb.⁶ Freud declined, which was probably just as well for the two boys, as he no doubt would have pinpointed the problem as being a G-spot in their noses and recommended surgery. But APA president and mental hygienist William A. White did psychoanalyze them, and he testified that the boys' crime was "the product of impulses contrary to their conscious ideals but expressive of certain strange unconscious strivings that, for reasons not clear, overwhelmed their control."⁷

Thus did the beginning of the "irresistible impulse" concept emerge, and by 1929 the APA had succeeded in convincing the *American Bar Association* to work on increasing the participation of psychiatrists in legal deliberations. In particular, the APA wanted every prisoner to have a written psychiatric evaluation prior to sentencing, parole, or transfer. They had to wait a few years before this was actually implemented because there was still a great deal of controversy as to the reliability of their pronouncements inasmuch as an equal number of psychiatrists could be found to take opposite sides of almost any question. But the groundwork was laid for the infusion of psychiatric ideologies into the judiciary where they eventually became enshrined in case law, moving the nation ever closer to moral neutrality. In 1954, US District Court of Appeals Judge David Bazelon removed the right-wrong definition from insanity: "An accused is not criminally responsible if his unlawful act was the product of a mental disease or mental defect. A person could, in other words, know his behavior was wrong yet still be driven to it by mental disorder."⁸

The new criteria for decision-making in criminal cases would henceforth legally rest upon the evaluation of psychiatrists. In 1956, the publication *Mental Hygiene* announced:

Henceforth a testifying psychiatrist will not be required to sit idly by and watch an individual whom he knows to be anti-social because of mental illness go to prison instead of to a

hospital for treatment merely because the accused knew what he was doing and knew that it was wrong.⁹

The law had recognized psychiatry.

It wasn't long, however, before many lawyers and even some psychiatrists started having second thoughts about the place of psychiatry in the courts. A former proponent, Dr. Bernard Diamond, himself a psychiatrist, wrote in the *Michigan Law Review*:

The psychiatric expert is apt not to be a very wise man, but rather a possessor of technical knowledge of some depth, but little breadth. He seldom comprehends or is sympathetic to the legal process. . . . The result is a pseudo-scientific veneer for the psychiatrist and his testimony, behind which the lack of wisdom and lack of legal comprehension are concealed.¹⁰

But it was too late. The "pseudo-scientific veneer" of psychiatric theories articulated on the witness stand carried the weight of law, and jury manipulation became the name of the game—a fact which was further complicated by "the fact that a paid witness has been hired to present testimony favorable to whomever is paying him."¹¹

In the process, the combined philosophies of Neill, Lane, Gross, Steckel, Freud, Marx, Thorndike, Fromm, Russell, Dewey, Rüdin, Chisholm, Rees, Erlenmeyer-Kimling, Kallmann, and White were passed along "gently and slowly," to use the words of Erwin Stranky, and also very persistently, from the judiciary to educators. Educators, in turn, transmitted the philosophies of these extremist behavioral theorists, including eugenicists, to their students, who learned both by example and through curriculum that morality was situational and that laws and rules were negotiable.

NOTES

1. Raehn, op. cit., 13.
2. The reader may wish to review Chapter 6 of this book for a review of events at Teachers' College.
3. Wiseman, op. cit., p. 322-324. Six hundred FBI and other federal agents simultaneously raided all 14 offices on 26 August 1993. The case brought some 130 lawsuits from former patients and another 19 by insurers. The story is well worth the price of Wiseman's book.
4. Joseph J. Coccozza and Henry J. Steadman, "The Failure of Psychiatric Predictions of Dangerousness: Clear and Convincing Evidence." *Rutgers Law Review*, vol. 29, no. 5, Summer 1976, 1098-99, 1101.
5. John Taylor, "Irresistible Impulses, Unbelievable Verdicts." *Esquire*, April 1994, 97.

6. Ibid., 97.

7. Aron C. Mason, "The Psychiatric Subversion of Justice—The Public Menace Destroying the Court System," *Freedom*, vol. 21, Issue 6.

8. Karl Menninger, M.D., "The Crime of Punishment," (New York: The Viking Press, 1968), 120.

9. Ibid., 120.

10. Ibid., 121.

11. Lee Coleman, M.D., "The Reign of Error—Psychiatry, Authority, and Law" (Boston: Beacon Press, 1984), 49. 254 quoting from *Durham vs. United States* 214 F2d 862 (D.C. Cir. 1954).

WHAT DO WE REALLY KNOW ABOUT LEARNING?

The greatest obstacle to . . . success today is not merely ignorance, but the illusion of knowledge.

—Anonymous

It is a mistake to say that behavioral scientists don't know anything. The *Tavistock and Delphi* methodologies described in this book comprise but a small part of the copious evidence demonstrating that researchers in the field have learned quite a bit about how to drive people crazy, and even a little bit about how to keep them sane. The fact is, the techniques for testing, diagnosing, and improving learning capabilities such as spatial orientation, visual identification, visual and auditory memory, perceptual speed, depth perception, mental stamina/concentration, and hand-eye coordination have been known for years throughout both the hard science and behavioral science communities. But this important knowledge is being withheld from prospective teachers, along with phonics and other proven techniques, while departments of education in the colleges and universities waste their clients' tuition money on useless opinion-molding courses. Not only is such teacher-training fraudulent and counterproductive, it flies in the face of scientific method.

If schools of education were doing their jobs, teacher-training would address the real stumbling blocks to learning, instructing them in methods of diagnosing, addressing, and remediating these problems. Instead of assessing viewpoints and forever seeking signs of domestic distress, educators would be looking early on for trouble in areas such as:

- spatial orientation (one's location in relation to one's surroundings and where objects are in relation to oneself);
- visual identification (the ability to identify objects, animals, etc., based on a knowledge of their characteristics);
- visual and auditory memory (ability to recall information one sees and hears);
- perceptual speed (the ability to quickly see detail in words, numbers, pictures, and graphs);
- depth perception (the ability to judge distances between multiple objects and the observer);

- mental stamina or concentration (the capability to tolerate mental exertion over increasingly lengthy periods of time); and
- hand-eye coordination (the degree of capability to coordinate one's eyes with the actions of one's fingers, wrist, and arms).

These are the things that make or mar the learning process, particularly in subjects like mathematics. If researchers know so much about the brain and how it works in this scientific, high-tech age, then why aren't educators zeroing in on the capabilities itemized above early in the child's school career? Today, such diagnostics are left to private learning centers where parents send their offspring once they are in serious academic difficulty. But there is no reason why all schools cannot do this sort of thing from the beginning.

If we must group students so that more than two can be taught at one time, then why not according to specific learning types? No child would feel "dumb" because he was placed in a class that emphasizes spatial reasoning as opposed to, say, depth perception or visual memory. In fact, were grouping approached in this manner, the only people who would even be aware of it would be the teachers and the parents. A child in, say, the third grade wouldn't know the difference. Even in high school, there would be no signs hanging on the classroom door announcing: SPATIAL REASONING DOLTS HERE.

Do the politically correct want diversity? Here is diversity: diversity of learning style. One cannot call auditory memory "better" than, say, depth perception; all are necessary to some extent, although some subjects may favor one style over the other. While spatial reasoning may be essential to excel in mathematics, for instance, auditory memory is key to mastering a foreign language. If psychobehavioral educators like William Spady want to destigmatize the learning process, then this is the way to do it.

Textbooks and other curricular materials should be designed with a similarly diversified focus. Teachers ought to be selected and hired for their particular expertise in approaching a subject, and that expertise should constitute their college "minor" while their subject area *per se* constitutes their "major." Youngsters assessed early on for the ways in which they tend to process information would be directed toward those instructors in each subject area who specialize in the approach best fitted to the child's needs. This does not mean the child gets the teacher who is "easiest;" it means the instructor focuses on the skill which the child lacks. If the subject is mathematics, and a weakness in spatial reasoning seems to be the problem, for example, then the teacher will not attempt to teach geometry in such a way that requires no spatial reasoning; that would be ridiculous. Instead, the teacher would help the child develop his spatial reasoning capability, a challenging task. A student who already has a well-developed spatial reasoning capability, on the other hand, would be wasting time under such a mode of instruction and should be placed elsewhere. In the end, all the various modes of learning would be accommodated, and all classes filled

more or less equally, with only slight variations in enrollment from year to year.

A person with good visualization skills, for example, and poor spatial reasoning is neither brilliant nor stupid. All that is required is the right approach. The child should be directed to a teacher whose approach concentrates on those capabilities where the learner falls short. But in the final analysis, the student with poor spatial reasoning must be graded on the same material as the child with superior spatial reasoning skills.

Good teaching methodology dictates that the pupil whose auditory memory is weak would not get a language teacher who presented only written material, leaving out the oral activities. No one who learned a foreign language in that way could ever use it in a real-time situation—although one might, perhaps, translate ancient works from Latin, for example, since that is a language which is not used in day to day life anymore. But with living languages, students having a poor auditory memory would be better served by instructors whose professional background included speech therapy and other courses designed to improve auditory memory.

No pupil should receive a test or a grade which merely “accommodates” his/her learning disability, grossly exaggerating his or her “score” to satisfy some ulterior motive. Dumping the student in a class for “slow” learners or having the “faster” pupils do the teacher’s job are not appropriate ways to accomplish individualization, either. Indeed, the terms “slow” and “fast” in the context of learning styles, such as those we have been discussing, have no meaning. The child must still learn the material. To do otherwise is unfair to the child, damages the pupil’s self-esteem irrevocably when he discovers he doesn’t really know the subject, and misleads any person who may examine the student’s transcript.

If testing companies weren’t so busy devising methods of spying on family viewpoints, they might be creating assessments that educators could use to individualize education in the true sense, identifying problems in hand-eye coordination, memory (visual and auditory), mental stamina, visual identification, and spatial orientation. Curriculum specialists might concentrate their efforts on exercises that enhance these capabilities instead of throwing their resources into useless social adjustment activities. School counselors at the high school level could help students make college and career decisions that avoid capabilities in which they consistently have demonstrated weakness year after year.

Report cards would come with a “comments” section in which the teacher briefly indicates to the parent where, specifically, the child is improving or having trouble. In so doing, the student’s whole grade would be less arbitrary, and parents would feel more like the “partners” educators claim they seek. By including remarks on the report card, teachers would be implying that parents are interested parties, not just caretakers. Teachers, no longer stuck in a glorified babysitter’s role, would feel more fulfilled and less emotionally drained at the end of a day.

Honest and proper diagnostic testing early in the game would save children a lot of agony, providing a pupil is directed to a teacher who bases his or her teaching method on a particular type of reasoning pattern which the student apparently lacks. If schools of education and teacher organizations like the *National Education Association* were truly interested in professionalism, they would insist on substantive methodology courses keyed to areas such as these for their members. No wonder homeschoolers today see no difference between what average parents can provide and what teachers with four to six years of so-called training can provide.

Young, prospective educators are paying good money to be taught how to teach and they are not getting what they paid for. What they do get makes their job more difficult once they take their places behind the teacher's desk. They wind up knowing enough to do a great deal of harm but, unfortunately, very little good, particularly when the tenets of psychology and psychiatry are applied arbitrarily on a mass scale in a captive environment.

As for using behavioral science to re-orient and mold behavior, it is time for all of us, including our nation's leaders, to recognize the wisdom of commentary author John Taylor's comment: that "English common law . . . was developed not to explain human nature but to control it." Religious training should be our first line of defense against both mental illness and crime, and it should begin in childhood, with the "blessings" of the school and the courts. This is the only approach, so far, that has a proven track record.

PART III

THE LAND OF “VIRTUAL LEGALITY”: THE LEGISLATIVE CONNECTION

CONGRESSIONAL BY-PASS SURGERY

... dramatic public policy shifts are simultaneously occurring in the areas of health care, education, and workforce development. . . . These shifts all have one thing in common—the realignment of control. Control is being wrested away from the individual, from the parent, from the local school boards, from local health care providers, and ultimately from employers. Without dispute, these shifts if left unaltered will produce a planned economy, planned not by parents and individuals across this land, but by government fiat. These monumental changes are for the most part by-passing Congress and the elected state legislatures because there is a great urgency to make key structural changes before the year 2000. Congress and the Legislatures are simply viewed as impediments.

—Rep. Samuel E. Rohrer, Chairman,
Select Subcommittee on Education and
Appropriations, Commonwealth of
Pennsylvania, 12 February 1997.

Many factors have facilitated the passage—or, perhaps we should call it “virtual passage”—of detrimental education legislation. Chief among them has been the *de facto* takeover of once-independent state and local departments of education beginning in the late 1960s. This usurpation of power resulted in, among other things, a continuing increase in mandated paperwork, rules and regulations, until today it is difficult for local school officials to recall just what their primary purpose was supposed to be. Add to that unbridled lobbying of government entities not only by an extremist, monopolistic teachers’ union conglomerate, but by multiple special interests groups and rich, private foundations, such as the *Carnegie Foundation for the Advancement of Teaching*, the *Rockefeller Foundation*, the *Robert Wood Johnson Foundation*, and many others that have used their bought influence to help craft education policy. The coordination and federalization of microrecording technology, of course, was a key to success, because only with that could the goal of mandated, uniform assessment testing and “remediation” be fully realized.

Part III will examine and correlate the main players as they evolved to fulfill their missions in shifting social policy through the back door of education. We will examine the process whereby Congress, parents, state legislatures, and even independent regulatory commissions are either bypassed or hoodwinked into acquiescence so that programs and policies that normally would not pass muster will gain legitimacy and be implemented anyway. Finally, we will see how the emerging high-tech world of Part I and the behavioral psychologists and geneticists of Part II together erected a virtually impenetrable wall—the Illiteracy Cartel—a barrier which today defies the efforts of even the most determined legislators and the most activist of citizen groups to return education to its true function.

THE PRIMARY PLAYERS

What we call the education establishment today is made up of several inter-related organizations, most of which get government grant money for one thing or another. A few, like the *Carnegie Foundation* and the *Robert Wood Johnson Foundation*, even give grant money to the government for various initiatives. At the top of the “players” list, of course, is the US Department of Education (known as the *Office of Education* when it was under the US Department of Health, Education, and Welfare) and the Department of Labor. From there the education establishment is comprised of:

- the *National Education Goals Panel*;
- the *National Council for Educational Standards and Student Testing*;
- the *Council of Chief State School Officers* (CCSSO);
- the *Carnegie Foundation for the Advancement of Teaching* (CFAT);
- the *National Education Association* (NEA) and American Federation of Teachers (AFT);
- the *Robert Wood Johnson Foundation*;
- the *Rockefeller Foundation*;
- the *Education Commission of the States* (ECS);
- the *National Association of State Boards of Education*;
- the *National Assessment Governing Board* (NAGB), which runs the national test known as the National Assessment of Educational Progress, or NAEP);
- the old *America 2000 Coalition* put together under President George Bush, which spawned Goals 2000 (initiated at the Governor’s Conference in Charlottesville, Virginia, in 1989, and from there developed a quasi-government partnership via the *New American Schools Development Corporation*);
- the *Secretary’s Commission on Achieving Necessary Skills* (SCANS);
- the *National Board of Professional Teaching Standards*; and
- the *National Governors’ Association*.

Of these organizations, the most critical are the CCSSO, CFAT, NAGB, and ECS. Nothing happens in education without their blessings.

All of the organizations, however, are driven by government grant money and tax-free subsidies, and are, in a sense, extensions of the federal bureaucracy, collaborating on projects, entering into partnerships and agreements, and launching either public relations or smear campaigns, as necessary, to promote and implement the *Educate America/Goals 2000/Workforce 2000* legislative package, which is the culmination of behavioral psychologists' efforts to redefine and redirect education worldwide.

Among the key "populations" targeted for re-direction by the Department of Education and four of its primary Establishment allies are school superintendents, principals, teachers, parents, legislators, civic organizations, big business corporations, school boards, and the media (with special emphasis on the editorial boards). To each of these groups a special marketing package is prepared to promote initiatives like outcome-based education, or *Goals 2000*, or even a controversial AIDS-education program—whatever happens to be in the works at the moment, large-scale or small. These market packages include the following strategies, several of which were recently listed in a column by Robert Holland, op-ed editor of the *Richmond-Times Dispatch*:

- copious surveys to assess the success of their pitch, in much the same way surveys are distributed under the guise of tests to schoolchildren to see if attitudes have changed;
- small-group "workshops" and "brainstorming" sessions, used especially with business leaders, few of whom recognize the *Delphi Technique* (reviewed at length in Part IV of this book);
- the proverbial speaking circuit, in which a roster of education "experts" is circulated to business and civic organizations who need a speaker for a particular occasion;
- a steady stream of canned articles for business publications elucidating the wonders of the "new" methods and how they will help industrial production;
- "ecumenical lunches" with "selected" religious leaders who will be not only favorable to their pitch, but can be motivated to go forth and support it;
- videos sent out to corporate America; and
- an ever-present array of bumper-stickers, logos, billboards, and public service announcements.

GOVERNMENT SURROGATES AND SPECIAL INTERESTS

In roughly a decade and a half, education moguls went from hiding what they were doing in the areas of data collection, curriculum-linking, and dossier-building to boldly promoting their systems' capabilities. Parents and other citizens have run in to all kinds of roadblocks trying to retain or, in many cases, recapture their prerogatives. For example, the *American Bar Association*, with its analytical arm, the *Law Institute*; the *Commission on Uniform State Laws*; and the *National Governor's Association* are key

policymaking bodies, although the first two certainly are not charged with setting policy. Practically speaking, however, these three bodies can and do set in concrete the educational agendas of the heavily endowed tax-exempt foundations.

THE CARNEGIE FOUNDATION FOR THE ADVANCEMENT OF TEACHING

Originating in 1905 in New York City as an entity to create a pension fund for university professors, the Foundation went on to define and expand upon the standards of professional education that prevail today, as well as to create and promote standardized testing instruments, first in the field of medicine, then in other fields at the university level. Eventually the organization moved into testing at the elementary and secondary level. At the outset, in the days when the Foundation was concerned only with the medical and engineering fields, their tests were of a strictly academic, knowledge-based nature. But by the time its spinoff, the *Educational Testing Service* (ETS), was formed in the 1940s. By the 1960s the Foundation was heavily into behavioral research, which was initially marketed to the "culturally deprived." For years, ETS enjoyed a virtual monopoly on the school testing market, and therefore stood to make big bucks. Its top staff were also serving as commissioners of the *Old Office of Education* under *Health, Education, and Welfare*—Francis Keppel, Ralph Tyler, John Gardner, Wilbur Cohen, to name a few. That this was a conflict of interest, nobody seemed to mind or mention. The *Elementary and Secondary Education Act* of 1965 (ESEA) was written and passed by essentially the same people. It was pushed through Congress with practically no discussion, according to former Carnegie president Francis Keppel, who wrote a book—*The Necessary Revolution in American Education*—on the Carnegie Foundation's influence in creating this ever-expandable piece of legislation. The ESEA plus the *National Assessment* would eventually and irrevocably rope all schools into federal dependency. Most recently, the Foundation's Michael Cohen, from his new post at another Carnegie spinoff, the *National Alliance for Restructuring Education*, wrote the *America 2000* document, which he later expanded under Education Secretary Richard Riley as *Goals 2000*.

STATE AND FEDERAL COMMISSIONS AND PARTNERSHIPS

It was California that established the first state commission on educational goals in 1969. Such commissions produced "needs assessments" and "goals," which were seen as keys to locking in assessment testing. These regularly submitted needs assessments and goals were tied directly to receipt of federal funds from the *Elementary and Secondary Education Act* (ESEA), Title III, as specified in Section 402. Citizen participation was important only in the sense that the community be made cooperative. Acquiescent citizens are always a plus.

THE EDUCATION COMMISSION OF THE STATES

As easy comparability of measurements increasingly became the dominant theme of statewide meetings on education policy, states were encouraged to believe that they *needed* to be able to compare educational data. To that end a survey of state educational testing programs (which were then mostly separate entities and non-mandatory) was initiated in 1970 by the *Education Commission of the States* and the *Educational Testing Service* (both Carnegie spinoffs), in partnership with the *ERIC¹ Clearinghouse on Tests, Measurement and Evaluation* (a government-funded organization). The purpose of the survey, according to Dyer and Rosenthal, among others, was to find out what kinds of problems, especially in the area of comparability, states were encountering in their assessments. This information would enable behaviorist reformers (especially those in the Carnegie Foundation) to craft an appeal for "modernization" to all those surveyed.

THE NATIONAL GOVERNORS ASSOCIATION AND "INDEPENDENT" REGULATORY AGENCIES

A Governor takes office in a state like Pennsylvania. Soon he or she receives an invitation to attend the annual conference. All the governors go to these Governors' Conferences, where an agenda is presented to them.

State senators and representatives also attend. These legislators receive an invitation to go to Colorado or Florida, for example, to attend a *National Conference of State Legislatures*, where all state legislators convene. There an agenda is presented to them. These men and women discuss only what is on this agenda, and are moved along into the agenda. Such conferences, as we shall see, have a tremendous effect on education policymaking.

ROBERT WOOD JOHNSON FOUNDATION

Based in New Jersey, the *Robert Wood Johnson Foundation* (RWJ) is one of the largest and most influential of the private foundations in America. Although quieter than the *Carnegie Foundation* or the *Rockefeller Foundation*, it has been extremely successful in influencing public policy by providing funds to state governments, especially in the area of health-related pilot projects. This, of course, includes mental health, which is currently its favorite vehicle for encroachment upon state and local bureaucracies. For example, RWJ is thought to be responsible for the \$500,000 anonymous start-up donation that launched the PSWIM mental health project in Pennsylvania's Gateway and Duquesne School Districts (see Part I, Introduction and Part II, Chapter 9).

CARNEGIE'S NATIONAL CENTER FOR EDUCATION AND THE ECONOMY (NCEE)

Formerly the *Carnegie Forum on Education and the Economy* and one of the most critical of the adjunct organizations, NCEE is headed by Hillary

Rodham Clinton's good friend Marc Tucker and launched the *National Education Goals Project*—the one with all the touchy-feely “outcomes” passed off as substantive “standards.” The *Carnegie Corporation* provided \$600,000 in 1985 to establish the *Carnegie Forum*—the same year representatives from the Carnegie Endowment for International Peace were sent out by the government to negotiate the *Soviet-American Exchange Agreement*. This demonstrates the extent to which the Carnegie organizations carry legitimacy in government circles. It also happens that that particular agreement served to get Soviet educators directly involved in America's schools and curriculum. The *Goals Project*, then, is rooted in the Carnegie-conceived *America 2000/Goals 2000* legislative packages under Presidents Bush and Clinton, respectively. Former President Bush, ever trusting the wisdom of the education establishment over research experts who pointed to serious flaws and ulterior motives within the ranks, may not have taken the trouble to understand exactly what he was putting his name to, but President Clinton certainly did. Investigations by many different sources, liberal and conservative, have uncovered and published the now-famous 1992 letter from NCEE president Marc Tucker to First Lady Hillary Rodham Clinton stating how Tucker had just come from David Rockefeller's office where they had been “celebrating” Clinton's election and how that momentous event would now allow them to integrate education into the nationalized system they had been working toward for years!

Marc Tucker was a *shoo-in* to become architect of President Clinton's education policies. He came out of the legitimized education establishment—the *Department of Education's National Institute of Education*-funded *Northwest Regional Laboratory*, and eventually moved into NIE² itself to become Associate Director of that agency. It was the Carnegie Corporation that called for the establishment of a *National Board for Professional Teaching Standards* at NIE and provided \$1 million to fund it. Soon after, the US Senate appropriated \$25 million for a feasibility study for national teaching standards along the lines outlined by the *Carnegie Foundation's* education mentors.

Marc Tucker's highly controversial post-election letter to Hillary Clinton (reprinted in newspapers nationwide and in Chapter 19 of this book) confirms what the major documents emanating from Carnegie and Rockefeller sources had been promoting all along—in the words of the letter, “human resource development . . . from cradle to grave”—and completion of the kind of educational restructuring which the various groups and individuals named in these pages had started. With Hillary Clinton's husband's election, Tucker hoped the Carnegie-Rockefeller psycho-political education agenda could be moved into place once and for all. “We propose,” wrote Tucker in his 1992 letter to Mrs. Clinton, “that Bill take a leaf out of the German book.”

In Part II we got a good look at that book. Tucker was calling for the scheme known in this country today as *School-to-Work* which includes, among other things, electronic profiles on students' work, personality, fam-

ily, opinions, and viewpoints that are transmitted automatically to institutions of higher learning and into the workplace, where anybody passing themselves off as a potential employer can call up the information. The “skills” students are supposed to “demonstrate” under the outcomes-based plan involve far more than academics, of course—willingness to conform to group goals (collectivist mentality), flexibility (as opposed to adherence to dogmatic principles), and interdependence (rather than independence and self-reliance).

In communist China individual profiles have been used for years, although they were not transmitted electronically. Such a file is called a “Dagan” and describes the “value” of a person in what should be a term familiar today to Americans: “human capital.” This term was the one picked up in America and promulgated by none other than *Carnegie Foundation* chairman David Hornbeck in 1991, when he co-edited *Human Capital and America's Future*. The book touted the German notion of a *Certificate of Mastery*—another term which appears to mean substantive standards, but instead mimics the Soviet’s “polytechnical education” that is rooted in Marxist-Leninist ideology, emphasizing “political literacy” (explained in Chapter 7). The United States will call it the *Certificate of Initial Mastery* (CIM), and the man-in-the-street will believe it means proficiency in work-related skills. (We will examine the CIM in depth in Chapter 19.)

Substantive standards are notably absent from NCEE’s report *America's Choice: High Skills or Low Wages?* put out by NCEE’s Commission on the Skills of the American Workforce. (If the Carnegie conglomerate doesn’t have a spinoff organization, then it’s a Commission.) One of the writers of that report, Laura D’Andrea, became Chairman of President Clinton’s *Council of Economic Advisors*, providing additional expertise for a direct education-to-workforce link-up.

THE NATIONAL EDUCATION ASSOCIATION

One of the biggest cogs in the wheel of educational excellence, of course, is the largest, near-monopoly teachers’ union, the *National Education Association* (NEA). The NEA’s agenda has become increasingly extreme and verbose and has made its way into the Department of Education’s rhetoric. Among the NEA’s most devastating anti-education stands are advocating promotion for children who perform poorly, support for grade-inflation and time-wasters aimed at improving self-esteem, condemnation of both rote learning and practice (drill) as methods of ensuring proficiency, proposals for substituting the names of national holidays with more generic words, thereby encouraging ignorance of American and Western culture, resolutions on “sexual-orientation education” which divert attention from learning, opposition to English as the official language, and the latest outrage, a proposal that government ban home schooling on the grounds that it is a form of child abuse. Such counterproductive policies on the part of so many educators (or, more properly, their representatives) have virtually forced out systematic learning.

The teachers' union phenomenon in America is unique in the industrialized world. In Europe and Asia, for example, between four and five teacher unions compete for professional loyalties, "usually offering a variety of different structures, ideologies, religious leanings, and teaching methods. Britain and Spain, for instance, have unions that forbid teacher strikes; 20 of 21 countries have significant representation of religious and private school teachers, often in their own union."³ Former Wisconsin Senator Robert Kasten points out that the NEA-AFT conglomerates (the two entities are in the process of merging) stand in stark contrast to teachers' organizations in places like Ireland, where officials say there are 17,000 teachers and five unions. The lack of choice, says Kasten, has harmed not only children and their parents, who must continually battle the unions' nutty ideas and legislative lobbying efforts, but it hurts the teachers as well, because they lack the flexibility and autonomy enjoyed by their profession in other countries.

Worse, teachers are being forced to subsidize political candidates they wouldn't vote for. For example, despite the fact that some one-third of NEA-AFT teacher members claim to be Republican, in 1996 99% of their forced political action contributions went to Democratic candidates, and the most left-wing ones at that. If teachers were being forced to support a sectarian religion in such a fashion, everyone would cry "foul." But because it's political ideology instead of religious ideology, the NEA-AFT gets away with it.

The survey samplings of NEA teacher-members have long since been questionable. For example, in the early 1970s when this author was teaching in California, surveys were distributed to ascertain whether members supported uniting the local, state, and national NEA organizations. Although the answer among most members was "no"—if for no other reason than because the teacher's dues would be higher—the results came back "yes." The reason? Survey sheets were given to only "certain" individuals in a school, not to all the members, and these individuals were to do an oral survey of the other members and come up with a majority "yea" or "nay." Unsurprisingly, this always resulted in an affirmative determination for consolidation. Since then, members have more or less bought in to the idea that collective bargaining gains obtained by the NEA shouldn't go to non-members, so the united NEA is no longer an issue. Even so, many teachers are either uninterested in politics and don't bother reading the NEA's positions, or they wince and go about their business, thus leaving only the real activists to serve as cheerleaders for the union's annual legislative agenda, much of which has nothing to do with education. Take, for example, the following sample of non-education-related items from the Table of Contents to the NEA's 1996-97 Legislative Agenda:

- I-1. Peace and International Relations
- I-2. Peaceful Resolution of Conflicts
- I-3. World Court
- I-4. World Hunger

- I-5. Covert Operations and Counterintelligence Activities
- I-6. Nuclear Freeze/Cessation
- I-7. Nuclear Facilities, Radioactive/Chemical Pollutants, and Waste Incarceration
- I-8. Global Environmental Restoration
- I-9. International Consumer Protection
- I-13 Family Planning
- I-15 Displaced Workers
- I-19 Housing and Health Care for All
- I-32 Highway Safety
- I-33 Federal Support for Public Welfare
- I-34 Protection Against Age Harassment
- I-36 People Living With HIV/AIDS
- I-38 Protection of Persons With Mental Disabilities
- I-39 Care of the Mentally Ill
- I-45 Internment/Containment Policies
- I-52 Minority-Owned Businesses

Even though, according to a 1996 *National Center for Education Information* (NCEI) survey, "Profile of Teachers in the US," only 8% of teachers actually wanted more federal influence on education in their local school systems, the 1996 legislative agenda for the NEA called for an annual federal price tag of \$702 billion. As for opinions about education and teaching *per se*, most teachers today, as indicated previously, are not scholars. Nor are they, according to a *Wall Street Journal* editorial, particularly interested in the union's highly partisan activism. Today's teachers are trained in the same way as social workers, with course work based on the same philosophies and principles. Of course, the methodologies of social workers do not work in the classroom. Not understanding, in most cases, why they are having such a rough time—lowered standards, nonexistent dress codes, no disciplinary backup from supervisors, unworkable philosophies of child management, lack of emphasis on basic subjects on which to build successes, and so on—classroom teachers tend to blame society and the parents for their woes instead of their own training and NEA-sponsored policies. Of course, occasionally a parent is to blame, but not nearly to the extent that the NEA would like its teacher-members to believe.

To prove the point, a nonpartisan organization, *Public Agenda* conducted a study in 1996 on teacher and parent views on education. Nine out of ten teachers said that academic achievement (assuming they understood that term) would improve substantially if persistent troublemakers were removed from class. This, of course, flies in the face of NEA pronouncements, which make much of the fact that "America educates all children," rather than just "some children," and that there is something inherently evil about sending any negative message to a child, including delinquents and troublemakers.

Unfortunately, the poll also showed that many teachers see no link between low expectations and poor conduct. Just what fills the void when

standards are ousted may never have occurred to these teachers. Today teachers are having enough trouble meeting even the low expectations. As indicated in the Introduction to this book, if teachers set their written term objectives too high, the only ones who will look bad at the end are them, not the students and not the school administrators. Further demonstrating the discrepancy between teachers' views and those of the NEA, to which most teachers belong: 73% of teachers and 86% of the public surveyed in the same study wanted students to memorize the multiplication tables and learn to compute by hand before using calculators. The NEA has long condemned rote learning. Ninety-three percent of teachers and 88 percent of the public wanted schools to emphasize such habits as being on time, responsibility, and discipline. The NEA, however, has instead supported open classrooms, teamwork over individual learning, and a school environment that does not lend itself to discipline.

Only 14% of African-American, 17% of Hispanic, and 15% of white teachers, as well as 20% of the public in general, support tailoring curricula to students' ethnicity, such as using street language to teach inner-city children. Yet, the NEA supports "black English" (now called "ebonics"), bilingual education, and other methodologies that actually hinder students' social mobility and job prospects as they become adults. Seventy-two percent of teachers said it was highly appropriate to teach that democracy is the best form of government. But the NEA, beginning with its *Education for International Understanding in American Schools* in 1948,⁴ has denigrated democracy and pushed at every turn for centralization, federalization, and socialistic reforms.

THE PROXY

There exists a host of extremely well-endowed, mostly tax-exempt, special interest groups and what may be called, for lack of a better term, "surrogate government agencies" that make it their business to move forward an agenda they believe is in the public interest (which usually translates to "their own interests") over the objections of groups they consider to be either a hindrance to their agenda or "bit players" in the greater scheme of things.

Once behavioral reformers—who, remember, are experts at misrepresentation, enticement, and manipulation—realized what was coming technologically and the ramifications for themselves, they began working feverishly to consolidate, centralize, nationalize, and federalize, all the while using public relations ploys that advertised new data collection systems as a way to enhance the dialogue between parents, the educational system, the work force, and the community. How they pulled off such a coup is one of the most fascinating stories in history. They accomplished it by proxy without firing a shot and under the very noses of those who stood to lose the most. For example, one of the keys to the success of the consolidation-centralization-nationalization effort was the cultivation and philosophical take-over of federally funded establishment entities like the *Council of Chief*

State School Officers (CCSSO), today a *de facto* government agency. To demonstrate the skill with which agencies like this one were manipulated into changing their positions 180 degrees, we find one 1974 public relations brochure from the CCSSO, exuding commitment to local control and suspicion of anything that smacked of federal imposition in matters of either curriculum or procedure. But an internal paper (meaning that it was not intended for public relations purposes) describes another agenda entirely. "Man, Education and Society in the Year 2000," also published by the CCSSO in 1974 states:

In effect, the basic social institutions [the home, church and school] which prepare the young for the future were designed as "maintainers" of society—that is to teach our young the "right" things they would need for the future, since it was essentially like the past. . . . As learning becomes tied to the future, personal and societal "values" come to the foreground. It is doubtful that we shall ever return to the concept of values in the same way as we saw them in the past. . . . Perhaps there is a need for the clarification of new values. . . . The 50 states should organize a commission to establish the values that are significant in approaching problems that must be faced in the future.

The commission to which the CCSSO paper refers became the *Secretary's Commission on Achieving Necessary Skills* (SCANS), which is the blueprint for education restructuring now being used by the Tavistock Institute as a base from which to launch its "personal skills card"/Smart Card (see Chapter 2, "Smart Cards in Cyberspace").

Aside from the obvious hidden agenda, the internal paper quoted above reveals that there is no intention of creating a value-neutral education establishment. Values are to be deliberately "clarified" and dramatic attitudinal and belief changes inculcated. Thus, like the paper *Global Education: State of the Art* described in Chapter 11, all the noisy claims in the late 1970s through the 1980s about leaving students free to "discover their own value systems" and "not imposing values on students" was bunk created to make the marketing of new values saleable to a gullible public. From our perspective in 1998, the results have been devastating.

By November 1984, at their annual meeting in Wilmington, Delaware,⁵ the CCSSO had adopted a new position paper to "challenge the US tradition of local control in education." The new paper called bluntly for the implementation of a large-scale data collection system to promote coordination among state, national, and even international assessment programs. "Ideally," the paper stated, "one can imagine a perfect world in the future when one program of student testing and . . . data collection would provide everyone from the classroom teacher to the international analyst with the information they need to do their work." Suddenly, the CCSSO was turning out brochures *touting* federal involvement, recommending large-scale data collection systems, and hyping curricula developed not locally or

in the states, but in federal labs and centers. Why the change of heart? The answer is: the *Belmont Project*.

The *Belmont Project*⁶ was named for meetings that took place at the Belmont House in Elkridge, Maryland, between the Council of Chief State School Officers and the behaviorist-dominated (Ralph Tyler, et al.) US Office of Education in 1968. There the two entities agreed to jointly develop a comprehensive education evaluation system in an effort to consolidate state reporting of federal programs. They started with 27 states, the only ones, apparently, they could nail down for sure with federal funds at that time. Later, a Task Force would be drawn up that was responsible for the development of the larger project and tied all states into it through evaluation coordinators appointed by the Chief State School Officers (who are not elected by the people). *Here is the pivotal moment at which local districts and parents lost control of their schools.*

The Council of Chief State School Officers and the US Office of Education in 1968 jointly agreed to develop and implement a comprehensive education evaluation system in an effort to consolidate state reporting of the several federal programs as required by law. The initial meetings took place at the Belmont House in Elkridge, Maryland, and the program has become known as the "Belmont Project." Planned for eventual use in all states, the program presently [in 1973] includes 27 pilot states. Representatives of these states, together with USOE [US Office of Education] personnel, comprise a Task Force responsible for the general development and direction of the project. All states are tied into the project through Evaluation Coordinators appointed by their chiefs.⁷

At the time, that could have been called collusion, but nobody said anything. The bottom line, however, was that with the help of the CCSSO, using the state education agencies as proxies, the demise of local control was a top-down effort.

THE JOINT TASK FORCE AND "CORE COOPERATIVE"

At this point, the Carnegie Foundation spinoff known as the *Education Commission of the States* (ECS) (look back at the list of "players") assumed responsibility for locating two or three individuals in each of the 50 states—usually officials in the then-relatively-independent state education departments. The purpose was to identify two or three key persons to serve as trusted state contacts. These individuals would comprise the core list of state personnel whose cooperation could be counted on in promoting the testing-surveying-computerization agenda. This was a brilliant move, because ETS, Carnegie's testing spinoff, could then come along behind ECS (its other spinoff) and assign people from their field office staff (21 persons in all) "to conduct in-depth interviews with the state personnel identified by ECS." Among the most important questions asked of each

state contact were: (1) Are any of your existing programs related to or assisted by the *Federal Joint Task Force on Evaluation* (convened by the "Belmont Project")? And (2) Is your existing assessment, if any, involved with a statewide planning-programming-budgeting system (remember PPBS?⁸)? An affirmative response to either of these questions automatically meant that there was already some degree of federal funding and thus a partial groundwork in place to accommodate what was to come.

Whereas previously, such cooperative arrangements were made independently of one another, now it became necessary to coordinate efforts, to know who had what. According to Dyer and Rosenthal:⁹

The interviewing took place during the period from the middle of December [1970] to the first of March [1971] and on the average required about two days in each state. Each interviewer was furnished with an interview guide, but each was also encouraged to go beyond the guide . . . in exploring the specific situation as he found it in the field. Accordingly, there [are] . . . tidy statistics for comparing one state with another . . . not only because of the interviewers' differing perceptions of what they heard and saw, but also because of the many different ways in which the states [were] proceeding and the diverse rate at which they [were] developing programs, if any.

Moreover, the interviews of identified contact persons, which produced an approved contact roster—a core personnel list—accomplished two purposes: (1) It gave the primary agenda-setters—ETS and ECS, both spinoffs of and closely aligned with the *Office of Education* through the *Carnegie Foundation for the Advancement of Teaching*—a trusted cadre ("Core Cooperative") of personnel in every state; and (2) It provided ETS and ECS (therefore, the federal government) with detailed information on the inner workings and status of every state's educational set-up, from mode of funding, to the nature of its needs assessments, if any, to information about existing or planned testing programs, to the existence and implementation of pilot programs, to who exerted the most influence over education in that state. The choices for the latter were a state education department *per se*, the state legislature, the teachers' union or, rarely, some other entity.

Of particular interest was how much money each state legislature had appropriated for educational assessment (testing and surveying) and whether the state was already receiving federal funds for that purpose. Another item of special relevance to interviewers was whether the state had paid for technical support of their assessment (surveying and testing) programs, such as through a university or one of the regional educational laboratories (already established in part with federal funding), a research and development center, or some private entity such as those we have discussed. If the state did not provide any technical support, ETS (and the federal government) might be able to take advantage of the opportunity and fill the void,

in the process making the state more dependent on federal dollars. They were correct and the gamble paid off.

ETS enjoyed a virtual monopoly on testing (through contractors) for some time, always sharing its information with its heavy contacts in the *Office of Education*. Eventually, however, the fortune they were raking in became a little too obvious and complaints arose. Other companies, some of them once affiliated with or under contract to ETS, started pursuing business on their own.

THE STEAMROLLER

A speech given by Ramsey Seldon, Director of the *Center for Coordination of Educational Assessment and Evaluation* on 16 October 1985, provides further insight into the about-face of that all-important federally funded collaborator, the Council of Chief State School Officers. Seldon said that the CCSSO would be expected eventually to play a major role in implementing the new "reform" programs. "Implementing" in this context means steamrolling over any foot-draggers. This helped to ensure that school districts complied with federal mandates. The CCSSO, he said, would also help compile a system of computerized information from the data collected by the states. To that end, the CCSSO was called to "establish a consortium of all states and develop an agenda for identifying specific information . . . and data elements required for the [computerized] system." A Federal Data Center, however, would be responsible for staffing the consortium and establishing working groups.

Ramsey Seldon's 1985 speech before the CCSSO is also a key document because it was one of the first indicators that certain "mandates" would be attached as the price of federal help with computerization. This meant compliance requirements of some sort. Compliance with what? The answers turn out to be quite the reverse of what was put out for public consumption at the time about "accountability."

Compliance meant that the carrot of federal funds was going to be used to ensure that every school district in the country would computerize and make their systems compatible with those at the federal level. The ever-expandable 1965 ESEA law (reauthorized by Congress in 1994) was the vehicle used to lure one school district after another, and eventually many private and parochial schools as well,¹⁰ into financial dependency.

All that was ever asked in return for federal dollars was the "assurance" of some ongoing accountability. This seemed reasonable. Nobody could object to that. Most were already accustomed to PPBS-type accounting systems. So when mandates were handed down stating that goals would have to be written up a certain way and reflect certain "education goals," or that children henceforth would have to be tested regularly to ensure that these objectives were being met—and if not met, then remediated—they were deemed a relatively small price to pay for financial aid. When teachers, supervisors, and administrators started to write those first education

goals, however, they discovered that every one of them had to be written as a "behavioral change."¹¹ This was a little tougher, but it still didn't raise any alarms. It was viewed as bureaucratic nonsense, and people from the state were frequently brought in to local schools—like the ones where this author taught in California and Texas—to teach the teachers how to write term objectives, as well as to teach department heads and principals how to craft long-term plans the way the government wanted them.

But schools and school districts were in for a surprise. They discovered eventually that they would need a lot more money than they originally had asked for in order to comply with the new mandates. Local school districts jumped at the chance to shift the financial burden and paperwork to the state. But once they did so, they were hooked irrevocably into what was called *Strategic and Long-Range Planning* (which, basically, means formulating objectives according to government specifications). What's more, their greatest new expense would be for tallying equipment; they were drowning in paperwork! It took less than five years for most districts to figure out that what they *really* needed was a computer system. Since it was the government's fault that they were up to their ears in paper, who better to ask for the money? That was what locked every school in America into a permanent dependence on federal dollars. Note the level of arm-twisting (steamrolling) that was employed:

A state education department will know when it has achieved a leadership position; that is when it has achieved . . . almost uniform compliance throughout a state while acting almost solely in a service capacity. (A wise observer will note that language can also make a difference. The sad words in the inhibitive exercise of the regulatory function are regulations, rules, mandates, and controls. The happy, persuasive ones . . . are service, assistance, monitoring, and auditing.)¹²

Gradually, federal authorities asked that the newly installed state and local computer systems be made compatible with the federal system. Finally, they insisted instead of asking. As with the funds for other education needs, money was granted in blocks through the state departments of education, now called *State Education Agencies* (SEAs), which helped the state's staffs and budgets to grow along with their data. Few objected.

But in complying with these directives, local schools sealed their fate. In the future, if they balked at any federal mandate, program, edict, or policy, they could be threatened with loss of federal funding. These funding cuts, regardless of the reasons, always translated to loss of face in the community and angry teachers.

Schools were stuck and by 1990 they knew it. By the time locals got around to realizing that their curricula, their books, their programs, in fact, the whole thrust of their school systems¹³ had changed in the name of "reform," it was too late. All they could do was get serious about public relations.

So, what's wrong with education reform? Nothing. Not a thing. Which is precisely why the scheme worked.

Another five-part document that came out around the same time as the *Belmont Project*, entitled *Designing Education for the Future*,¹⁴ points to the determination of the federal government, with the help of the Carnegie Foundation, to change the former anti-centrist viewpoints of CCSSO and the local school administrators:

Many chief state school officers and school administrators have viewed with disquiet, if not hostility, the National Assessment of Education [testing] program, encouraged by the federal government and supported by funds from the Carnegie Corporation and [its] Fund for the Advancement of Education. This pioneer effort should be welcomed, not resisted.¹⁵

To get the states' cooperation on a nationalized computer system, its designers knew they were going to need help. A few pages later, Deputy Commissioner Nyquist from New York continued his theme in the quotation above by pointing out that any state that didn't go along would simply get steam-rollered, which, of course, is exactly what happened:

Electronic data processing . . . particularly [is] essential . . . in supplying and receiving basic educational data with accuracy and dispatch. State education departments, in planning the establishment of information systems, will have to consider two things: (1) the necessity to cooperate with federal officials . . . in order to ensure that data systems are compatible, thus avoiding much duplication of effort at state and local levels; and (2) unless state education departments establish sophisticated information systems, they will soon find that Washington has to go directly to the local institutions in order to secure data, thus *bypassing the states*.¹⁶ (emphasis added)

Further down the same page, Nyquist bemoans the "obsession of local control" and states that more efficient measures of student performance were in the offing due to "a growing body of knowledge . . . in the behavioral sciences which can be brought to bear on the problem" together with "electronic data processing [which] has an infinite capacity for storing, processing and retrieval of information." Nyquist's 1968 assertion provides insight into the CCSSO's later reversal of position when it adopted its new pro-federal-involvement stance. The CCSSO predicted that two of the most important functions of the organization were going to be: (1) providing technical assistance to the state education departments in developing new data systems; and (2) "promot[ing] coordination among international, national, and state assessment programs." Here is the first hint we get of an international effort in the works. This will become more important as we examine the current administration's partnership with Marc Tucker at the *National Center for Education and the Economy* to forge a "planned global economy."

After 1984, in accordance with their new mission, the CCSSO worked to ensure the cause of state compliance by presenting baffled state education agencies (SEAs) with a long and technical must-do list as soon as they got any federal money. Suddenly the SEAs had to substantially increase the comparability of their data, standardize terms and definitions, and then break down information into four categories (for input into a data base): resources, teaching strategies, student characteristics, and policy. They had to report a "core set of indicators" annually (remember "indicators" from Part I?) and align programs with one another, while the CCSSO decided how to refine the states' data so as to "promote coordination among international, national, and state assessment programs."

The aim, in the short run, stated on page 9 of the CCSSO's 1984 position paper, was to establish criteria which, over an approximately five-year period, would result in states testing a common set of grades, skills, and attitudes.

THE TANGLED WEB

The long-term goal was a global network, achieved through national testing; nationalized mental "health" curricula; and *legislative changes* to implement all of these. To accomplish that task required the cooperation of governmental and non-governmental agencies.

In 1974, George H. Johnson of the *Educational Testing Service* foresaw the massive influence on education from the *National Assessment of Educational Progress* (NAEP):

NAEP staff can serve as a catalytic influence to promote interpretive activities. . . . A number of activities are contemplated, such as sponsoring work groups, reaction panels, or study groups made up of educational specialists and lay people . . . working with curriculum projects and publishers of instructional materials. . . .¹⁷

Interesting in retrospect is a 1993 article in *Education Week* concerning the marketing package for a "revamped" *Elementary and Secondary Education Act*, then up for reauthorization by Congress. Education Secretary Richard W. Riley was interviewed about the proposed mode of education funding—in particular, the states' shares versus the federal share. According to the article, Mr. Riley said that the Education Department "was working with the Census Bureau on the issue, but the project [was] 'at a standstill' because of trouble getting data from the Internal Revenue Service." Here, one begins to notice an intricate web of working ("cooperative") relationships between various government agencies—the Census Bureau, the IRS, and the Education Department—which eventually filtered down to state departments of education and the local districts. In the future, which agencies would dare turn down the Department of Education when it wanted information? Predictably, all would have to cooperate.

Money pouring from the federal Education Department to state education agencies and, from there, to the local education agencies is only part of the picture. According to a report issued in February 1996 by the *House Economic and Educational Opportunities Committee*, with help from the Congressional Research Service, 760 federal education programs in 39 separate agencies, departments, commissions, and boards by that time had racked up taxpayer funds totaling \$120 billion—more than half of which originated outside the Department of Education. The Agriculture Department alone was reportedly spending \$13 billion on 33 education programs, not to mention joint projects with the Departments of Labor and Health and Human Services. As will become obvious further on, only 6% of programs funded have as their primary purpose teaching or supporting what most people would call basic subjects: reading, math, science, history.

Projected costs for new computerized systems were astronomical and therefore shared by federal, state, and local education agencies, with the higher distribution of costs technically falling to the states, who were continually begging—and understandably so—for more federal dollars. But tax dollars are tax dollars any way you look at it, and the bill was footed by the taxpayer. As state education agencies began devoting more funding to “management by objectives” and computerized accounting schemes, these concepts were adapted and refined so that they could be paid for with *Elementary and Secondary Education Act* (ESEA) funds.

Interestingly, Republicans who have tended to be in favor of abolishing the Department of Education—at least while they’re campaigning for office—caved in after election. President Ronald Reagan, and Senators Bob Dole, and Phil Gramm all called loudly for the Department’s demise. Yet, as the *Washington Times* correctly reported in March 1996:

... more than two out of three Senate Republicans abandoned their year-long [1996] ... argument that education policy-making ought to be returned to the states and localities and dubious [education] programs ought to be curtailed or canceled. Instead they bowed to White House pressure and restored most of the education and so-called job-training funds—some \$2.7 billion of them—that they had argued against for months in pursuit of a balanced budget.

Later, the Senators explained that they simply couldn’t touch education and proceeded to appropriate \$200 million for *Safe and Drug-Free Schools* that have become even more unsafe and drug-filled with each year that such funding is added.

The do-something-even-if-it’s-ill-conceived mentality goes hand in hand with crisis-building, and that, of course, is one of the things that keeps bloated agencies like the Department of Education in business. Once a program or agency is launched, those who run it lose their incentive to correct the problem it was set up to address. Indeed, the goal becomes to expand the program or agency.

For example, the news has been filled with stories highlighting the fact that youngsters are trying drugs, including marijuana, at ever-earlier ages, and that there appears to be no decline in youthful drug use, despite the massive school prevention campaigns. Drug czar General Barry McCaffrey acknowledged the bad news in 1996 when he said: "Drug use among children—adolescents—is now within emergency levels." According to a survey released in March 1997 by the *Partnership for a Drug-Free America*, the percentage of children aged 9 through 12 years admitting drug experimentation doubled between 1993 and 1996. The percentage of pre-teens who said their friends had used drugs rose from 7% in 1993 to 13% in 1996, indicating that the actual rate of use might be higher than individual students were willing to admit. Naturally, some care needs to be taken in drawing conclusions since many youngsters inflate their figures on such surveys because they think it is impressive to do so. They are encouraged in this belief because of the never-ending stream of surveys which imply that certain behaviors are "in." Nevertheless, arrest records, emergency room records, and various studies confirm that drug use by juveniles, including the hard drugs like cocaine, heroin, and PCP, are increasing at a rate of approximately 20% per year, despite all the various agencies set up to correct the problem.

Most states are either enticed or brow-beaten into accepting every new education initiative. Take, for example, *Goals 2000*, which we shall discuss at greater length in Chapter 17, along with *School-to-Work* legislation (Chapter 19). When some states, such as Virginia, imagined they might get *Goals 2000* funding with no strings attached, they didn't notice the small provision, Section 306, of the *School Improvement Plan*, under which every state would have to submit to federal oversight. It appeared that the states would have to use the money not only for technology (and that not limited to classroom computers), they were also required to submit a "comprehensive state education improvement plan." Upon discovering this, Virginia worked with New Hampshire to get a rider on the omnibus appropriations bill to use *Goals 2000* money just for computers, since that appeared to be what all the hype was about anyway. Virginia's governor dug in his heels and managed to secure an exemption.

But most of the time, states get suckered in that way, and in so doing incur enormous financial entanglements. The tempting combination of dollars and "technical assistance" from Washington keeps state leaders forever walking a tightrope between "getting more money for the state" and avoiding any obligations. They wind up falling victim to various federal "reporting requirements." It goes without saying that President Bush had no intention of doing away with the Education Department, and even cast himself in the role of Education President with his *America 2000* before he opted for fairer fields in foreign policy. Bush set the stage for President Clinton to put the squeeze on Congress for federal takeover of education.

THE SQUEEZE

In 1989, the Governors' Conference met in Charlottesville, Virginia, where governors received an agenda from the *New American Schools Development Corporation* (NASDC). This body is a private, nonprofit corporation, which served, in effect, as the conduit for jump-starting President George Bush's troubled *America 2000* proposal to reach a \$200 million goal to fund 6,000 new American schools—535 of which were scheduled to be in place by 1996. The idea, as we will see below, was to get corporate America—big business—to foot the bill, to the tune of \$150–200 million, a sum that would be inconspicuously passed on to the taxpayer.

To attain the immediate goal, the *New American Schools Development Corporation* also served as a clearinghouse for lobbyists to meet governors outside of their states. The Corporation was run by three large and well-known entities: Sieman's Corporation, Merrill Lynch, and the Rockefeller Foundation. The NASDC president was Ed Donley, of Air Chemical Products in Allentown, Pennsylvania.¹⁸ What happened is that all these groups and individuals—the Council of State Governments, the Governors, etc.—went to the Charlottesville Governors' Conference and received their agenda, came home to their respective states, and formed a task force using the education initiative they discussed in the conference. In Pennsylvania this initiative was called *Pennsylvania 2000* under Governor William Casey. Other states named their initiatives similarly: *Florida 2000*, *Ohio 2000*, etc.

As in Pennsylvania, governors in the other states put together task forces to ensure that this national agenda was promoted in their state. By law, such things have to go through the legislative process, and this one, like all education fads, was supposed to avoid the appearance of a national initiative. Then something happened in Pennsylvania that wasn't supposed to.

Instead of taking the agenda and promoting it, the Pennsylvania legislature balked and interfered. The timing had coincided too closely with the EQA "testing" incident, and angry parents who knew about the viewpoint-oriented "test" questions, databanks, and "remediating" curricula were on the warpath. They formed a coalition to defeat the initiative, claiming it would bring in more of the same if it passed. They held meetings, press conferences, and distributed a book that was published in 1991¹⁹ describing, among other things, the four-year battle that finally forced the state education agency to tell the truth about the psychological nature of the assessment and how it violated protected areas of the *Protection of Pupil Rights Amendment*.

The result was a rogue legislature that started tacking provisions onto the original initiative to satisfy these angry voting constituents. Meanwhile, the initiative's proponents—in this case the State Board of Education and the Pennsylvania Department of Education—held their own hearings, hoping to get a better reception for the initiative. They worked hard to ensure

that only people favorable to the initiative showed up. For example, they discouraged the attendance of “undesirables” by holding hearings at odd times or declining to advertise them. What they got for their trouble was a black eye from Pennsylvania voters. Suddenly, the Governor didn’t have a nice, quiet initiative to make schools “better” anymore. Instead, he had a problem and not just with the voters, but with the federal proxies who had been pushing the initiative.

It was time to put the squeeze on the bureaucracy. What happened is a case study in citizen- and legislative-bypass. It exemplifies what is wrong with a bloated bureaucracy, how citizens—and state legislatures—can be subtly removed from the decision-making process. It points to the underlying reasons why upstanding taxpayers feel alienated from the system at voting time and increasingly decline to participate.

What happened in Pennsylvania is that the train jumped the track, so to speak. The train, or agenda, could not keep to the usual route. It had to be diverted, before the larger goals—bogus educational reform and the federalization effort—incurred real, lasting damage. So in Pennsylvania it jumped to what is called the regulatory review process.

In 1992, most activists in Pennsylvania thought the last bastion for citizens when laws had been sidestepped and misrepresented was the *Independent Regulatory Review Commission* (IRRC), mainly because of the word “independent” in the title. So they went to the IRRC and laid the whole business out on the table: how opinion-oriented assessment testing, about to merge with outcome-based education, was being imposed on their communities, how State Board hearings had been rigged, how the IRRC itself had been bypassed in an attempt by the Board to implement regulations even before they’d passed in the legislature! No agency likes being side-stepped, and the IRRC was no exception. But it hadn’t been privy to the agenda in Charlottesville. It hadn’t been invited to the *Governor’s Conference* or to the *National Conference of State Legislatures*.

So the head of IRRC, Frank Ertz, wrote a scathing letter to the State Board and the Pennsylvania Department of Education (PDE), enumerating a laundry list of perceived offenses against the IRRC.

Now, what do you suppose was the State Board’s and the PDE’s response to this letter? What did they do? They continued implementing opinion-oriented assessment testing and outcome-based curriculum. Even as state Representative O’Donnell sent out a message to all 501 Pennsylvania school districts telling them *not* to implement the new regulations because the legislation had not passed, the Pennsylvania Department of Education E-mailed to every school district a “continue implementation” directive. Even though the nationally renown lawyer William Ball wrote Pennsylvania legislators saying the proposed outcome-based education plan was questionable legally and they should not implement it, still they continued. But, then, the law wouldn’t matter if it were being bypassed, would it?

Here, the reader probably begins to wonder about the constitutional process. Not only are the same initiatives cropping up in every state, using

the same buzz-words, under the same cover of "local initiatives," but the culprits continue to move full speed ahead even when they get caught.

It seems the IRRC was not a last bastion for the people in Pennsylvania, however sympathetic its staff may have been. The head of the Commission, remember, was appointed by the Governor. This means the IRRC was the last bastion of the Governor. In a pinch, the Governor is going to get his way every time, not the citizens. In looking over the State Board's letter to the IRRC responding to charges of impropriety, one can see that it did not address the actual issues the IRRC brought up. It was an I-thought-you-had-more-sophistication-than-to-listen-to-a-bunch-of-nin-nies-in-tennis-shoes letter. Predictably, the IRRC did a 180-degree turn-around. It was almost as if Frank Ertz had said, "Oh, I didn't realize it was that important to you. Sorry." In the end, despite an incredible furor, Pennsylvania adopted new education regulations that brought in the despised outcome-based movement to the state, a methodology heavy on worldviews and opinions and short on substance. The Governor meanwhile put the squeeze on the IRRC to shut out dissident citizens and a balking state legislature.

The above scenario represents a familiar pattern. The machinery of government can be made to work against citizens. Defectors from the agenda will be shut out or re-directed to other tasks. Just how difficult defection is, can be surmised from the March 1996 *Education Summit*, which followed the 1992 *Charlottesville Summit* at which state governors received President Bush's *America 2000* agenda. The message was that the power over education was to remain in the hands of the behavioral-science dominated education establishment. Governor Roy Romer (D-CO) called for those at the 1996 summit to reject "the conservative element of this country" (including non-conservative Democrats), and he scoffed at every attempt of the more reticent among them to modify language in the summit resolution calling for "global consciousness," "collaboration" with former international enemies of freedom, and referring to children as "production units." Potential defectors were met with blatant hostility and intimidation. Thus the second summit in essence reaffirmed that as far as the greater education agenda was concerned, it was going to be business as usual, or else.

The raw arrogance of the education establishment and its helpmates in the administration in pursuing the federalization agenda is becoming increasingly blatant. Early in 1997, the Clinton Administration began serious work toward legislating federal tests without the approval of Congress. The clearest example is the decision by the Clinton Administration to continue designing national tests even while Congress was still debating the issue. At a two-day meeting September 22 and 23, 1997, the Education Department hosted a gathering for potential bidders for a \$13 million federal contract to administer the tests. This came only a week after the House voted overwhelmingly to cut off funding for the plan. The affair wasn't discreet, either; it was held at the plush Four Seasons Hotel in the exclusive

Georgetown section of Washington, D.C. The tests were slated to be ready by Fall 1998.

Although the tests, according to Diane Ravitch, newly appointed President of the *National Assessment Governing Board*, are touted as being “a yardstick, not a harness” and “national,” not “federal,” the real issues at stake are:

- reflection of a dumbed-down, opinion-oriented, and politicized standard that most parents, employers, and true academicians reject;
- increased federal control of education in general;
- further erosion of local control, with the eventual phasing out of local school boards; and
- total loss of teacher independence—i.e., a mandate that teachers-turned-“clinicians/facilitators” teach to the test.

Recent “hard-ball” declarations by the conservative wing of Congress (March 1998) rejecting the Clintonite version of “voluntary” national testing in favor of a test based on “tough” NAEP standards is either the result of gross ignorance or is a cheap public relations shot, for reasons described in the Wirtz and LaPointe paper, “Measuring the Quality of Education” (see Chapter 3, “Appearances of Impropriety”). In that document, it was made clear that the overriding objective of the National Assessment (NAEP) was to accumulate and assess student viewpoints and lifestyle data.

The ongoing debate over whether or not the test discriminates against minorities will turn out to be a non-issue. It won’t really matter how well they compare academically, only how well they conform. The only additional negative effect of federal tests for minorities will be that minority parents will have even less say in their children’s education than they do now. This is also why government absolutely does not want to extend educational “choice” to minorities. Behaviorist educators do not want minority parents to get the notion they can abandon the public schools, too, or it may well be the last nail in the coffin of public education. The dual efforts in San Antonio, Texas, and Washington, D.C., in April 1998, to allow “tuition scholarships” for poor children to attend private schools—a new and innovative approach to breaking the public education monopoly—could be the wedge that eventually results in an escape hatch for minority families and a mass exodus from the public schools. President Clinton knew it and vetoed the D.C. measure on May 20. Look for a vast increase in regulations aimed at erecting an obstacle course to the creation of enough new private schools to accommodate the demand.

Also, don’t be surprised when the current (at this writing) card on the legislative table to put the brakes on funding for federal testing, known as the *Goodling Amendment* (William Goodling [R-PA]), despite the coalition of 300 House supporters that passed it, as well as Senator John Ashcroft’s (R-MO) free-standing legislative proposal (S. 1215), each supported by some 35-40 senators, fails in the end to stop the testing agenda. These will go the way of the Thompson Hearings on the Democratic National Committee fund-raising scandal: into a black hole.

Opposition doesn't matter. Congress doesn't matter. The agenda must continue.

THE SPRINT

President Clinton sprinted to the goal-line with *America 2000*. He changed the name of his predecessor's initiative to the bigger-bucks *Educate America Act/Goals 2000*, even while speechwriters in the Democratic White House crafted his best laugh-line of 1996 for his State-of-the-Union address: "the era of big-government is over." Increasingly, the DOE, Education Department, was becoming more like the DOE, Energy Department: both are proverbial "energizer bunnies"—they just kept going and going.

The big news, of course, was the quantum leap in technology, from a relatively quiet and modest effort to collect school statistical data through the *Common Core of Data*, the *Longitudinal Studies* and *Universe Files* in the late 1960s, to the PPBS in the 70s, to the ESIDS and School and Staffing Survey (SASS) in the 80s, and finally culminating in the massive data collection and interlinkable electronic transfer system, the SPEEDE/EXPRESS and the new blueprint for education, SCANS²³ systems.

The SCANS "Blueprint for Change," published in 1992, became the guiding federal document for social planning. As we shall see, the Departments of Education and Labor joined forces (and may at some point physically merge) to produce a specific kind of global labor/work force. To accomplish that goal, certain fundamental changes needed to be made in the way children process information ("receive stimuli") as well as internalize their emotional outlook ("willingness to conform to group goals," "willingness to accept change," "lower expectations," etc.) in order for the nation to fit into the mold of the global "skills culture," as described by the Tavistock Institute. What SCANS provided was a virtually legal world in which to pursue the social tinkering necessary to get the job done.

THE SLIPPERY SLOPE TO NONCOGNITIVE DEVELOPMENT

Other than tying the states to federal funding, the most important aspect of assessment was "noncognitive development"—defined by Dyer and Rosenthal as "personal-social development as an outcome of the educational process. . . . [T]he idea that education is to be construed simply as a process for inculcating the fundamental cognitive skills no longer dominates educational thought and practice."

It hadn't for a long time. But the laypersons, parents, and average citizens who were getting roped into so-called education reform via professional consensus techniques like *Delphi* weren't going to be told this. Not in 1970-71. They would have flipped.

Federal publications like *A Nation At Risk* and *The Nation's Report Card* lent an urgency to the pleas for interlinkable computerization of data on children and their families. The public was suddenly aware just how

poorly American students were doing thanks to excellent journalistic reporting on the two booklets. It became relatively easy to sell the idea that testing and centralized computerization were the way to "reform" education. (Of course, since the devastating Third International Math and Science Study came out in March 1998, and subsequent state reports on the issue surfaced, the perception of a need for "emergency" reform is universally accepted as gospel.)

Thus was work on the bold, new systems accelerated. No longer would the Department of Education be left to contend with mere group comparisons and trend analyses; henceforth, it would zero in on "individual persons and individual entities."

Today, the *Chief State School Officers'* 1984 mandate and mission are right on track. The organization has its own newsletter hyping the latest achievements in nationwide educational data transfer. In September 1993, for example, the CCSSO published a new booklet "State Student Assessment Program Database," under the auspices of the *North Central Regional Educational Laboratory* (Oak Brook, Illinois), also federally funded.

This publication lists all the contractors of the 1992 year, many of which are now familiar fixtures in the world of educational test development, scoring, analysis, and administration. Among them, are *Riverside Publishing Company*, *National Computer Systems* (NCS), *CTB/MacMillan/McGraw-Hill*, and *Advanced Systems in Measurement and Evaluation*. *Psychological Corporation* turns out to be a frequent customer of NCS, as are *Riverside* and *Iowa Testing Programs*.

The myth of independent state assessment—the notion that all 50 states just happened to come up with the same ideas—was a sham. The contracts themselves may well have been separate, to lend a thinly veiled credibility to the notion that there was no national or federal effort behind them, but the goal was always to trade educational data back and forth, and to make this information accessible to even non-education-related institutions through a SPEEDE/ExPRESS-like technology.

LUCRATIVE BEDFELLOWS

With the capability to download learning programs directly into youngsters' classroom PCs by satellite, providing a closed-loop feedback system where a pupil's progress (including opinions) can be continuously monitored, has come some lucrative business partnerships that can either side-step or help government planners. The following provides a detailed example—not only of how programs are downloaded, but more importantly, how politically motivated funding bypasses community interests and produces an unholy alliance between educators, technocrats, and businesses, with no thought of the long-term effects on children or taxpayers.

The Pennsylvania (PA) *Community Learning and Information Network* (CLIN) was incorporated on 6 October 1992, as a nonprofit corporation "to establish, develop, own, and operate a statewide multimedia system" for the purpose of integrating information resources from various repositories

of curricular materials throughout the US. Using CLIN, these resources could now be accessed and linked to *Information Network Centers* with scaled-down versions in locally established school centers or other locations. The incorporation papers stated that transmission of data would be accomplished via compressed video, a cost-effective method that uses T-1 telephone lines. The system would have a 25-station computer room with personal computers on line to a wide variety of self-instructional and other software programs. The CLIN was going to be the first regional base in a nationwide affiliated network, up-linking to locations outside the network and down-linking satellite programs. It would be a kind of regional clearinghouse for education materials and lessons. So Pennsylvania was to be the first regional affiliate of CLIN, and the system would coordinate and develop programming for students in kindergarten through twelfth grade (K-12).

In talking about a closed loop, continuously monitored system, we mean that learning programs can be fed to students via individual computer terminals which "monitor" their "progress" until the pupils get it right. This is how "EVERY CHILD WILL SUCCEED," "EVERY CHILD WILL MEET THE GOAL," according to public relations slogans used by outcome-based education proponents. To implement such a system in the most cost-effective way, advanced fiber optic cables are required. Obviously someone has to pay for the online conversation of millions of children for millions of minutes on T-1 phone lines. According to their papers, the incorporators wanted Bell Atlantic to "underwrite school districts' initial capital expenditures." But who would *benefit* financially (a question one always should ask)?

That question was answered in a bill that came before the Pennsylvania State Legislature. It proposed replacing all existing telephone lines with a multi-million-dollar fiber optic telecommunications network which would "allow phone companies to transmit sound, video, and other information services." According to the bill, the telephone company would be allowed to raise the rates if it proved to the Public Utility Commission that it did not have a monopoly on local telephone service.

In reviewing all bills coming before the Pennsylvania Legislature to find any connections to education, researchers asked to see who was pushing this proposal. Chief among them was John Kaufman, Chief Executive Officer (CEO) of Pennsylvania Power and Light, member of the *America 2000 Coalition*, co-chairman of *Pennsylvania 2000*, and one of the incorporators of the PA CLIN. Researchers checked back issues of all the newspapers. Kaufman was quoted in the *Allentown Morning Call* as saying: "... the state action committee is ... trying to put state regulations [relating to outcome-based education] into a unified electronic data base."

These were the same regulations requiring all children to demonstrate the now-infamous touchy-feely "outcomes" that Pennsylvania parents had bitterly opposed; the same regulations that also would require students to be *individually* monitored, (which does not mean "taught;" it means "con-

tinuously tracked") in their so-called "progress" toward these outcomes, as a graduation requirement.

Then another news article turned up, this time in the *Washington Observer*. On 2 December 1992, John Kaufman was quoted as being opposed to parents who had voiced opposition to education "restructuring." "The way to combat that," Kaufman had said, "is to move ahead, but in parallel; we have got to mount a counterattack."

John Kaufman, CEO of Pennsylvania Power & Light and *PA 2000* co-chairperson: he wants to attack community parents? Why?

It was discovered that John Kaufman and the other co-chairman of *Pennsylvania 2000*, Ed Donley, who was also Chairman of *America 2000* and on the *Pennsylvania State Board of Education*, had met at the Governor's mansion shortly before that quote appeared. Is that where they decided to fight opposing parents? To keep the agenda moving, despite the fact that the regulations had just come to a screeching halt because of the public outcry? Even though the Governor had gone on record to delay the vote? They were going to fight to get it through anyway. Why?

Researchers looked again at the PA CLIN incorporation papers. Page 2 stated while the corporation was a non-profit, it could charge fees and prices for services or products, and therefore had the right to receive income and net earnings. The corporation would also be authorized and "empowered to pay reasonable compensation for services rendered." Just who would be so "empowered"?

Answer: John T. Kaufman, *Bell of Pennsylvania* and *Bell Atlantic staff*, and Edward J. Donley, CEO of *Siemens*, co-chairman of *Pennsylvania 2000*, Chairman of *America 2000*, on the *Pennsylvania State Board of Education*.

It took a lot of digging—all the way back to 1974 and an education data-gathering project model that was made available by AT&T, to all Bell System companies throughout the country. It became known as *Project '81* and was launched in Lancaster, Pennsylvania, because of previous experience with the EQA test. Project '81 is very complicated, but the bottom line was that schools in a pilot area were to be linked by 1981 to some kind of regional data base, to the state Department of Education, and from there to the federal government using the coding system devised by the *National Center for Education Statistics*.

Thus a primary motive behind the momentum to speed passage of fiber optic legislation apparently was not simply to benefit households using telephones, but to benefit educational institutions using computer-technology to implement a political agenda, with megabucks going to Bell and down the line, no doubt, to information brokers.

What *America 2000* and *Pennsylvania 2000* needed, apparently, was the authority in each state to mandate down to the individual child, not merely to the school district level. Otherwise, some wise guy might come along with a bill that would ban that sort of thing, and the millions of dollars already invested in outcome-based education would be down the

drain. They *had* to have those new regulations expanding their authority as well as a unified electronic data base. Language embedded in the new education regulations would give them the former. The fiber optic telecommunications system would provide the latter. Would this constitute a monopoly on local phone service that the Public Utility Commission was looking for? Probably not. But it looked remarkably like insider trading and conflict of interest, not to mention violation of privacy and illicit data trafficking across state lines.

Predictably, it turns out that in 1998, probably by the time you are reading this book, all telephone users will be getting a bill for approximately \$2.25 billion to wire schools and libraries for these "advanced-communications services." In December 1997, the FCC began working out exactly how the fee will be assessed, but any way you look at it, it's a new tax. It's not just PA CLIN anymore. It's NCLIN—National CLIN—and it's up and running now in Texas.

THE SCORE

This chapter has presented a detailed overview of how behavioral "educators" managed to score big by endowing their ideologies with the trappings of legal status. Well-funded, special interests (usually "professional associations," tax-exempt foundations, and various "educational" activist organizations) cultivated individuals on important boards and in federal agencies and eventually gained appointments to them. They developed spinoff organizations which, in turn, identified trustworthy individuals regionally and/or in every state.

These individuals are typically true believers, or are lured with promises of heading up important state, local, and sometimes "private," government-funded agencies that are sure to accrue ever-larger budgets and staffs. Commissions and task forces are formed to plan strategy and ensure cooperation. From there, state legislation (often with the help of the Governors Association, many of whose members have their sights on an eventual Presidential nomination) is initiated and launched. This, in turn, paves the way for similar measures at the top and facilitates adoption of these measures into state law. Meanwhile, the state education agencies' budgets cover such things as "technical assistance," which ensures facilitator support, where necessary, to work through local communities and achieve consensus on the larger agenda.

Muckraker unions that call themselves professional associations, like the NEA and AFT; government gold-ribbon panels and commissions, such as the *National Education Goals Panel* and the *National Commission on Education and the Economy* and a coalition of tax-exempt foundations like the *Carnegie Foundation*, the *Kettering Foundation*, the *Casey Foundation*, the *Robert Wood Johnson Foundation*, the *Danforth Foundation*, the *Pew Charitable Trust*, the *Rockefeller Foundation*, all work in concert on many fronts to keep the pressure on reticent elected officials.

This doesn't begin to count the various extremist activist organizations whose purpose is pure lobbying, distraction, and negative advertising to delegitimize the opposition. *People for the American Way*, the *Aspen Institute for Humanistic Studies*, *Planned Parenthood*, the *Sex Information and Education Council of the United States* (SIECUS)—all of these and hundreds more have spinoff organizations and/or for-profit sidekicks. They are enormously well-funded, and some have been around a long time.

What do they do with the money? They buy media. Billboards are found in every spot one can place them—on buses, in subway stations, on freeways. They hire staff to work with Hollywood writers of sitcoms and films (this author, on a lark, once was interviewed for such a position at the *World Population Institute*; detailed in Part IV). They cultivate the high and the mighty at lavish dinners and charities. They shove millions into newspaper and magazine stocks, not to mention political campaigns under the table. Then, when their opposition tries to place some measly billboard of its own in a subway station, they use intimidation and harassment tactics to squeeze out the impudent upstart. Anyone who cries “censorship” is lost in a media bustle of character assassination.

In addition, these high-powered organizations have no qualms about accepting help from those who aren't usually confederates. So what if this or that organization or individual disagrees over some non-related issue? As long as the group or individual in question is willing to help with the cause-of-the-moment, it is usable. In addition, organizations like the NEA and SIECUS don't care how many teachers or children are sacrificed for “the cause” or “the agenda.” Such unprincipled motivations always put the “good guys” at a disadvantage.

The bottom line is (a) there is no “back to basics” movement within the education establishment, and (b) a parent's right to direct the education and upbringing of his/her own children is already in serious jeopardy, at best, and can be rescinded in an instant, at worst.

NOTES

1. The Educational Resource and Information Center network which contains most of the technical, professional papers on education. So-called model (“validated”) curricula, on the other hand, are generally found in the *National Diffusion Network*.
2. NIE has since become the *Office of Educational Research and Improvement* under the Department of Education.
3. “NEA's stranglehold on education,” Robert W. Kasten, former US Senator from Wisconsin and current head of the *Alexis de Tocqueville Institute's* program for the study of education democracy and teachers' unions.
4. See Part II, Chapter 10, *Education for International Understanding in American Schools*. The National Education Association, 1948.

5. "Education Evaluation and Assessment in the United States," a Position Paper and Recommendations for Action, 13 November 1984, Wilmington, Delaware, Annual Meeting of the CCSO.
6. Dyer and Rosenthal, *Crucial Issues in Testing*, op. cit., 127.
7. "Assessing Education at the State Level," Henry S. Dyer and Elsa Rosenthal, *Critical Issues in Testing*, ed. Ralph W. Tyler (Center for Advanced Behavioral Sciences) and Richard M. Wolf (Assoc. Professor of Psychology and Education, Teachers College, Columbia Univ.). McCrutch Publishing Corp., Berkeley, Calif., 1974, footnote 9, 127. This book is one of four in a series on contemporary education issues, published under the auspices of the *National Society for the Study of Education*. Various key individuals in the field contributed articles to the publications.
8. See Chapter 3, "Assembling the SPEEDE/ExPRESS."
9. Dyer and Rosenthal, *Crucial Issues in Testing*, op cit., 130.
10. Ref. Title I ESEA: *Participation of Private School Children: A Handbook for State and Local Officials*. DHEW, 1971.
11. *Handbook on the Performance Objectives Title I, ESEA of 1965*, US DHEW/OE, 1973. Pub. no. OE-73-07103.
12. Nyquist, op cit., 186.
13. Many learning programs, or "strands," are products of the federal government's regional labs and centers and are disseminated through the federal *National Diffusion Network* computer system. This system may be accessed by teachers, school counselors and psychiatrists, and so on. Other times the strands come through a regional curriculum repository such as the *Intermediate Unit* in Pennsylvania or the *Educational Service Unit* in Nebraska. Still other funds for curriculum are buried somewhere in unrelated legislation—drug prevention plans and violence reduction projects. A Governor might, for example, add a provision to a bill that would allow school districts to use block grants to fund alcohol-abuse curricula or death education courses. Pilot projects tend to be the most controversial courses (\$1 million in 1988, for example, was proposed for death education). The legislator who proposes the funding or adds the line to an unrelated bill is probably acting on the "suggestion" of a "constituent group"—one that is wealthy enough to affect his or her upcoming campaign. In other words, such suggestions can be used as a form of blackmail. Ironically, it is "against the law" for the government to fund specific academic programs. The reasoning goes like this: The federal and state governments can fund learning programs that are in the public interest—anti-smoking information, alcoholism and drug programs. But academic programs are not in that category and thus are subject to strictures about imposing curriculum.
14. *Designing Education for the Future: An Eight-State Project*, eds. Edgar L. Morphet, Project Director, and David L. Jesser (New York: Citation Press, 1968).
15. *Ibid.*, Paper no. 5, "State Organization and Responsibilities for Education, Functions of a State Education Department," by Ewald B. Nyquist, Deputy

Commissioner of Education. University of the State of New York, State Department of Education.

16. Ibid., 181.

17. "Making Data Work," *Critical Issues in Testing*, op cit., 104.

18. Mr. Donley was also Chairman of *America 2000*, and co-chairman of *Pennsylvania 2000*. Mr. Donley, now retired, was president of Air Products Chemical Co. based in Pennsylvania and Chief Executive Officer of Siemens (USA). He was an incorporator of a new satellite-based computer-programmed system known as the *Community Learning and Information Network* (CLIN), from which he stood to benefit, launched in Pennsylvania in 1992.

19. B. K. Eakman, *Educating for the 'New World Order'*. Halcyon House, Portland, Oregon, 1991.

20. SCANS stands for Secretary's Commission on Achieving Necessary Skills, first mentioned in Part I, Chapter 3. The name here reflects a committee or task force, but it is also a system.

LEGISLATIVE OVERVIEW

... *Goals 2000* abandons the American competitive tracking system. It is replaced by new national achievement standards which assess students' behavior and attitudes.

—Rep. Henry Hyde, in a letter to members of Congress

With the foregoing background concerning the players and the machinery (both literal and figurative) that comprise the education system, it is time to consider actual pieces of legislation, existing and pending, that are re-orienting education. In examining the various legislative mandates, one should keep in mind that the American Constitution reflects a unique adaptation of Western thought, in which diligence, initiative, competitiveness, and dynamism are the keys to success, with the virtues of self-reliance, independence, individualism, self-sufficiency, and self-discipline going hand in hand. While other societies have worked to rein in many of these attributes and see them as dangerous, America has until recently aspired to free them as much as possible, and certainly the Constitution was crafted that way. This is the primary reason why the United States, starting from virtually nothing, with no established infrastructure and facing a host of great unknowns, from wide variations in terrain to the unfamiliar native inhabitants, wound up with the highest standard of living on earth. Many other societies have had plentiful natural resources. Some are even idyllic havens with vegetation, minerals, marine and animal life in such abundance that the populace has little more to do than reach down and pick up what it wants. Yet, many such societies live in squalor or with very limited individual opportunities.

Proponents of the central planning schemes which today dominate education reform measures are catapulting Americans, intentionally or not, into an existence in which self-reliance, independence, individualism, self-sufficiency, and ambition are feared. Instead of turning ambitious, highly motivated people loose to invent, create and provide plentiful jobs for less driven personalities, they would regulate, restrict, manage, and process until the urge toward accomplishment is sapped.

The public school classroom today hinges on a concept known as "cooperative learning" as opposed to individual achievement. Cooperative

learning is at the heart of the *Improving America's Schools Act* of 1994 and the *Goals 2000: Educate America Act*, which are the centerpieces of education reform. The key component of these is a process-methodology called outcome-based education (OBE). As we shall see, cooperative learning built around the OBE framework represents a microcosm of what is happening to America in a larger sense. It already has produced a mentality that is spilling over into other aspects of American life, especially business.

Cooperative learning dictates that team (or group) effort is preferable to individual effort. Competition is "out." Student "tracking," in the sense that students are grouped by ability level, with courses and methods of teaching delivered to them in a manner appropriate to each of those levels, is passé. The only kind of tracking that goes on exists in the context of monitoring, rather like snooping, especially when it comes to examining psycho-attitudinal factors. All students are thrown together, divided arbitrarily into smaller groups, or teams, and expected to be responsible for each other's learning. The grade a pupil receives reflects the success of the group, or team, as a whole, not the individual's mastery or understanding of the material.

One result, of course, is that the brightest students wind up either teaching, or doing the work for, the less-motivated and slower pupils. The teacher merely coaches and doesn't have to have any real mastery of the subject at hand. The upshot is that competition and adult leadership are kept to a minimum (anti-authoritarianism, remember?), and the obsessive quest for egalitarianism spawns a "Lord of the Flies"-style peer pressure that takes precedence over adult guidance. In the final analysis, youngsters leave school with a warped sense of what it means to be successful. Perhaps the most unfortunate result of such "reform" has been the heightened importance placed on popular opinion—spawning an ever-fickle, opinion-poll mentality, accentuated by a kind of permanent youth culture, in which nobody grows up. This augments dependency on government, which becomes the authority/father-figure, doling out incentives and rewards while it punishes any challenge to its authority.

This is the new value system, and it is clearly contrary to the one that gave this country its high standard of living. It is not the value system that motivated the first, second, and third waves of immigrants to our shores to make a better life for themselves and their children. Indeed, passing on a better life to one's children is rarely mentioned anymore.

Whether it is education, or some other aspect of our gridlocked and red-taped bureaucracy, father-figure government, the opinion-poll mentality, and a reverence for process guides those who hold the political reins of power. No wonder policymakers generally are working to constrict, direct, and channel human energies, not to unleash them. There is always a lot of talk about "productivity" and "human resources." But the term "managed" always accompanies the rhetoric: a managed economy; managed health care; managed school systems. Everything must be merged, consolidated, bunched, and made uniform. It is this mood, or "attitude" (to use the true

sense of that term), which pervades education reform initiatives—a mindset that becomes increasingly entrenched as ever-younger individuals take up membership in the ruling counterculture, education establishment, and eventually business and the workforce.

That the mindset is highly socialistic hardly bothers anyone now. The concept of an “evolving Constitution” has overtaken even the old ideal of “progressivism.” Indeed, young adults have trouble recalling when things were not as they are, and the school system certainly won’t tell them. Younger political leaders and their staffers, for example, frequently cannot remember why, as a people, Americans were ever self-reliant, why they would want to be, or, for that matter, exactly what the term means.

All this makes the job of turning things around more difficult, especially given the many well-endowed groups and their multiple spin-offs that promote the kind of mindless mediocrity and conformity of thought represented in the *Educate America Act/Goals 2000/School-to-Work/Outcome-Based Education* package that we will be considering in the rest of Part III. New perceptions of reality increasingly are distorting the truths set out in the Declaration of Independence and the Constitution, no longer reflecting the Founding Fathers’ long and laborious conclusions concerning human nature and the proper relationship of government to the governed.

Thus are today’s national leaders hampered in their ability to see through the scores of misguided and deceptive legislative proposals that are heaped upon their desks. Most elected officials hire young staffpersons to sift through the various issues: everything from agricultural subsidies to education reform. These young men and women, frequently right out of college, generally have no context or background to serve as a basis for pondering the weighty, and often highly charged, issues about which their bosses ask them to produce assessments. What little they do know has been screened by the colleges and universities they attended, the media they listen to and read, and the “experts” they seek out for advice and documentation. They have neither the time nor the will to dig for source material that will challenge the common wisdom. If a publication is not a staple of the mainstream media, they ignore it.

Aldo Bernardo, professor emeritus at the State University of New York at Binghamton and acting director of the New York State chapter of the *National Academy of Scholars*, had it right when he said: “We’re worried about the governors going along with . . . experts who are not really experts. We call them ‘educrats,’ and they are leading some of these governors around by the nose.” One could also add that some of these “experts” represent institutions that are helpful to certain governors’ election campaigns.

Now let’s look at how the legislative process works in Congress. When a bill is introduced, it is referred to the committee having jurisdiction over that particular issue, and then, in most instances, to a subcommittee. In fact, for most legislation, it is the committee staff who write the bills. In the case of the education subcommittees in the House and Senate, the staffers

will most likely be persons who have come out of the education establishment. So instead of committees exercising oversight, they actually work hand in hand with the very people they are supposed to be overseeing! The Senators and Representatives who serve on those committees have a special interest in education. They may even have been part of the education establishment, as is the case with Congressman Bill Goodling, Chairman of the *House Committee on Education*. It would be unusual for a member of the education committee not to share the goals of the education establishment. So it is fairly predictable what kind of legislation is going to be generated.

When an education bill is getting ready to be voted on by the full House or Senate, personal staff members (as opposed to committee staff) must advise their Senator or Representative on what the bill in question is all about and usually make a recommendation on how the boss should vote. So when you, the constituent, write a letter to your Senator or Representative about an education bill or issue, it goes to the Legislative Assistant/education staff person, not directly to the Senator or Representative. If that staff person disagrees with you, you get a nice, personal-sounding form letter in the return mail, but the substance of your letter is filed—permanently. If you, the constituent, represent the head of a large, well-financed special interest or lobby, your letter will be taken quite a bit more seriously, but even then the viewpoint stated will be “weighed” against the viewpoints of other well-heeled organizations which, taken together, may represent more campaign donations or votes than the group you are representing. Principle plays second fiddle to expediency.

The Senator or Representative *per se* usually has neither the time nor the in-depth understanding to find out what the real ramifications of the education staffer’s advice is likely to be. Most members of Congress have a wide range of issues to focus on—social security, the environment, farm subsidies, health, and so on. Many employ staff persons dedicated to each of these areas. As a result, your Senator and Representative typically rely on the advice of staffers and on short summaries such as those prepared by the Party’s (Republican or Democratic) policy committee. The research of these policy committees reflects Party politics and, again, the pros and cons are weighed against expediency and votes. The truth about any issue, be it education, the environment, or something else, may be conveniently ignored or buried. So it is no wonder that some outrageous pieces of legislation often result.

The three most intrusive pieces of education legislation in recent history—the ones that will alter the lives and rights of most private citizens—are the reauthorized *Elementary and Secondary Education Act of 1965* (ESEA), now known as the *Improving America’s Schools Act of 1994* (IASA) (Public Law 103-382); the *Goals 2000: Educate America Act* (Public Law 103-227); and the *School-to-Work Opportunities Act* (STW) (Public Law 103-239). A successor to STW, the *Workforce Development Act of 1995* (known as the *Careers Bill*, H.R. 1617 and S.143), passed both the House and Senate in

the 104th Congress, but was ultimately defeated when persons around the country became aware of what it entailed and urged their representatives in Congress to oppose it. However, in typical form, funding for it was tucked away in the FY 1997 *Omnibus Consolidated Appropriations Act* (Public Law 104-28), much to the surprise of opponents of the legislation.

Yet another successor to STW, the *Employment, Training, and Literacy Enhancement Act of 1997* (H.R. 1385) passed the House on 16 May 1997, by a vote of 343 to 60. The committee report was 563 pages long, and at the end were dissenting views by Congressman Ron Paul (R-TX). He said that "this bill expands the state's reach into America's families" and that:

federal involvement in child rearing violates the very principles upon which this country was founded. In a free society, such as that bequeathed to America by the drafters of the Constitution, the family, not the government, is responsible for the raising of children. State control of child raising is, in fact, one of the hallmarks of totalitarianism. Those of us concerned with expanding and preserving freedom must oppose all measures, including the legislation currently under consideration, which erode the autonomy of the family under the theory that government social workers are better able to address the needs of children than parents.

But, of course, the reader of this book now realizes that the majority of the government, knowingly or not, is operating under the guidelines of Neill, Fromm, Marcuse, and Lukacs, not Jefferson, Adams, Madison, or Franklin.

Few of those who voted for the bill even read Ron Paul's statement. The bill was sent to the Senate where a hearing was held on July 10. No further action was taken by the end of the first session of the 105th Congress. At this writing, it seems likely that the bill will pass, thereby demonstrating yet again that a Republican-controlled Congress has neither the will nor the understanding to oppose education legislation placed before it by the Democrats.

All the foregoing bills incorporate elements of outcome-based education (OBE), the subject of the next chapter, including the electronic portfolio and the "school-based health program." These are the "high-ticket" items that are changing schools from institutions of learning to screening centers so that our nation's youngest Americans will be prepared for entry into a technological caste system in the 21st century.

BACKGROUND: THE ELEMENTARY AND SECONDARY EDUCATION ACT (ESEA)

The original provisions, or "titles," as they are called, in the 1965 ESEA law served as catalysts for a federal takeover of the nation's schools and began legitimizing the insertion of behavioral psychology into testing and curriculum. The content of many provisions seemed innocuous enough

at the time: Title I provided special services for disadvantaged youngsters, although the term "disadvantaged" came to be broadly applied. Title II began as funding for school libraries, textbooks, and instructional materials, but quickly escalated to "educational technology" and so-called "basic skills improvement"—the term "basic" used rather loosely. Title III provided funds for creating "innovative programs"—which largely translated to psychological experiments and viewpoint changes via those mini-curricula called "strands." "Innovative compensatory programs" from Title III were the first incarnations of "disadvantaged" programs that targeted what today would be called "at-risk" children, but then they were dubbed merely "educationally culturally deprived." Later, funds were added for "exemplary" (or "validated") programs that passed muster under unelected government officials and eventually were disseminated through the computerized government repository of curriculum discussed in earlier chapters, the *National Diffusion Network* (NDN). Certain types of guidance counseling, testing, and "special programs" obtained funds through title III as well, especially in the areas of health, population, and global education.

Title IV brought in the education labs and centers. These became, in effect, the curricular research arms whose wares were distributed via pilot projects, "intermediate/service units," the NDN, regional education resource repositories, the local education agencies' curriculum warehouses, and teacher inservice workshops, among other means. Eventually curriculum libraries became rife with "supplementary materials" emanating directly or indirectly from the Education Department's labs and centers through the grant-making and contract processes. Early childhood education and the introduction of social workers and child psychiatrists got their start under Title IV and eventually became permanent fixtures in America's schools. Title V was the major vehicle for providing grants and resources to the state departments of education for data collection and accounting purposes, and personnel development (inservice training). This spurred the formation of various official councils on the use of technology in education.

Eventually other titles were added to these original five—for the handicapped, migrant children, "community education," "ethnic heritage programs," "bilingual education," "opportunities for Indian students," "emergency aid," and so on. In no instance were entitlement programs discontinued. Renamed, maybe, but not discontinued. This legislation was written (primarily by the *Carnegie Foundation*) to be indefinitely expandable.

Today, community education, ethnic heritage programs, and bilingual education, like day care and mental health, have burgeoned into full-blown industries in their own right. Community education encompasses the full range of "comprehensive services"/"school-based health care"/day care that brings Mrs. Clinton's version of health reform into the nation through the back door. "Comprehensive youth health services" is the banner under which elementary and secondary educational facilities become literal health-and-welfare clinics as well as social counseling/referral services.

The *ethnic heritage* programs of yesteryear are today month-long orgies of particularism, year-long excursions into divisive “multicultural,” “sensitivity,” and “diversity” training programs, all of which emphasize differences over similarities and take precious time away from substantive tasks. To make up the difference, the school year is gradually extended—which means that youngsters spend even less time under the influence of their parents.

Bilingual education needs no introduction, as thousands of foreign-born youngsters not only receive their basic schooling in a manner that discourages any transition to English, which is contrary to the original marketing of the program, but they often receive it solely in a foreign language. Sometimes even American-born children are immersed in a foreign language, that being the primary tongue for all their subject areas.

Then there is “ebonics,” or “Black English,” which some educational systems claim qualify for bilingual funding, alleging such “language” is genetically based.

Opportunities for Indian Children under the old ESEA has become the model for all kinds of other special categories of children, so that eventually more schools get roped into federal funding on the basis of “special populations.” The same is true of “Emergency Aid.” Every time something comes up—a building code violation, or an insufficient number of rest rooms for the handicapped—government is there with a handout, further ensuring the dependency of the school system.

THE REAUTHORIZED ESEA—IMPROVING AMERICA’S SCHOOLS ACT (IASA)

The \$12.6 billion reauthorized ESEA, now called the *Improving America’s Schools Act of 1994* (IASA),¹ amends the ESEA as well as a number of other federal education statutes. The initial version of the IASA was proposed by the Clinton Administration in September 1993, although the Bush Administration undoubtedly would have done the same if it had won the election. In any case, the House passed its version of the bill (H.R. 6), on 24 March 1994, and the Senate passed its version (S. 1513) on 2 August 1994. The President signed the bill on 20 October 1994. The IASA extends the old ESEA through fiscal year 1999. The IASA along with the *Goals 2000: Educate America Act*² are two related major pieces of elementary and secondary education legislation. These were acted upon by the 103rd Congress.

As indicated in the title of the legislation, *Goals 2000* establishes the framework and the so-called standards,³ while the *School-to-Work Opportunities Act*, which we shall take up later, is an accompanying strategy to get the states to coordinate, or dovetail, their employment/labor initiatives with *Goals 2000* funding.

Remember that the information in the government’s “home page” on the Internet and in its pamphlets and brochures is meant for public con-

sumption, and is filled, therefore, with happy phrases like "opportunities," "high standards," "mastery of skills," "rethinking traditional ways of doing business," "voluntary model" and "voluntary basis." It is only when one examines the legislation itself and the related professional documents (called white papers, working papers, symposia proceedings, official memos and letters, etc.), that the real thrust of these initiatives, as well as the true procedures that will be used to implement them, becomes clear. For example, *National Center for Education and the Economy* president Marc Tucker's 1992 letter to friend Hillary Rodham Clinton (reprinted in Chapter 19) details how the approval process will work, how demonstration projects will be carried out before the desired programs go nationwide, who will set the standards, who will pay for so-called technical assistance, training, and research, and, finally, what kind of and how many hoops state and local entities will have to jump through in order to satisfy the feds who divvy out the money.

Operating under the false assumption that America lacks, or will lack, skilled workers, the creators of these initiatives want to exchange America's former practice of allowing the individual to determine his own future and make his own mistakes for a restrictive and bureaucratic system that locks youngsters into a vocation early on and provides them with just enough skills and knowledge to perform only those tasks appropriate to that vocation. That is what the Tavistock Institute means by a "skills culture"—everyone has a "skill," but people are not "educated" in the larger sense of that term.

Thus, the reauthorized ESEA—now IASA—is built around two related pieces of legislation: the *Goals 2000: Educate America Act* and the *School-to-Work Opportunities Act*, the centerpiece of which is a methodology/process called outcome-based education (OBE). The long-range "package" is known as *Workforce 2000*, because it is tied to the Department of Labor.

Under the reauthorization, old ESEA projects must be coordinated with state and local comprehensive reform plans. The federal money under this, reauthorized version, the IASA, does not come free. These plans must conform to *Goals 2000* "standards," even though the feds are careful to say that the states are not actually required to adopt *Goals 2000* programs or have their standards certified under *Goals 2000* in order to receive assistance.

For the moment, some states, like Virginia, are reading the fine print carefully before accepting federal funds. But once the bait has been taken, implementation teams will move into place until all schools are on an identical agenda. Part of this agenda is evident in the 12 new programs added under the IASA. Although the only ones hyped in most newspapers are those related to math and science (and even those frequently don't center on factual knowledge), the new programs mandate and legitimize concepts like "gender equity teaching," sensitivity training, diversity training, multiculturalism, and the like. Other sample programs include *Alaska*

Native Education, Extended Time for Learning and Longer School Year, 21st Century Learning Centers, Cultural Partnerships for At-Risk Children and Youth, and Coordinated Services (comprehensive health care clinics).

Most importantly, the bill mandates federally approved “standards” which, as we shall see, imply limitation more than a body of knowledge that students ought to know, much less any concept of excellence. This is largely because, once again, the standards are targeted to the “disadvantaged” and to noncognitive areas.

That point aside for the moment, when *Goals 2000* stood by itself, the so-called standards were said to be only voluntary. But once merged with the whole *Workforce 2000* package that accompanied the reauthorization, a new bureaucracy was born—the *National Education Standards and Improvement Council*—which takes on the role of National School Board. The idea is to phase out local school boards and even state boards, once and for all.

Again, this should be no surprise to those familiar with the *Belmont Project*, discussed in Chapter 16. But most legislators and their staffs are not familiar with the *Belmont Project*, so they don’t have a clue as to what has happened or what the game plan is. They have been in the dark since at least 1968. Under the IASA, schools continue to be judged on the basis of their spending levels (the more spending the better) and their teacher-pupil ratios (the higher the better), rather than whether the education provided is effective.

How can this be? Look at it from government logic: if an agency spends all the money it has been given in a fiscal year, then obviously it needs more. If it doesn’t, then it had too much, and funding will be cut down the next year. How do you suppose, then, a school is going to play its cards?

Similarly, if teacher-pupil ratios are high, then schools need more state and federal help. If they are low, then they need less help. If ratios are high, there will be more discipline problems, more chaos. If ratios are low, there will be fewer problems in the classroom, and thus less need for funding to solve those problems. Therefore, it is to the advantage of schools to have higher ratios, and if not actually higher, then inflated statistics. But the strings that are going to come with those funds that will make their job harder. The NEA teachers’ union, of course, places leaflets in teachers’ mailboxes almost daily, bemoaning the “unacceptably low” level of federal funding for education in general and the local school in particular. Teachers react like Pavlov’s dog: of course we want more funding, they say. Who wouldn’t want more funding?

The *National Standards Board* and the *National Education Goals Panel* were initiated under President Bush as part of the *America 2000* package. The Bush Administration wanted to create a new *National Education Standards and Improvement Council* to certify national content and performance standards, so-called opportunity-to-learn standards, and state-level standards and assessment systems. President Clinton appropriated these ideas and gave some of its structures a different label, but otherwise moved

forward pretty much as Bush envisioned. Under the reauthorization, if a school district fails to educate pupils in accordance with the "standards" (set up primarily for the "disadvantaged," remember), then the state can take over. Suppose critical thinking (i.e., politically correct ideas) supersedes reading, writing, mathematics, and chronological history as the criterion by which a particular school district is found "successful." If tests and surveys show that the youngsters in the district do not have politically correct ideas, then the district has failed at teaching "critical thinking," and the state may then:

- Appoint a receiver or trustee to replace the superintendent and school board;
- Remove schools from local jurisdiction and create "alternative governance procedures" such as state-driven charter schools (which usually represents an improvement but still retains state government involvement);
- Abolish the local school district; and/or
- Bus students elsewhere.

The old ESEA-inspired "Chapter 2 block grant" program, itself a boondoggle, is updated with another one under the IASA—an "innovative education strategies" program that deals primarily with psychological fare like "social studies."

The single largest part of the \$12.6 billion IASA appropriation is \$7.4 billion for an updated Title I—part *A* for disadvantaged children—which costs 59% of the total appropriation. Again, the term "disadvantaged" will be applied loosely, and those programs that might appear racially targeted under that label will be applied to all children to avoid their being perceived as racially motivated.

LOOKING AHEAD UNDER THE IASA

The two new federal bureaucracies established under the reauthorized ESEA—a *de facto* national school board (the *National Education Standards and Improvement Council*) and a *National Education Goals Panel* (already in existence, having published regular reports since 1992)—have as their long-term purpose to publicize the degree to which each school district in America is meeting the national goals of *Goals 2000* and whatever else is cooked up in the future. The national school board apparently will facilitate the emergence of a uniform national curriculum and testing/surveying programs, develop mandatory, more uniform "outcomes" so that the wording is synchronized, if not standardized, for ease of computerized data-gathering, and help ensure that both individual and group tracking formats are made available to and shared by education establishment groups and potential employers. In these ways, the national school board will increasingly take on some of the functions of the *Council of Chief State School Officers* (CCSSO).

Most school boards, of course, already are mouthpieces for the education establishment. But in some localities, such as in the state of Virginia,

citizens have worked long and hard to elect school boards that will be responsible to parents. For that reason, the *Goals 2000* scheme for restructuring elementary and secondary education calls for a "corrective action" provision that would actually require states getting IASA funding to "can" local school board members and superintendents if they are judged as falling short of federal outcome-based education (OBE) standards. This would have the effect of making the state education agencies even more powerful than they already are, with no more accountability to the people than the US Department of Education.

BIG BUSINESS AND "AMERICA 2000"

"New schools for a new world order," boasted President George Bush in his 18 April 1991, speech announcing *America 2000*, precursor to *Goals 2000*. Like President Clinton, he spoke of the "voluntary" nature of new national tests for 4th, 8th, and 12th graders in the five "core" subjects. Like President Clinton, he neglected to mention the specific nature of either the "tests" or the "core" curriculum, although the public relations pamphlet implied that it would consist of traditional academics: math, science, English, history, and geography. It was only when one got around to the professional literature that it became clearer what was really being purveyed as "core subjects."

The *America 2000* project as set forth in a Bush Administration pamphlet, *America 2000: An Education Strategy*, from the US Department of Education, outlined the strategy which President Clinton later appropriated as his own: governors, says the pamphlet, are supposed to work within their states to develop strategies for restructuring their education systems to achieve the new national education goals, such as: "All children will start school ready to learn." The governors were (and still are) supposed to get their states on the road to OBE. They were hoodwinked with promises of control over the federal dollars that flowed into their state. The truth is more like extortion. Either they push OBE, or they won't be governors very long. Somehow their subsequent campaigns will inexplicably falter, and the money they expected to have in their campaign chests won't be there.

The pamphlet further insisted that the "federal government will work with the states to develop and fully fund early intervention strategies for children." As we shall see, when officials talk about *intervention*, they don't mean just welfare mothers with crack babies. The *America 2000* pamphlet stated that, "[r]estructuring will require powerful *incentives* for improvement and real consequences for persistent failure." What does government always use as an incentive to make schools "improve"? What's their usual carrot? Federal funds. What will be the results of "persistent failure" to comply with what's in those edicts once states have accepted that carrot of funding? Revocation of federal funds. Just what is considered *improvement*? Meeting goals such as "all children will come to school ready to learn." "Self-worth." "Understanding others."

President Bush requested a \$690 million education budget for 1992, which was turned down largely because at that time it was a Republican initiative in a Democrat-controlled Congress. Senator Edward Kennedy led the charge against it. That was when President Bush called on Ketchum Inc. of Pennsylvania—the largest fund-raising firm in the country, with headquarters in Pittsburgh (see Part I, Chapter 1)—“to boost the stalled funding for” the defeated *America 2000* plan by the Kennedy forces. (Of course, under Democratic President Clinton, Senator Kennedy was suddenly a proponent of the same plan, renamed *Goals 2000*.)

In any case, Chairman and Chief Executive Officer Robert Thompson and campaign director Lee Hicks handled the *America 2000* account for Ketchum. Their task was to “jump start” the proposal via the brainstorm called the *New American Schools Development Corporation* and reach the faltering \$200 million goal.

The idea was to get corporate America—big business—to foot the bill, to the tune of some \$150-200 million for a *New American Schools* design team. This team was supposed to revamp America’s schools.

The scheme was marketed as “being in American business’ interest to save American education.” Taxpayers, of course, would, in reality, pick up the tab—approximately \$1 million for each new *America 2000* school in a school district. With 6,000 schools, that would equal \$6 billion. About 535 *New American Schools* were to be in place by 1996—i.e., one New American School for each US Senator and Representative in the States and Territories. Meanwhile, Congress—since it refused to appropriate the bucks directly—was asked to do a number of things: first, “to enact flexibility legislation to remove federal constraints” that would impede the ability of states to spend education resources “to raise achievement levels.” To accommodate this proviso, they were to make grants available to states and districts to develop “alternative certification systems” for teachers and principals as well as initiate a “rapid deployment of those individual versions of the tests used by NAEP.” Let’s examine this itemized list closely, because it illustrates why it is necessary for legislators and the business community to understand the background and history of the education issue rather than relying on superficial news coverage.

President Bush’s first request of Congress in the absence of an appropriation for his *America 2000* was what? “Removing federal constraints.” Now, recall what was the most important federal constraint up to that time, the one that represented a parent’s ace-in-the-hole? Answer: The law that forbids the federal government from becoming involved in curriculum. Now consider again how President Bush expected Congress to deliver. He asked Congress to make grants to states and districts to develop “alternative certification systems” for teachers and principals and to initiate a “rapid deployment of individual versions of the tests used by NAEP.”

Did he get what he asked for? Yes, he did. Although that’s not the way it was publicized. Indeed, as far as the news media were concerned, these requests were forgotten. Yet, look at what America got soon after

President Bush left office, too soon for President Clinton's requests to have made a difference:

- a federal government that was now legally involved in curricular matters;
- proliferating government grants, ostensibly for the purpose of developing alternative certification programs, but in fact further entrenching psychological fare over scholarship with every newly hired teacher; and
- extremely rapid institutionalization of tests that mimicked or mirrored the *National Assessment*, (NAEP), especially the attitudinal/viewpoint portions.

So, who wrote *America 2000*? not President Bush, but Michael Cohen. Cohen emerged from the *Carnegie Foundation* and went to the Department of Education's *National Institute of Education* in the 1980s, where he monitored grants for the *National Governors Association*. He hooked up with Hillary Clinton's pal, Marc Tucker, and went on to write *Goals 2000* under Education Secretary Richard Riley. Becoming the quiet hand behind the Clinton Administration's education policy, Cohen went on to man another Carnegie spin-off, the *National Alliance for Restructuring Education* until he signed on to Clinton's *New Standards Project*.

Today, a one-year-old organization, ACHIEVE, is poised to monitor the new standards that are expected to kick in soon. The chief executive officers who sit on that Board are not all that they seem, for some were selected for their college affiliation with the old *Students for a Democratic Society* (SDS). The Marxist SDS is gone now, but those members who continued their Left-leaning activism once they moved into the field of business were sought out aggressively. ACHIEVE will monitor what are billed as "International Competitive Standards," but international competition will be the least of *Workforce 2000*'s missions, as we shall see in "The Labor-Education Merger" (Chapter 19).

NOTES

1. Public Law 103-382.

2. Public Law 102-227.

3. The government's public relations booklet "High Standards for All" can be obtained from the US Department of Education or from the *Goals 2000 Information Resource Center* by calling 1-800-LEARN.

OUTCOME-BASED EDUCATION

Transformationalists . . . question all truths (relativity). When creating a bridge, which method used to build it would make you most secure: two plus two equals four, or two plus two might equal four, or maybe five? Those promoting OBE . . . and STW are building transformational bridges and airplanes and reinventing them while in flight.

—Dean Gotcher, *THE DIALECTIC AND PRAXIS*,
Institution for Authority Research, 1996

The controversial and much-hyped approach to schooling known as *Outcome-Based Education* (or OBE), burst upon the elementary and secondary education scene with great fanfare in 1989. It started being hyped and publicized around that time, but the plans, and even the term itself, were around long before that. OBE's creator and guru, Dr. William Spady, says OBE is goal-oriented, that it trades-in seat time for real, measurable results, that it ensures a place for every child on the job market, and that it builds in every child a success mentality which is necessary for maximum achievement.

When this author debated William Spady on a radio show in December 1994, he said that there was a lot of confusion on the point of non-academic goals. He said that was never his intent, and that if some school districts were doing it that way, well, they were adapting the concept to fulfill the needs and desires of their particular localities—which of course implies that local control is alive and well, OBE or no OBE. Yet, in other forums, Dr. Spady has described the emphasis on learning traditional subject matter as “unfortunate.” When some of the touchy-feely outcomes from states around the country were read to him over the air, Spady said he didn't know how to respond because those outcomes did not reflect the intent of the program. However, if one examines the literature put out by organizations such as Spady's *High Success Network*, it is clear that the thrust of OBE is contrary to what he said on that show. Even if you're new to the OBE debate, you may be familiar with some of the buzz-terms: “All children can learn;” “Success breeds success;” “Schools control the conditions of success;” “The Bell Curve is designed for failure and should be

eliminated;" "We must create a level playing field." Sound familiar? They should be. These are the feel-good "dog bones" thrown to the media, which in turn regurgitates them for the public. So let's apply those all-important critical thinking skills we hear so much about to William Spady's buzz-terms for OBE:

"All children can learn"—Does Spady mean that all people can learn anything or that all people have identical and equal abilities? Tell that to football and basketball players. They know better.

"Success breeds success"—How about apathy? Can too much success, obtained too easily and too often, breed apathy and even disgust?

"Schools control the conditions of success"—Do schools exist in a vacuum? Are children helpless blobs of protoplasm with no control over their destiny? Haven't we all heard moving stories of children from even the most deprived backgrounds—alcoholic fathers, war-ravaged countries, great physical handicaps—who overcame these obstacles and went on to become models of success? Don't handicaps and obstacles often serve as motivators, impelling a person to change his circumstances and prospects? If schools do, in fact, control the conditions of success, is that necessarily a good thing? What about personal decisions to control one's own destiny?

"The Bell Curve is designed for failure and should be eliminated"—Do you want a brain surgeon who perfected his technique in one year or in 10 years? Does it make any difference, as long as he can perform the procedure now? What happens when an unexpected glitch comes along? Will he be able to think his way through it?

"We must create a level playing field"—Let's consider a game of basketball. How would one level the playing field—except by lowering the hoop? If one did that, how would the players feel about their new-found success? What kind of self-esteem would they have?

Why do Americans fall for these feel-good phrases? Why do the media and our legislators—who, let's face it, are paid to be more discerning and skeptical than you and me—just sop it up? Any advertising agency will tell you the answer: the essence of good marketing is giving people what they think they want. Yes, we're back to marketing again.

Let's face it, people don't want to hear that children do not come into the world with equal abilities. They don't want to hear that success achieved too often and too easily often breeds cynicism rather than success. They don't want to hear that teachers, or even the children themselves, also control the conditions of their success, or that people are not helpless little masses of cells, forever doomed to be at the mercy of their environment, their glands, or their circumstances. Nobody wants to be at fault. It's just human nature.

In our hearts, we all long for a level playing field, don't we? We want everyone to win, to make the team. Even though we watch the Olympics with glee and root for our home-town football team with wild abandon, giving "high fives" when they score and screaming "boo" when they don't, we want all the contestants to succeed, to complete their double axles, to

catch their passes, to give flawless performances. Good public relations means playing on this human tendency. So all these comments about leveling the playing field and the bell curve being designed for failure are public relations gimmicks aimed at marketing OBE. They work because psychologists know that these kinds of comments reflect what most people want to hear. The question we need to ask is why somebody finds it necessary to market a scheme which is going to be placed into our schools whether we want it or not.

So what if the youngsters are problem-solvers: do they understand any of the problems they are suppose to be solving? Do they have a context? Do they know the history of the problem? Do they know how others have tried to solve it in the past and what their rationale was at the time for approaching the problem in that way? What OBE teaches is that a person can develop a problem-solver mentality, but on what basis? The message, à la Herbert Marcuse, is that one can solve problems on the basis of his or her gut feelings rather than on the basis of intellectual and rational thought.

The term "outcome" is another empty phrase. Who doesn't want an outcome? It implies expectations. If there are no expectations, then what are we doing? The term "outcomes" is advertised as emphasizing goals instead of weaknesses, capabilities instead of deficiencies. This comes across as upbeat and positive.

Again, it's a marketing gimmick. Here's the real definition of outcome-based education, the one the professionals use. It was published in a January 1991 pamphlet by a federally funded group called *Outcomes Accreditation* (OA) at the Central Michigan University, *Center for Accreditation*.

Outcomes: "the *influence* the school has on the student." Two of the coveted outcomes named in the pamphlet focused on "how students behave and feel about themselves." This same pamphlet explained where testers were to get this kind of information: from "anecdotal records, attitude inventories, writing samples." Further on, the pamphlet noted how subpopulation groups of students (such as those from single-parent homes or low-income families) are traced and monitored. Protestants? Shi'ite Muslims? Pennsylvania Dutch? Note: "As [curricular] activities are implemented, [the] subgroup becomes the barometer for measuring the effectiveness of those changes," and "For many years, programs were evaluated in the aggregate. . . . [But] by tracing a student subgroup, OA avoids using aggregate scores and instead examines the performance of individual students over time."

If one examines the wording, the pamphlet is saying that the *market* for specific curricula has been targeted down to the individual level as far as possible by gearing educational programs to the subgroups—which are frequently the slowest students or those pupils with the least "desirable" viewpoints (like Jews, maybe, or Christians?). Changes in attitude or "performance" [read: *behavior*] will be tracked over time to find out if the curricular programs are working—programs geared to the emotions, remember, not to the intellect. As indicated above, these programs usually

come in the form of interdisciplinary minicourses, called “strands,” out of the federal government’s *National Diffusion Network* (NDN) and/or other repositories. These programs move from school to school via mobile libraries such as the *Intermediate Units* in Pennsylvania on a loan-out basis. If analysts determine through psychological testing instruments, for example, that children in a district have difficulty accepting homosexuals, then department heads can find a canned (or “validated”) program from the NDN and/or another curricular repository that addresses this “problem.” They may use something from the Gay Press, such as *Daddy’s Roommate*. Parents will never even see it.

OBE 101

Outcome-based education was originally set up through a \$152,530 grant in the 1980s from the US Department of Education to the *Far West Laboratory for Educational Research Development*. Grant number 84:122B was entitled “Excellence in Instructional Delivery Systems: Research and Dissemination of Exemplary Outcome-based Programs” and included an Appendix A for public relations purposes entitled “Excellence in Our Schools—Making It Happen.”

The second Secretary of Education, Terrel Bell, recommended William Spady, who was then Director of *Far West Lab* and originator of “Mastery Learning,” OBE’s precursor, to prepare and implement the outcomes-based education process. It was called just that, outcomes-based education (with an “s,” which would later be dropped)—in a 27 July 1984, letter from Utah Superintendent of Public Instruction, G. Leland Burningham, to Mr. Bell. The point of the work on the OBE proposal, according to the letter, was to “make it possible to put Outcomes-based Education in place, not only in Utah, but in all schools of the nation.” This immediately puts the lie both to the local initiative hoax and the supposed voluntary nature of OBE, and the future Secretary of Education, Terrel Bell, knew it.

At that time, as well as in subsequent writings, Spady admitted that the emphasis would be on group, not individual, learning, and that unless OBE included the emotions, it wasn’t being done right. In Spady’s words: “affective education, social compliance, and behavior modification” were key to the OBE program. When Spady became senior research sociologist at the *National Institute of Education* he reiterated the point that OBE was to be “implemented in schools across the nation.” Thus was the seemingly independent adoption of OBE in state after state initiated from the top down, utilizing a unique strategy best described as the *Inside-Out* (a technique we shall discuss at length below) in order to achieve implementation. An infrastructure was built from the inside—in this case through existing government channels—so that by the time it was disseminated and publicized, it not only had support but was, in effect, accomplished. At that point, any slings or arrows directed toward the concept could be deflected

or contained because the infrastructure of the program, unbeknownst to the public or even the media, was already in place.

Later on, when we examine the poor track record for OBE in one locality after another, it will become apparent that the program's lack of success failed to halt its spread. The reason is the *Inside-Out* strategy: because it depends upon a solid infrastructure of well-funded, interconnected organizations working in concert with government to proliferate an agenda; mob psychology (or perception, however mistaken) becomes more important than substantive success. So whether it goes by the name of *Site-Based Management*, *Competency-Based Education*, *Performance-Based Education*, *Outcomes-Driven Developmental Model* (ODDM), *Mastery Learning*, *Partners in Quality Learning*, "Effective Schools" or something else, OBE is always the same "product."

In the final analysis, OBE is sold as a method of moving the upcoming generation into the "planned (or managed) society," across the "bridge" into the twenty-first century. As such, the "desired student exit behaviors" boil down to the same thing everywhere:

- Self-esteem as a learner and as a person;
 - "Thinking" and "understanding," which contains a virtually nonexistent or very limited hard knowledge base, passed off as academics;
 - Self-directed learner and personhood;
 - Orientation toward "diversity" instead of a "melting pot" concept;
- and
- Process skills over knowledge, among them, problem-solving, decision-making, accountability, teamwork (collaboration).

"INSIDE-OUT": AN APPROACH TO INSTITUTIONALIZATION

The *Inside-Out* strategy, alluded to above, is a new twist for institutionalizing programs and processes that would otherwise be difficult to "sell." It's a change-agent strategy that legitimizes and promotes OBE by sending facilitators and change agents from one of the regional OBE-support networks around the country to specific cities or towns, usually with the knowledge and blessing of the state departments of education. A program is then "piloted" in one district within that area, which means it begins as a well-hyped experiment, as though acceptance or rejection by the public were an option. A year or so later (maybe less), proponents point to the pilot as a "model," whether or not it was actually successful, and move on to other areas, hawking this "model," until the state as a whole, just happening to notice a "trend" toward OBE, officially establishes "statewide outcomes and goals," which of course are OBE-inspired and are aligned with *Goals 2000*.

To cite an example of this technique in action, consider Ohio's experience with OBE. Ted Sanders became the state's Deputy of Public Instruction in 1993. He billed himself as sympathetic to parents and an advocate of knowledge-based teaching philosophies. He was convincing;

most parents believed him. In January 1994, he sided with parents and declared OBE to be *O-U-T*.

Then the new education "standards" hit, reflecting what a teacher supposedly needed to know and do. Many teachers applauded the accompanying year-long school concept, as much as anything because they thought they would receive additional pay, but they overlooked one important fact: that the new standards, the specifics of which we shall examine under "Goals Versus Outcomes," would mean teachers had to adhere to specific philosophies and styles of teaching to receive and keep their state licenses. The new standards were strangely aligned with OBE. Any teacher found teaching solid academics, requiring memorization, or substantive content, would henceforth be at risk for not receiving a license in Ohio. The State Department of Education was pursuing OBE. But it required a change in funding to achieve the *National Education Goals of Goals 2000*.

Mr. Sanders, meanwhile, encouraged the State Board to bring in Rushworth Kidder, the president of the *Institute for Global Ethics*. Kidder was to go around to each of Ohio's eight *Regional Training Centers* drumming up support ("build consensus on common shared values" within the communities) for the *Goals 2000/OBE* package.¹

Why did Mr. Sanders say that OBE was "out" on the one hand, and bring in a professional change agent to convert the schools to OBE on the other? Because he knew that the only way to get support in that state was to work from the inside out. That is, in order to get communities (called "stakeholders" in professional jargon) to "buy in" to the desired values, beliefs, missions, and goals required to make OBE fly, Sanders had to do an end-run around suspicious parents and taxpayer groups. Now, let's look at Mr. Sanders' background for a moment. How did the man know how to do this?

Here's how: In 1990, Ted Sanders was serving as Deputy Undersecretary of the US Department of Education where he was gaining valuable experience. On October 26 of that year he made a strategic mistake in the handling of a claim against the Department by citizens in Pennsylvania over the now-infamous EQA. Already, a citizens' group had been stonewalled, lied to, and denied access to what had been the very audit reports it had requested be generated. Never mind that the audit report was read over the telephone to at least one citizen by Department official Hugh Monaghan. Even so, the Department decided at length it didn't want the citizens to get their hands on the written version inasmuch as it admitted federal funding links to the largely psychological EQA, which of course had been passed off as an academic test. Who knows? Citizens might turn over the report to the press, which would have been bad news.

The rationale used for the decision not to deliver the report was, among other things, the "deliberative process privilege" portion of Exemption (b)(5) of the *Freedom of Information Act*: "It is our policy not to disclose internal deliberative records that are being used in the Department's decision-making process."

The only option for Pennsylvania citizens was to appeal the decision. And guess who was on the receiving end of that appeal? Deputy Undersecretary Ted Sanders. He, in turn, upheld the decision of the Inspector General's office to deny access. His two rationales, in writing, included, first, exemption (b)(7) Section 1802, "which authorizes federal agencies to withhold from disclosure records or information compiled for law enforcement purposes . . . to the extent that production of such . . . records or information could reasonably be expected to interfere with enforcement proceedings;"² and secondly, that "the investigation is still pending." He closed by stating that his letter constituted exhaustion of the administrative remedies available to the citizens group under the Freedom of Information Act, but added that they "have the right to seek judicial review."

Unfortunately, Sanders' letter did more to exacerbate the issue than to diffuse it, since obvious questions arose as to what "law enforcement purposes" and "enforcement proceedings" he might be referring to, and the fact that the investigation had already dragged on for 36 months. It was clear the citizens were being brushed off until and unless they were willing to come up with big bucks for a lawyer.

So Ted Sanders learned a lot about the reactions of committed citizens from this experience. To what extent he had been pressured at the Department to deliver a brush-off to Pennsylvania citizens can only be surmised, but one important fact is clear: Mr. Sanders would never again make the mistake of thinking he could get a program past a determined and knowledgeable group of taxpayers unless he got community support from the inside out. Which is exactly what he did when he accepted his new position in Ohio.

Another example of the use of the *Inside-Out* strategy occurred in Texas shortly after the Goose Creek Consolidated Independent School District in Baytown, Texas, voted 6-1 to drop OBE in 1993. Of course, this public school district is no more "independent" than the rest of the nation's public schools, but in this particular case they thought so, and decided to dump the OBE program together with any curriculum linked to it. They replaced all but one of their trustees in the fray—and made the *Texas Education Agency* (the state's department of education), among others, very unhappy. Indeed, many people were unhappy at this turn of events. Among them was Texas Commissioner of Education Lionel Meno and then-Governor Ann Richards, as well as a bevy of her big-name political supporters, such as those at the Texas Department of Commerce. Why? Because they had long ago signed on to the *America 2000* bandwagon.

So here's what they did about the renegades in Goose Creek who dared to say "no thanks" to OBE. The Commissioner "invited" Texas citizens to participate in an "input process to determine the skills and knowledge that young people need to be successful in the real world." The mini-conference was called "Raising Expectations for Students to Meet Real World Needs." To whom would citizens be providing input? Gover-

nor Ann Richards, the Texas Department of Commerce, the Texas Higher Education Coordinating Board, the Texas Employment Commission, and the Texas Business and Education Coalition.

This kind of an opportunity for parents and taxpayers to affect policy sounds like big, important stuff, and Goose Creek citizens scrambled to accept the invitation. Claiming that the resistance to OBE was based on misperceptions and too little information, OBE proponents then proceeded to hold "Public Awareness and Response Sessions" across the state for the next two months, ostensibly "to make educators and the public aware of global changes that have implications for learners." Never mind the fact that the biggest global change is that children may need a more substantive knowledge base and more real learning.

How, then, did the input process from Texas citizens to the governor, the commissioner, and those key Texas boards and commissions actually work? A facilitator was brought in at each session to "handle" the comments and questions and ensure that a consensus on goals and curriculum favorable to an OBE-style educational approach was achieved.

THE OBE SUPPORT STRUCTURE

The support- (or infra-) structure undergirding OBE is wide-based, well-funded and meticulously organized. Its component funding organizations generally have a national headquarters. Some are dubbed "professional organizations," spinoffs, or foundations such as those discussed in previous chapters. The most well-known, however, are Spady's well-financed *High Success Network* and the *Center for Outcome-based Education* (COBE) headquartered in San Francisco, complete with newsletters going to thousands of businessmen across the country. Then there's the *Center for Research on Educational Accountability and Teacher Evaluation* (CREATE), the *North Central Association for Colleges and Schools'* organization called "Outcomes Accreditation," the *Network for Outcome-Based Schools* (also based in San Francisco); and the *Education Commission of the States*. Opposing groups, comprised mainly of poorly organized citizens groups and renegade teachers, can't begin to raise the kinds of money that proponents like the ones above have accrued over the years using the carrot of clout and influence.

To give the reader some idea concerning proponents' networking capability, an issue of *COBE News* was faxed to members announcing that the OBE label was about to be changed to *Partners for Quality Learning* (PQL), ostensibly because it has fallen victim to "hucksterism." In other words, the old label was about to be blackballed and needed a new name. But the electronic age being what it is, some resourceful opponents of OBE apparently got on COBE's fax list and thus received a copy of that particular transmission. These opponents had already lived through various name changes—outcome-based education to "Competency-Based Education," "outcomes" as "benchmarks," and "skills" as "competencies." So they alerted

fellow opponents that still another change was imminent, and PQL wound up—dead on arrival.

OBE AS A PHILOSOPHY

OBE revolves around Skinnerian-based techniques and a set of socio-political principles that require a value system rooted in psychology rather than in the Judeo-Christian ethic or Western philosophies of culture and government. Under the new value system, concepts of individualism, sanctity of life, healthy competition, personal ambition and motivation are vastly altered, if not undermined directly. But because the marketing/public relations experts within the OBE support structure know that average citizens will not accept anything that appears to mean “subjugation,” they try to get around this problem with a combination of class-warfare and feel-good semantics, which they know will be alternately promulgated, popularized, and advertised in the media.

Goals 2000 takes OBE national. The *Goals 2000* effort depends upon the state taking initiative to implement OBE, and to ensure that they do, federal dollars are tied to “voluntary” adoption of OBE, whether the state chooses to call it by that name or something else. Before you know it, students are getting assessment questions such as: “Three things I don’t like about my parents are. . . .” The states eventually find they are dependent upon federal money and are afraid to refuse. Thanks to press publicity and the *National Education Association’s* non-stop lobbying, loss of funding inevitably makes a state look bad, leads to lay-offs, and in general gives new meaning to the phrase “no good deed goes unpunished.”

THE PHASE-IN APPROACH TO INSTITUTIONALIZATION

With this background in mind, it is time to explore the phase-in approach to establishing OBE, which is built around the use of “scientific” terminologies. Note, however, that this phase-in approach can apply to other efforts, not just to OBE, and for that reason the technique serves as another case study in the process of institutionalization.

Traditional (Literal) OBE—First, there’s what proponents call either *Traditional*, or *Literal*, OBE, which is the usual method of getting the foot in the door, especially in communities (or even in private and parochial schools) where a good reception for the program is otherwise unlikely. The sales pitch during this phase is that the new method is goal- and success-oriented. The so-called Traditional/Literal OBE retains some of its focus on traditional subject areas—reading, math, science—such as they are, and the grading scale is changed to reflect either mastery (80%) or an Incomplete (I), which doesn’t count for or against the student—i.e., as if the pupil never took the course. “Outcomes” at first appear to be synonymous with “standards,” and the touchy-feely nonsense of later OBE versions is played down. But “traditionalism” goes only so far. History, geography, and civics are still “social studies,” teachers are still “facilitators” who merely coach the pupils, and students are still “in charge of their own learning.”

Low Transitional OBE—is sometimes the first version that is introduced into a community—usually one in which a slightly better reception for it is anticipated. It closely resembles the Traditional/Literal version, with the exception of a vastly increased emphasis on group collaboration over individual performance. Tests tend to be of the self-assessment type using the criteria of behavioral terminologies that are characteristic of true OBE “outcomes.” One example: “All students will demonstrate the ability to cope with family mobility” is an outcome. Nothing about it is academic, and there is no way you can test the student on this unless you use psychological tests. To quote OBE guru William Spady, this phase of OBE focuses and organizes “all the school’s programs and instructional efforts around clearly defined outcomes we want all students to achieve when they leave school.” If one defines “outcomes” as academic standards and “we” as average community parents, then OBE proponents like Spady are home free. By the time parents and even teachers figure out what they really have, full-blown OBE is entrenched, with thousands, even millions of dollars poured into it.

Spady calls *Transitional OBE* the twilight zone between academic, content-dominated instruction and futuristic, life-role, affective priorities. As the transitional model moves from its first to second stage, terms like “knowledge of,” “understanding of,” and “awareness of” are dropped from the language of educational goals. The merging of the various subjects—interdisciplinary curriculum—is taken to the point where the line between the various disciplines becomes blurred. Course content in this stage is drawn increasingly from Benjamin Bloom’s *Taxonomy of Educational Objectives*, which remains to this day the bible of curriculum development specialists (see Chapter 13, “Certification or Re-education?”).

Recall that Benjamin Bloom asserted that the purpose of education should be primarily to “challenge students’ fixed beliefs,” as opposed to transmitting hard knowledge, and his *taxonomy* “handbooks,” if one can refer to such lengthy volumes as handbooks, comprise a compendium of educational “objectives” which have since served as the model for *America 2000* and the *Goals 2000/OBE* outcomes package:

A second part of the taxonomy is the affective domain. It includes objectives which describe changes in interest, attitudes, and values and the development of appreciations and adequate adjustment. . . . It is difficult to describe the behaviors appropriate to these objectives since the internal or covert feelings and emotions are as significant for this domain as are the overt behavioral manifestations. . . .³

The above was written in 1956, and assessment instruments are vastly improved, thanks in large part to the help of his close friend and colleague Ralph W. Tyler. In fact, Bloom dedicated the volumes to Tyler.

Transformational OBE—The last step, which focuses on life-roles, or “new basics,” is predominantly mental “health” oriented: community service

(mandated volunteerism), skill-based workforce apprenticeships, and psychopolitical indoctrination. Even OBE authorities estimate that in this phase traditional academic content reflects only about 10 percent of course work. Outcomes-as-standards become the "tickets" to the workplace. Student scores (if one can call them that) are determined by behavioral scientists who create state and national tests (using such questions as "What is your least favorite country?"), while business and industry "validate" competencies that are critical to their own fields.

THE "PARADIGM SHIFT"

The dictionary definition of *paradigm* is "pattern or example; model." The use of the term in OBE is calculated to impart a "scientific" aura, to give people the idea that education has truly been revamped in accordance with bona fide scientific principles. Most states have bought in. In 1993, 37 states were on board, and today 49 have adopted OBE under one name or another. Table 1, in a nutshell, is a description of the "paradigm shift" in the form of a comparison of the OBE "model" and the traditional, academic approach to education. Note that some aspects of the OBE paradigm are the same as the old "progressive" education and, thus, that much of what is under the OBE column is consistent with the "new values and character traits" of Benjamin Bloom's vision for education, penned in what was still called the "progressive era." (see Table 1, page 571)

It should be noted here that the information in Table 1 is not meant to imply that everything has always been right with traditional curriculum and traditional teaching methods. They were not perfect. For example, for too long, little emphasis was placed on rhetoric and philosophy. Traditional approaches to mathematics and science were often arcane and convoluted. Art classes frequently lapsed into free-for-alls, and foreign language typically failed to turn out students who could really communicate in a foreign tongue. Too often seat time did, in fact, translate to promotion, and if not promotion, then into endless repetition without remedial help.

But these and other deficiencies of the traditional approach were more often problems of unwieldy class size and poor follow-up on the part of some teachers and parents than of traditionalism *per se*. However, the ethics of discipline and perseverance, as opposed to spoon-feeding the material, often served to build character and make up the difference. In any case, there was local control. When mistakes were made they were correctable at the local level, where not so many individuals were involved. When mistakes are made on a massive scale, it takes extraordinary measures to fix them, and decisions tend not to be made by those far removed to the problem itself, like state and federal governments.

STANDARDS UNDER OBE

Recall the furor when in 1996 the *National Council for History Standards* came out with its new revisionist history "standards," as part of the

National History Standards Project (see Chapter 11, "The Teacher-Training Road to History 'Standards'"). Here's a sample of the curricular changes the US Department of Education got for its money to the *National Center for History*: Mansa Musa, a 14th century West African king; the 1948 feminist conference in Seneca Falls, New York; a line deleted from the Declaration of Independence; 17 references to the Ku Klux Klan and six to Harriet Tubman; copious references to the *National Organization for Women* and Murphy Brown; the political capers of the Reverend Jesse Jackson; Madonna; "The Simpsons;" and something called *Speckled Snake*. The Magna Carta, Aristotle, Cicero, St. Thomas Aquinas, Robert E. Lee, the Wright Brothers, Paul Revere, the Veterans of Foreign Wars, the American Legion, and the Reverend Billy Graham either were not mentioned or received only a line in passing.

This is the kind of "reinvention" fare that passes for "standards" under OBE. Also demanded today under the cover of national standards are "cumulative portfolios of student work." Indeed, President Clinton has actually decried knowledge-based achievement tests on the grounds that they relied too heavily on rote learning.

GOALS VERSUS "OUTCOMES"

As indicated by the *Goals 2000* label under which outcome-based education functions, goals and outcomes are the keys to the whole process. Like everything else with today's educational labels, these terms don't mean exactly what people think they do. So it is appropriate at this point to discuss them.

Goals are priorities. Goal-setting has always been good practice. Your New Year's resolutions are goals. Outcomes are products. They are what you expect to get day by day as a result of setting certain priorities.

Your New Year's Resolutions might look like this:

1. Controlling my temper;
2. Being better organized;
3. Finding a job I like.

This means your outcomes will have to relate to these three goals, and must be worded proactively using verbs rather than passively like a list of virtues. In this case, you have a one-year timetable. So, your outcomes should be broken into smaller time increments—for example, winter, spring, summer, fall.

Here is a sample, then, of what your outcomes might sound like:

WINTER:

1. Demonstrate ability to walk away from irritating situations before I explode;
2. Prepare, keep, and utilize a planning notebook;
3. Develop and maintain a job-hunting strategy.

SPRING:

1. Exercise emotional restraint;
2. Assess and improve utilization of planning notebook;
3. Examine Dun & Bradstreet online to assess companies in my field of interest.

You would do the same for fall and summer. Now substitute grade levels for the seasonal designations and you have categories that are more in keeping with an educational institution. Thus are outcomes written for each grade level, or in the case of OBE, clusters of grade levels. Goals will be written for the school or school district as a whole.

The 1996 Education Summit was called to succeed the first education summit in 1989, where the now-infamous original national education goals were conceived by the National Governors' Association and the *Education Commission of the States*. Those goals, however, did not reflect even the meager academic standards the late Albert Shanker, president until 1997 of the *American Federation of Teachers*, wanted. Few imagined that education goals could be written in such a way as to reflect little or no academics at all—goals like: "All children will come to school ready to learn." Even if such a goal were enforceable, and even if government did not infringe upon family privacy in so doing, that is not an academic goal. It is, to quote Albert Shanker, a "good intention."

What Mr. Shanker called "good intentions" are, in essence, the touchy-feely outcomes of outcomes-based education, and all its various relatives—performance-based education, site-based management, effective schools. The national education goals were mirrored (and further perverted) by the states and the various curriculum associations, so that by the time the *National Council of Teachers of English* (NCTE), for example, got through writing their literacy guidelines (outcomes), they sounded like this: "Students participate as knowledgeable, reflective, creative and critical members of a variety of literacy communities." As opposed to what? Look at the further guideline that came out in May of 1996: "Students [will] develop an understanding of and respect for diversity in language use, patterns and dialects across cultures, ethnic groups, geographic regions and social roles."

"Here," quipped Cornell professor Richard Klein, commenting for the *New York Times*, are "guidelines that offer no guidance." But they are politically correct for legitimizing vulgar and illiterate English. This was apparently the purpose of the guidelines.

Syndicated columnist Suzanne Fields comments: "To be knowledgeable, reflective, creative and critical, students have to know something and the writers of these guidelines don't appear to know much." Not exactly. They do know *something*. They know that it is important to appear politically correct.

Without reprinting the goals of every state, it is worth noting for the record that the language of most of the state goals under *Goals 2000* is virtually identical, for reasons we have already examined. A couple of words here or a phrase there may be added or omitted, but the similarity of

content is unmistakable. For example, some states construct their goals in a complete-sentence format, while others, like Indiana, just use a couple of descriptive words for each goal. The brief sampling below shows how little actual substance exists and how the orientation leans toward personal viewpoints and "mental health."

Let's start with Illinois' goals:

- Think analytically and creatively and be able to solve problems;
- Work cooperatively in groups;
- Understand and appreciate the diversity of our world and the interdependence of people;
- Develop physical and emotional well-being;
- Continue to learn throughout their lives.

Ohio's goals:

- Participate as productive members of a global society;
- Maintain wellness;
- Value diversity;
- Use thinking skills to make decisions in a variety of life roles;
- Be environmentally responsible;
- Pursue lifelong learning.

Indiana's goals:

- survival skills;
- intercultural skills;
- personal skills;
- human languages;
- technologies;
- understanding others.

Pennsylvania's *Ten Quality Goals* (which led to the EQA):

- Self-Worth;
- Higher-Order Thought;
- Learning Independently and Collaboratively;
- Adaptability to Change;
- Ethical Judgment;
- Citizenship;
- Wellness and Fitness.
- Communications, Mathematics, Science and Technology. (Only these relate in any way to hard subject matter, and even those are fuzzy when you get into them.)

Now let us examine the "outcomes." Under OBE the five cardinal competencies, or outcomes, are broadly categorized as resources, interpersonal skills, data (for processing and evaluation), technology, information/communication, and systems (social, organizational, and technological). If one only hears the buzz-words, such as the words *skills* and *systems*, without looking at the longer definitions and the fine print, the point will be missed. *Information* in the context of "data" is not the same thing as *infor-*

mation in the context of "chronological history," *problem-solving* under OBE does not have anything to do with a math problem; and *systems* is not a catch-all term for "democracy," "oligarchy," "monarchy" and other forms of government. *Citizenship*, for example, has nothing to do with patriotism. It means community service and assuming a global perspective (particularly interdependence and cultural diversity).

Given this background, let's take a look at Ohio again. Below is a sampling from the 1995 draft of health and physical education outcomes that were slated for adoption in Ohio in June 1996. Note that the eighth-grade health syllabus for the Olmstead, Ohio School District covers the following topics: stress, suicide, relationships/communication, human sexuality, pregnancy and birth, pregnancy prevention, sexually transmitted diseases, AIDS, and drug abuse prevention.

Needless to say, other aspects of health, such as avoiding common periodontal disease, were not covered in the syllabus and would have been much more worthy of the students' time. Each of the following was taken directly from the Ohio draft, with certain items emphasized in brackets by this author:

Prekindergarten:

- The learner will communicate a variety of emotions responsibly, including empathy for others;
- The learner will access attention, love, respect, and caring for one's self using responsible classroom-building techniques [i.e., peer/consensus],

Kindergarten:

- The learner will name, describe, and demonstrate responsible ways to express selected childhood emotions in the classroom, family, and community;
- The learner will state his or her feelings in various situations [Look back at the hypothetical/situational questions on Pennsylvania's EQA];
- The learner will identify and request what they need to be able to learn, be safe, and function as a responsible class/group member;
- The learner will demonstrate the ability to relax and be emotionally safe in a variety of locally selected situations.

First grade:

- The learner will demonstrate relaxation and other stress-reduction skills;
- The learner will be able to identify confusing touches as touches that mix you up or make you feel uneasy (e.g., ones that start out okay and end up not okay; ones where you like the person, but not the touch; ones where you like the touch, but not the person).

Second Grade:

- The learner will be able to describe, read, and demonstrate 2-3 responsible team-building ways to communicate in the classroom, with family, and in the community;

- The learner will be able to perform or participate in various activities to relieve stress.

Third Grade:

- The learner will recognize that compromise is essential in the classroom, family, or any team or community setting [Always, under every circumstance, be willing to compromise principles?];
- The learner will be able to name, access, and use 2 or 3 trusted adults as healthy sources of information and encouragement with virtually any problem;
- The learner will be able to access and use mediators to facilitate class, team, and community work.

Fourth Grade:

- The learner will be able to analyze a typical family, team or classroom dispute to determine alternative solutions [Alternative to what? What one's parents have required of them?];
- The learner will be able to describe and demonstrate some characteristics of a healthy personality [Why not a "trustworthy" or "reliable" *character*?];
- The learner will be able to name and communicate with several responsible adults with whom he/she can discuss any health or life question.

By the eighth grade, students are supposed to "be able to apply the decision-making process to virtually any stress-producing team, classroom, or personal problem or challenge;" and use healthy alternatives instead of mental illness-producing defense mechanisms."

Upon graduation, the pupil is supposed "to function as an optimally-well employee, life-long learner, and adult team member. . . ."

Clearly these "competencies," or outcomes, are heavy on socio-political beliefs and light on actual knowledge.

Although youngsters will never hear the word "collective" or study something specifically titled "Marxist economic philosophy," they will learn that it is normal and proper that the few should govern the many and little about individuals governing themselves. Adaptability will equate to tolerance for ambiguity, flexibility, and consensus. Communications will entail interpersonal/social skills and teamwork. Health will bear little or no resemblance to the study of human physiology or learning how to keep that physiology running smoothly. Instead, the subject will be devoted to "mental wellness," "self-actualization," "cooperation," "sex education," "drug education," and "AIDS awareness."

Similarly, character education will not reinforce such virtues as integrity, self-discipline, commitment, courage, persistence, or industriousness. It will encourage youngsters to "discover their own values," while carefully avoiding anything that smacks of moral absolutes or authority. It will facilitate the notion of equality of all religious and ethical values, under the

umbrellas of pluralism and diversity, regardless of whether the various religious principles and values are at all compatible.

Similarly, critical thinking, or higher level thinking skills, has nothing to do with being discerning, learning to "read between the lines," rhetoric, philosophy, or logic. It means parroting whatever ideas are spewed through the media or through politically correct source materials. Ethics is not placed in the context of those great thinkers, philosophers, and religious leaders whose teachings served as the standards for the American Constitution, Declaration of Independence, and Bill of Rights. Ethics means moral behavior as defined by group consensus; it does not refer to a higher moral standard involving anything resembling absolutes. It is no surprise, then, that ethical judgment as a "cognitive" discipline includes conflict resolution, negotiation, and lessons in consensus-building. While negotiation may have a place in business and in international treaties, there are some moral questions that are not negotiable. We used to call these principles, and if you said that a person had principles or that someone stood by his or her principles, it was a compliment.

Not any more. A person who stands on principle is "arbitrary," "inflexible," and "authoritarian." While youngsters may or may not hear the word "relativism," they will be taught that there are no moral absolutes and that right and wrong are highly dependent upon the situation.

Another major difference between the old goals of educators and the goals of *Goals 2000/OBE* vintage is that the latter places less, if any, emphasis on understanding the political and economic systems of the United States. The emphasis is on global, or multicultural systems in far-off places, many of which are not in close relationship to our economy while giving short shrift to the evolution of political and economic systems of Britain and France.

The new emphasis in American social studies programs reflects the increasing influence of the *United Nations Educational and Scientific Organization* (UNESCO) on American, and indeed worldwide, curriculum, initiated during the Marxist expansion years of 1952-1978. The effort to influence and change American curriculum through this body was thoroughly investigated and well-documented in the *Sixteenth Report of the Senate Investigating Committee on Education*, California Legislature, 1959 Budget Session. The report—in which the proceedings of the California Senate are reproduced in its entirety, pursuant to Senate Resolutions 138, calling for an investigation—is a collector's item today, and probably no more meticulous examination of the evolution of UNESCO's intervention into American education exists. It also specifies the NEA's and Carnegie Corporation's joint financial and technical contributions to UNESCO, touched upon in Chapter 11.

Now let us look at how OBE outcomes dovetail with the virtually national OBE goals. In comparing the education goals of Illinois, Ohio, Indiana and Pennsylvania under "Goals Versus Outcomes" earlier in this chapter, we noticed that the states' goals were nearly identical. Now we will

examine just four typical states' "outcomes" to see how small variations in wording further disguise the fact that the outcomes are nearly the same, too. Remember, a facilitator works with a committee to "help" it come up with the outcomes which, of course, are already pre-determined by the facilitator's employers and certain selected members of the committee. The other members—parents and taxpayers from the community and the school system—don't have a clue what is happening, and generally don't know what outcomes other states have devised. The outcomes in the following table were passed off as being unique to Illinois, as a state initiative with the input of average citizens (See Table 2, page 572).⁴

The first question that should come to mind is, how is a teacher going to test for any of the goals? How will the school assess success or failure to meet the outcomes? How will school districts and states know if their priorities were met? How will things like emotional well-being be determined? If you said, "it can't," you get an *A+*. If psychological attitude scales and personality inventories are used, then that's a different story. For example, if one is going to use questions like the following from the South Dearborn School District in Aurora, Indiana (1994), test analysts may be able to tell quite a bit about youngsters' (and parents') proclivities. Where the student marks "undecided," beliefs are up for grabs. Where he or she marks "Strongly agree," "Agree," "Disagree," or "Strongly disagree," some kind of assessment may be made:

1. I would endorse scientists' using the ability to change human characteristics by adding or removing genes when the technology exists;
2. I think it is acceptable to society to use medical procedures to keep genetically defective humans alive (diabetics, . . . Downs Syndrome) so they can marry and reproduce;
3. If you preferred blue eyes to brown eyes, it would be acceptable to employ gene surgery to modify genes;
5. I approve the practice of sterilizing the feeble-minded living in state institutions;
9. If I and my spouse wanted a boy, I would use amniocentesis to discover and abort a female;
23. A single woman is raped by a man she doesn't know who breaks into her home. She becomes pregnant and seeks an abortion six weeks into her pregnancy. It is my opinion that the abortion should be allowed;
24. A married woman and mother who is an alcoholic becomes pregnant with her third child. She wants to have this child, but since she is a known child abuser, the state welfare agency is seeking to legally force her to have an abortion. I would support the abortion action.

Bioethical questions about the specific instances in which the child would or would not approve the use of artificial insemination, aborting a

"defective" child (various specific syndromes are named, including the most horrible), use of sperm banks, "in vitro" contraception, euthanasia, etc.: Are these questions relevant to today's issues? Certainly. Do high school students get any facts resembling a context that would enable them to debate these questions? Definitely not. Gut feelings are what counts. It goes without saying that a religious context is "verboten."

Even though the above was given to an honors biology class, youngsters had neither the experience nor the philosophical and clinical context to be debating such intense issues, and even if they did have, it can be fairly asked whether the high-school classroom is the proper forum for such discussion, especially in the absence of a religious perspective. Even more to the point, where do the responses for these "test" questions go? Where is reading? Comprehension? Math? Science? History? When tests ask (as some, like the SAT, still do, although not as much as they used to) questions concerning the axis of the earth, the principal mountain ranges, the capitals of countries, how to calculate the interest on a 50-day note, and to describe the causes of the Civil War (all of them, not just slavery), will children have a clue? Judging from recent newspaper accounts involving adults who were surveyed about such academic questions (many could not even name the current Vice-President), they won't.

Some "outcomes" are listed in state lists as specifically "undesirable." For example, nationalism, intolerance, and dogmatism are undesirable. There is plenty of room for interpretation, of course, as to just what each of these terms means, which is precisely why both OBE goals and outcomes are accused of being politically charged.

EARLY CHILDHOOD PROGRAMS AND "COMPREHENSIVE HEALTH CARE"

In the 1970s, the term "developmentally appropriate practice" (DAP) was coined by progressive educators in England to describe timely, relevant and useful educational practices for the various age and developmental levels. After 25 years it was abandoned as a failure, but the *National Association for the Education of Young Children* in the United States picked up DAP in all its counterculture glory in 1993. Since before that time, beginning in 1987, the *National Association for the Education of Young Children* has had the dubious distinction of deciding what is developmentally appropriate in American schools, a large number of school districts signed on to that wisdom for obvious reasons. Who wouldn't want timely, relevant and useful educational practices that accommodated the needs of children at various age and developmental levels? But as in so many other matters related to education, that was not the thrust of either the Association or of DAP.

In 1992 DAP became part of the official *Standards of Quality* in Virginia, which brought the concept ever-closer to legislated status. Again, semantics was everything. Few could say they were against "developmentally appropriate educational practices." Opponents of graphic sex educa-

tion, for example, were ecstatic over the prospect of “appropriateness,” and many others bought in to the wisdom for their own reasons. But, what is deemed “developmentally appropriate” is not about graphic sex education for 5-year-olds, or football for 6-year-olds, or violent films. As *Richmond-Times Dispatch* Op-Ed Editor, Robert Holland, revealed in an October 1993 column, examples of “developmentally *in*appropriate” fare include:

- teachers leading children in phonics drills from a basal textbook;
- teaching English, math, science, or history as separate subjects in distinct time segments;
- expecting pupils to sit quietly at their desks while the teacher is giving the lesson;
- grades and punishment for unruly students.

So, just what is considered “appropriate?”

- children working cooperatively in multi-age groups and moving around as they wish;
- peer tutoring, in which children teach other children,
- interdisciplinary subjects—i.e., integrating all the subjects together;
- “math skills . . . acquired through spontaneous play, projects, and situations of daily living” (Are they then to “live” at school so that these “situations” can evolve?);
- teacher narratives replacing grades, with nobody flunking.⁵

Here we go again. The same old “cooperative learning” saw that is beginning to sound repetitive as we make our way through *OBE* and *Goals 2000*.

A sobering example of early childhood education in action can be found in one of Oklahoma’s rigged state outcomes: before children leave the first grade they must demonstrate that they can “identify different types of family structures, so that no single type can be seen as the only possible one.” First-graders, too young to “think politically” or to even imagine a political motivation, will have to honor the notion that a married, two-parent, monogamous couple is no more inherently desirable than a couple of people shacking up, or a single parent with multiple illegitimate children whose primary means of support is state funds. They will even learn about lesbian and gay couples. Benjamin Bloom surely would have been proud, as this serves as a textbook example of “challenging students’ fixed beliefs”—or, in this case, ensuring that the child never has any.

The potential for indoctrination with Early Childhood Education is, of course, enormous, especially coupled to the push for mandatory schooling at ever-younger ages. As an indirect result, responsible parenting is discouraged. Why bother?

INTERVENTION AND PREVENTION

Into this quagmire comes the concept of intervention, which today is a cornerstone of education—and also of mental health. Most people have some notion what “intervention” means, but the primary aspect of the

dictionary definition to keep in mind here is "to come between opposing parties; to affect, modify or prevent; to interfere in the affairs of another." Who is the primary "opposing party" here? The parent.

Under *OBE/Goals 2000*, intervention (sometimes termed "prevention") is viewed as the key to rescuing all children—technically "at risk" or not—from a life of crime, substance abuse, social deviancy, chronic unemployment, and a host of other ills, not the least of which is that great unwritten one, "political illiteracy" (or, if you prefer, "incorrectness"). Consequently, all the various federal agencies concerned with juveniles provide funding for programs aimed at intervention and/or prevention. Sometimes educators just refer to it by its catch-all title, Early Childhood Education. In his 1997 State of the Union address, President Clinton called for a vast expansion of Early Childhood programs on the bases cited above.

For obvious reasons "intervention" has become lucrative. Booklets containing solicitations for grants are advertised annually by government agencies to urge parties pursuing some kind of intervention strategy to compete for available funding. The funding they are competing for, of course, is taxpayer's money, appropriated by Congress to these government agencies. Most of the parties vying for the funds turn out to be in the social and behavioral sciences. Those that obtain frequent awards, which often translates to political favoritism, may receive what is called a "continuation grant," so that their programs are continued year after year without the need to reapply each time around.

This is not to say every such program that comes through the grant process is rubbish (although many are either ineffective, redundant, or intrusive). But the more serious point here, once again, is that domestic and social policy—including education and health—is being aimed at the negligent, irresponsible, and dysfunctional, not to good families, and that billions of federal, state, and private foundation dollars are being poured into programs which will insert so-called professional expertise into private family matters, further driving a wedge into good parent-child relationships. These professionals (for example, social workers working under a "case management" status) will use whatever methods they deem necessary, including accessing health records, school assessments, counselors' records, children's journals and diaries from English classes, and notations made by the school nurse, to obtain information that will substantiate their peculiar theories of family dysfunction, some of which are way off base.

How does this play out in real life? Let's look at the experience of Mrs. Katie Tucker, mother of an 11-year-old sixth grader at the J.T. Lambert Intermediate School in East Stroudsburg, Pennsylvania, which is located in the heart of religious Pennsylvania Dutch country. On 19 March 1996, 50 sixth-graders were called into the school nurse's office and told they were going to take a physical. No reason was given for singling out these particular girls. According to the *Washington Times* and several other newspaper accounts, the girls were told to take off their clothes except for their underwear. There they stood, waiting in line and embarrassed, when suddenly

they discovered they were about to undergo a genital examination. Scared and crying, several girls made a run for the door, but one of the nurses blocked the way so they couldn't leave. Mrs. Tucker's daughter told the other nurse that her mother wouldn't approve of the procedure and asked to make a telephone call to her. The nurse refused. Finally, the girl simply stood up for herself and said she didn't want the examination. The nurse's response? "Too bad."

According to Mrs. Tucker's daughter and several other girls, the female physician "placed the girls one by one on a table, spread-eagled, with no covering and conducted an exam for 'genital warts and lesions'." The doctor did not talk to the girls either before or during the examination. "All my daughter could do was stare up at the ceiling," said Mrs. Tucker. "And it [the exam] hurt." The pain apparently continued for days afterward, and at least one of the girls started "spotting" afterward.

A dubious "investigation," occurred after numerous parents filed complaints. Eight area doctors were located and quoted in the 28 March 1996 edition of the local *Pocono Record* newspaper saying that a genital exam is a "very important part of the physical." According to Trooper Shannon Yates of the Pennsylvania State Police, no criminal conduct was found, so they closed the case.

Most women are well aware that (a) it is a breach of medical ethics not to cover a patient during a gynecological or obstetric examination; (b) a genital exam is not typically part of an ordinary physical; (c) a genital exam is not generally painful unless either a vaginal examination is performed on a young girl with an intact hymen or an unusual procedure is performed; and (d) neither genital nor gynecological procedures are usually performed on young girls without a specific physical complaint on the part of the patient and/or her parent or guardian.

Lambert Intermediate School parents later discovered they could have waived the physical if their daughter had been seen by a family physician *and the school so notified*. But most either didn't receive the notification that was sent home (nothing important is ever mailed to parents, nor is anything, including genital exams, apparently considered "private"), or they didn't realize a genital exam would be included. After the incident had occurred angry parents were told what they're always told whenever they complain about school-related incidents: that they've "overreacted."

There is no evidence that these particular girls were deemed at special risk for "genital warts or lesions" or that any bacteria or diseases existed in the school bathrooms or elsewhere to prompt school officials to sanction—or was it "to order"?—such an examination. Of course, now authorities have changed their story to say the examination was "routine." Not in any of the parents' memories! What it was really about, was child sexual abuse, the topic so hyped in the news these days. Thus the sudden interest in the genitals of young females. Taking place as it did in this particular area of the country, the incident was a slap in the face to the religious parents of the Pennsylvania Dutch sect.

Similar intervention practices are occurring nationwide. In 1995, a Georgia family filed a civil suit against Stephens County School District. A school counselor had taken the Earls family's two daughters, age 14 and 15, to a local "health" clinic funded under Title X of the *Department of Labor/Health and Human Services/Education Appropriation bill*. The three departments joined forces under this appropriation to provide free so-called family planning services: free pregnancy testing, contraceptives, and abortion referrals. Ostensibly targeted to youngsters from low-income homes, minors from all socio-economic backgrounds are eligible on a "confidential" basis because of the caveat on intervention policy. According to the lawsuit, the Earls' daughters were given AIDS and cervical cancer tests, condoms, and a prescription for birth control pills, "without the consultation or supervision of a licensed medical physician" and "without the knowledge, consent, or slightest inquiry of parents of said minor children." The parents were even refused access to their daughters' test results because of the "confidentiality" of Title X. (Of course, if the Earls had had access to the information underground, they wouldn't have had any trouble obtaining the results.)

Parents of Lambert Intermediate children were lucky; they more or less won that round. The doctor who performed the examinations, Dr. Ramiah Vahanvati, resigned when media controversy heightened as a result of the suit brought by the affected children's parents. The school now is supposedly re-evaluating its methods of communicating health policies to parents. Mind you, the exams were not stopped and nothing yet has been admitted concerning the Lambert policy being unethical or wrong; school officials merely realized they came on too strong for the time being and fell back to regroup. Henceforth, Stroudsburg, Pennsylvania, parents will have to prove to school officials not only that their children have been examined by a family physician before the start of every year, but that a genital exam, specifically, has been performed.

The Earls, and other parents, in Georgia have not fared even that well. While legislation was introduced by Representative Ernest Istook (R-OK) that would have amended Title X to require written parental consent before services were made available to minors, a weaker amendment was adopted instead by Congress on 11 July 1996, that would only encourage clinics to seek family involvement and does not require parental consent. At this writing school counselors will continue to do as they please.

The bottom line here is that intervention strategies, funded and therefore legitimized by government, have made physician-free "family planning" services legal. Any information taken is recorded because, after all, it is "clinical." Family dysfunction, as opposed to "family breakdown," can mean any number of things, and the "trigger," usually recorded somewhere in the child's school records, can run the gamut from a parent's bankruptcy to an anonymous accusation of child abuse.

INTERVENTION THROUGH MEDICAID

The latest threat to a student's (and family's) autonomy and privacy under the umbrella of intervention and prevention is found in the expansion of Medicaid as "mental health wrap-around services," alluded to briefly in Part I. Financed by Medicaid and by special interests through tax-exempt organizations, local governments are being coerced or bribed into establishing "health clinics" on school campuses, more often than not to provide sex-and-abortion counseling.

Constitutional/civil rights attorney Kent Masterson Brown, who is handling the Allegheny County case in Pennsylvania, is also representing citizens in Kentucky in an attempt to void that state's contract with the *Robert Wood Johnson Foundation*, which designed a comprehensive health care reform package there that is virtually a carbon copy of Hillary Rodham Clinton's failed national program. Meanwhile, the Baltimore, Maryland-based *Casey Foundation*, endowed by the founder of United Postal Service, seeded a \$74 million program to place social workers in every public school in Kentucky, not only to ensure that every child in those schools receives health care, but referrals for contraception and condoms as well, all without parental notification or consent. Although local officials went on record as opposing this move, Kentucky's educational bureaucracy said they had no choice. So what do we have, a "shadow government" running the elected one?

We have already touched on the fact that Medicaid funds, originally aimed at ensuring that the truly poor receive medical care, are being accessed by schools through a legal loophole. That loophole is Title I of the *Elementary and Secondary Education Act* (ESEA) of 1965. Title I, the reader may recall, was originally established to provide an extra boost for the nation's poorest and lowest-achieving youngsters. But this wasn't enough for the mental health advocates. Once the ESEA was reauthorized in 1995, Title I became a tool for education "reform" and now incorporates new objectives under *Goals 2000* so that any school receiving Title I funds must now comply with the mandates and regulations of *Goals 2000* whether they specifically receive *Goals 2000* money or not. What this means—and this is the dangerous part for parents—is that a child is deemed "at risk" if he is not meeting the touchy-feely, non-academic state outcomes of OBE. Through the well-crafted turn of phrase "schoolwide program," Title I can now be used even on children judged "educationally" or "economically deprived" and the criteria for such designations are very loose.

To demonstrate the extent to which private foundations are becoming the "shadow government," assets estimated to be over \$3.4 billion, derived in large part from shares in Johnson & Johnson health-products, the *Robert Wood Johnson Foundation* underwrote the school-based health program in Pennsylvania. It was implemented without ever notifying taxpayers or the General Assembly. Notice this money is not going to a private school, but a public one. If a religious organization like a church did the same thing,

screams would be heard up and down the halls of Congress, in the media, and in demonstrations outside the White House.

Pennsylvania parents and other taxpayers only found out about this funding when they got wind of even more bizarre survey questions than those they had become accustomed to under the EQA and its successors. Official investigations uncovered that the Foundation had utilized still another loophole—this time in the national *Omnibus Reconciliation Act of 1989*—to receive federal-state reimbursement for special education programs through Medicaid. Ever minding their marketing, the *Robert Wood Johnson Foundation* spearhead a strategy called “Kids First” to make use of Medicaid as the funding source to bring socialized medicine into the schools and, from there, to the communities.

Of course, Medicaid costs in Pennsylvania suddenly soared—and surely the Foundation’s directors knew it was only a question of time before everyone figured out the reason. But why should the *Robert Wood Johnson Foundation* care? It has \$4 to 5 billion tax-free dollars a year to play with.⁶ If legitimacy—virtual legality—for the program can be achieved before people catch on, then they’re home free!

Inasmuch as “disability” now includes reading and math difficulties, as well as a host of emotional problems, nearly every child is “at risk” and has the “right” to receive services. To receive services, each child must “qualify,” which means he or she must be “identified” as having specific problems. Identification is key, of course, and the only way to do it is to assess and test—part and parcel of *Goals 2000/OBE*. As soon as a child is identified as having some “defect” or “disability,” which isn’t too difficult, the school can provide for “partial hospitalization provider status.” Then it can bill Medicaid for the privilege.

The Early Periodic Screening, Detection, and Treatment (EPSDT) program is a key federal mandate in providing identification, diagnosis and treatment under the “rehabilitation” option. Through it, Medicaid becomes the funding mechanism for all physical and mental health problems. The school either bills Medicaid directly or utilizes a billing company which turns around and bills Medicaid. Schools can either hire their own counselors, therapists, and nurses or contract with an outside agency to provide services, again without the parent’s knowledge. State Senator Sam Rohrer, in testimony 12 February 1997, before the Pennsylvania House of Representatives, gave the example of mobile therapists who

can bill \$42.00/hour for the time they spend riding the bus home with Johnny if Johnny is ‘stressed’ by a bully on the bus. Since there is no classification for ‘normal’ according to the DSM-IV manual, every child can be found in need of re-mediation [sic]—all paid for by Medicaid.

Remember that it is 30 years since Richard Wolf set out those five major privacy concerns relating to school testing on page 159 of *Crucial Issues in Testing* (see Chapter 3, “Privacy and the SPEEDE/ExPRESS”):

(1) respecting the dignity of the person tested, (2) permissibility of deception, (3) the rights of an institution to obtain information necessary to achieve its goals, (4) the special status of school children, and (5) limits on the freedom of scientific inquiry. It was in the interest of "the greater good" that the Pennsylvania Dutch community was deceived when it was told the doctor at Lambert Intermediate was looking for "genital warts and lesions." In this case, as in scores of others, the "dignity of the person[s] tested" ethic was overridden by "the rights of an institution to obtain information necessary to achieve its goals." The goal of the institution (in this instance, looking for evidence of possible sexual abuse) was deemed more important than the dignity of a bunch of squeamish young girls.

Thus the price of intervention. If something isn't strictly forbidden, then it's legal. In the cases of the Lambert Intermediate School in Pennsylvania and the Earls children in Georgia, both the schools and the federal-state bureaucracies stood to gain from the actions of the school nurse and the counselor. More "at risk" students were located and added to the school rolls, which means more funding for the school. Policy wonks in Washington pushing "intervention" were satisfied that the schools were taking an aggressive position on child sexual abuse and teen pregnancy. The Medicaid program benefited because each time an additional student is referred to a Medicaid-funded program, or a progress report on an existing record is entered into the state's electronic accounting system, a service transaction for Medicaid-eligible services is billed. At a little over a dollar per transaction, the total can reach mammoth proportions in just a one-month period.

ACCREDITATION AND OBE

The concept of accreditation becomes so twisted under OBE that it is used against the public instead of to safeguard it. Traditionally, accreditation has been based on a set of criteria which each state or community uses to determine whether a school is offering required, substantive courses. If so, it is "certified." Today under OBE, however, a *Transformational Team* may be sent in to implement a controversial program as though it were an independent, unbiased party. When this happens, the Team, in effect, becomes the overseeing body.

This is what happened in Iowa, where the Team, not the local school or the community, determined by proxy the content of course work. The state legislature, not knowing any better, often accepts this, as it did in Iowa, because legislators believe the Team is made up of "experts." Whether a school is "licensed" (accredited) in the state or not depends upon its implementation of the Team's dictum. Approached this way in state after state, the US moves toward a nationalized system of education, in which the Federal government finally acquires the legal means to set curriculum, affecting, at this point, even private and parochial institutions. Do we detect a hint of the *Inside-Out* technique at work here?

The assessment instruments become the gauge for accreditation. These assessments—which, remember, are largely attitudinal and belief-system-

oriented—become the tools that force all schools to teach a controversial core curriculum in every state. What is tested is what is taught. When accreditation status is based on standardized “outcomes,” this forces every state school to conform to the design, or open themselves to loss of funding, takeover, or loss of accreditation. State assessments, while bearing a label that makes them appear to originate at the state level, under contract to state entities, are created at a higher level. For example, the *North Central Regional Laboratory*, one of ten US Department of Education Labs that supposedly are feeding only educational research to local school districts, actually are disseminating full-blown curricula and testing instruments to Michigan schools which finance the Lab’s “expert panel” and the development of that state’s high school proficiency test. As the state assessment process merges with national assessment instruments, the ongoing national testing and curriculum debate eventually becomes moot. This will inevitably affect private- and home-schooled children as all students are required to take the state-cum-national assessment to “graduate.”

One recent state Supreme Court case in Michigan has already established a precedent mandating all private school students to take the state assessment—no opt outs. The Court ruled in favor of the state on the grounds that the state had a compelling interest in the quality of education for all students.

This logic has gone “national,” sending the first inevitable shock-waves through the homeschooling movement. The *Christian Science Monitor* (and later, other newspapers) reported in December 1997, that “[n]ew regulations at state universities say that homeschooled students will consider students only if they take four SAT subject tests and score higher than most of the students who take the tests—the top 15 percent of state public school students.” This means a stricter standard is being imposed on homeschooled students than on other students, causing a reevaluation in some states concerning the “advisability” of allowing students to be taught at home, even though it has been shown many times that homeschooled youngsters actually know more of a substantive nature than their public-school-educated counterparts. What behaviorist educators want to know, of course, is “Are they also politically correct?”

CREDENTIALING

Credentialing was alluded to in the President’s 1997 State of the Union address, but it was slowly gathering speed prior to that under the School-to-Work initiatives, which we shall discuss in the next chapter. The long-term idea is to phase out state credentialing (not to mention credentialing of home-schools) and move to a nationwide credentialing system à la Tavistock Institute.

National teacher certification is promoted as being analogous to board certification for doctors and other medical professionals. At first blush, this seems appropriate to those who bemoan the state of teacher scholarship—i.e., those who believe that school is still about academics. In the past,

teachers, including this author, were bound to state requirements that they take courses which, perhaps, applied only to one state, such as Texas history. That changed in the early 1970s to include "Mickey Mouse" educational psychology courses that wasted time, but were nevertheless required to satisfy the state's licensing program (and generate additional tuition money for the universities). The practicing teacher who moves from state to state and must obtain still another license, then, is receptive to a credentialing system that is national in scope.

But looking at the categories created by the *National Board for Professional Teaching Standards*—early childhood/generalist, early adolescence generalist, and young adulthood/science, for example—it looks less like scholarship and more like behavioral psychology. In the context of the old *Belmont Project*, the Wirtz and LaPointe paper, Bloom's *Taxonomy* and other documents taking aim at local control, national credentialing was simply a smart move for proponents of a federalized education system, because by the time a new generation of teachers arrived in the 1990s, the country would be well on the way to nationalization anyway. If the *National Teachers Exam* was over half opinion-oriented, rather than substantive, in 1968, when this author took it, one can imagine how far it has evolved today under the *Praxi I*, also created by the Educational Testing Service. And that is only the initial test, taken by undergraduates. Today, prospective teachers may even be required to submit videotapes of their performance with children in the classroom.

In March 1998, the Associated Press reported that different states had different cut-off levels for passing one of the Praxis teacher tests, which are used in some 35 states. But nearly all states are calling for a more rigorous test of general knowledge. Even the state with the highest cut-off level for passing, the State of Virginia, reports that nearly one-third of all prospective teachers who take Praxis flunk the reading, writing and math sections. No surprises here: Reading, writing and math is not what teacher preparation is about, and even questions in those three areas are likely to reflect a worldview orientation. Few, of course, have degrees in fields like chemistry or physics, and many emergency licenses are granted to individuals who appear to have the qualifications to teach those subjects. Often they do better than their encounter-style-trained counterparts who may well have a Ph.D. to teach first grade, but no expertise at all in transmitting knowledge. Of course, if all that is desired is Ritalin-drugged, grinning children, there is no need for such expertise.

TANGENTIAL CHARACTERISTICS OF OBE

Additional characteristics of and requirements for the full-blown version of OBE include:

- *Professional social workers given carte blanche to make unannounced home visits.* This aspect becomes more pronounced as full-service ("comprehensive") health care becomes embedded in the educational structure,

like bus service and hot meals. Sometimes this is listed right in the state goals under OBE, as in Illinois, where Goal 8 calls for each child to receive "support services"—a term that is nondescriptive and sounds innocuous.

Ostensibly aimed at showing parents where they err in raising their children—i.e., making recommendations regarding safety, nutrition, disciplinary methods, emotional and psychological development; and serving as a link between home, school, and social service agencies—the auxiliary purpose is to serve as arbitrators of family disputes and as sleuths looking for "abusive" homes. If necessary, a visiting social worker will recommend removal of youngsters from homes deemed unfit. In February 1998, Hillary Clinton wrote a column published in the *Washington Times* hyping home visits by social workers and hospital nursing staffs.

The *Goals 2000* directive that "all children will arrive at school ready to learn" may eventually lend legal status to such action. So far, only the State of Washington and Gaston County, Texas, appear to have pursued this option vigorously, although in Colorado, the *Children's Welfare Act* requires parents to participate in a "Home Visitor Program" so that social workers may assess childrearing practices.

- *Increased use of government-nongovernment partnerships to get around unpopular legislative ideas, especially socialized medicine.* As with the increasing use of Medicaid by school systems to import funding for so-called "school-based health clinics" and "wrap-around health-care services," the process of turning the school into a surrogate parent and community service center is evident in the Centers for Disease Control's "1995 Project Summaries Report." The report details how the CDC forged partnership agreements with 25 national organizations (the *Inside-Out* technique again); in particular, with the major education establishment organizations—the *Council of Chief State School Officers*, the *National Education Association*, the *American Association of School Administrators*, the *National School Boards Association*, and the infamous *Sex Information and Education Council of the United States* (SIECUS). Together they agreed to develop curriculum, train teachers, "manage" controversy, and in general create the "infrastructure" required to make comprehensive health care a reality in every state, through the school districts. By forming these partnerships, government gets around the prohibition against federal involvement in curriculum and manages to implement curricula that are offensive to many communities.

Executive Director Jeanne Jehl of the Department of Education's *Working Group on Comprehensive Services* (one would have to examine it closely to realize this means "health services") outlined the rationale for school-based health initiatives in her paper entitled "Linking Education to Health and Social Services." She argued that by "working with non-federal experts and resource staff from other government agencies to find ways to *eliminate existing barriers* to widespread implementation" [emphasis author's], hostility to the idea would be removed. To that end, a number of policy groups—*Teen-Aid*, the *Family Research Council*, and many others—were specifically blacklisted. Funding for the project, of course, once again came through the

tax-exempt foundations, and it is no surprise to see the *Robert Wood Johnson Foundation* at the top of the list.

- *Increasing lack of family privacy and parental input into school policies and curriculum content.* To their credit, some legislators currently are working to design legislation that grants parents the right to examine curricular content and to exempt their children from programs that run counter to parental teachings and values; for example, the *Parental Rights and Responsibilities Act*, introduced by Senator Charles Grassley (R-IA) and Rep. Steve Largent (R-OK) and legislation to restrict or end private foundation funding of public policy related to education and close the loophole allowing Medicaid to schools, introduced by State Representative Sam E. Rohrer (R-PA). But unless these measures carry penalties for school districts that do not comply, these efforts will not be useful. Unfortunately, an unintentional side-effect of parents' rights legislation, at least as it is currently being debated in some 28 states, is that it tends to legitimize government intrusion into parental and educational affairs at the same time it resists "overintrusive" government activity into the lives of children and their families. Social service agencies, public health officials, and data-gatherers still have both feet in the schoolhouse door. Merely restricting their activities probably will not be enough.

Parental responsibility laws often are passed in reaction to the terrible crimes being committed by ever younger children such as the March 1998 shootings in Jonesboro, Arkansas' Westside Middle School. Again, here is the crisis mentality at work. These laws are aimed at making negligent parents more conscientious about childrearing, but in so doing they ignore how the 1960s-70s culture and political environment helped to make responsible parenting a losing proposition—in particular, the emphasis on day care over home care; the undermining of morality and religious values taught to children in responsible homes; the abolition of a media code of ethics, resulting in television fare and films that reeked of sleaze, sexual innuendoes, violence, crude language, pornography, promiscuity, and adolescent rebellion; teen and young adult magazines containing page after page of way-out sexual biographies and sex-filled advice columns; and schools where sexual information was easier to obtain than math lessons. It was the social environment exacerbated by government legislation and mandates that precipitated the need for parental responsibility laws.

- *Teacher Mentor Programs.* Ostensibly aimed at helping teachers who are "having difficulties" by placing more experienced teachers side-by-side in their classrooms, this program has translated to a subtle form of coercion aimed at keeping those who balk against the OBE method from saying anything negative about it or going back to traditional methodologies. The Master Teacher (who may also receive "merit pay" as part of that status) oversees the individual "having difficulties" and recommends termination of employment for those who do not conform. This done, the state can satisfy federal mandates that they get rid of the "dead wood." The NEA, of course, supports this concept, and lawmakers and the public know nothing

except what they are told: that an "experienced teacher" will help the struggling novice get his or her bearings and learn the ropes.

- *Closed-loop Computerized Curricula.* We have already discussed Skinnerian-style programmed learning, what Congressman Dick Armey (R-TX) calls the "pigeons-pecking-for-pellets model of schooling" that supposedly provides instantaneous feedback to the student concerning his performance. Now with the computer it is possible to cut the parent completely out of the picture and, in effect, input the same ideas and concepts over and over in different formats until the learner responds "appropriately" to the stimulus.

A simulated situation can be presented to a student via his personal classroom computer, and the computer can simulate the consequences of the child's actions, which the learner selects from a variety of options. The curriculum developer builds reward and punishment into the learning program—for example, incrementally increasing the frustration level—and the teacher/school psychologist ("clinician") can monitor the pupil's reaction.

Because a computer screen tends to catch and hold the eye, it is the ideal way to achieve a *controlled learning situation* (CLS)—the professional term. If you think concern on this point is unjustified, you didn't read the latest from Japan, reported in several newspapers on 16 December 1997: 570 people, mostly children, were rushed to hospitals after watching a popular animated television show about cyberspace adventures. The Japan Broadcasting Company reported that many of the youngsters went into convulsions, and nearly all experienced severe eye irritations. Psychologist Rika Kayama told Kyodo News the phenomenon was likely an epileptic effect—"photosensitive epilepsy, or group hysterics," induced by flashing light. In the wrong hands, the capability to produce such effects would give new meaning to "challenging the student's fixed beliefs." Eventually, this could become the best brainwashing technique ever devised. Computers take on a troubling new function under OBE, even though computer-literacy per se is legitimate.

OBE TRACK RECORD: SOME CASE REVIEWS

Nearly everywhere it has been tried, OBE has been a flop, making not only the parents unhappy, but the teachers and the students as well. Copious news accounts exist to illustrate this. A few examples will serve, all of which are verifiable from two or more independently verified newspaper accounts:

Chicago School System—OBE started out in Chicago as "Mastery Learning," the precursor to OBE also conceived by William Spady. By the late 1970s and early 80s, students were completing the program without ever having read a single textbook or, in some cases, being able to read one. The City of Chicago was bankrupted by OBE, and it didn't work. The Chicago School Board unanimously agreed to terminate the program when they found that after having invested \$7.5 million, their students were falling behind.

Kansas City—Dropout rates soared and grade school students in particular scored lower in reading and math.

Pennsylvania—A six-district OBE pilot project cost the state \$16 million. In 1993, thousands of parents turned out for rallies protesting OBE. The state's House of Representatives voted 170 to 24 against the politically charged environmental component, and then-Governor Robert B. Casey, a liberal Democrat who understood the potential for any future political faction using it, urged that all sections on manipulating opinions and viewpoints be stripped from the program. Even so, the State Board of Education forged ahead, as indicated in Chapter 16, mainly because Board members were prepared in advance of the hearings on the programs for advocacy of the program.

Arkansas—Achievement scores tumbled after four years of OBE. With Arkansas being the home of former Governor Bill Clinton's now-infamous Governor's School, where two students committed suicide in response to encounter-style tactics (see Chapter 14), it is not surprising to learn that Arkansas was one of the first states to introduce OBE. Among the brilliant ideas that found its way into the governor's School curriculum was a strand (mini-curriculum, remember?) featuring a film of a man wielding an ax while he kisses a woman while her mouth is being taped, and another man with his feet in cement shown drowning surrounded by dead bodies. At the time of the brutal massacre (March 1998) by two boys, ages 11 and 13, at the Westside Middle School in Jonesboro, Arkansas, that left four students and one teacher dead, the state was employing the services of Ted Sizer, another OBE guru who in the 1970s headed the equally ineffectual "Effective Schools Movement" on the taxpayer's dime. Sizer was tapped by the government while at Brown University and, with the help of a grant from the Winthrop Rockefeller Foundation, went to work implementing OBE in Arkansas schools. In 1984, Arkansas joined four other states as a pilot for "Re-learning," one of the first OBE projects. This Health and Social Science curriculum for the state reveals OBE-style conflict resolution in action. It "examine[s] the possible causes of conflict in schools, families, and communities" and "demonstrate[s] strategies to prevent and manage conflict in healthy ways." The shooting at Westside is not the first ominous product of such OBE-style programs. Between 1992 and 1996, juvenile arrests for violent crime in Arkansas increased by 17.5 percent, high even in these times of cold, calculating murders.

California—Groups came to Washington to protest OBE, and the State eventually threw out its state assessment.

Minnesota—The prevailing attitude of the students by 1993 became: "They can't flunk me, so why study? Who cares?" So serious did this erosion of the work ethic become, that an organized effort got under way to oust the OBE approach.

Oregon—At this writing, a lawsuit is under way for usurping parental rights and undermining their values in the matter of implementing OBE. Parents and other taxpayers have called the program "anti-literacy."

Littleton, Colorado—The school board canceled the pilot program after having put \$1.3 million into it.

Gaston County, Texas—OBE was brought in as the *Odyssey Project* so that it wouldn't sound like OBE, which parents were already suspicious about from news accounts of the program. *Education Week*, the nation's premier education publication, carried a major story on the controversy, describing the *Odyssey Project* as involving "massive change," including:

- "abandoning traditional grade levels" with outcome-based assessments, including an emphasis on student attitudes;
- requiring 220 hours of community service (even by 3- and 6-year-olds), plus 60 hours of service *to the project* by parents;
- incorporating a "world citizenship" component, in which the US Constitution was overridden when necessary by a supranational authority, entailing legal obligations and enforcement prerogatives against violators;
- longer school days and school years.

But the kicker was the motto students themselves applied to the program once it got underway: "Never do today what you can put off till tomorrow."

The *Odyssey Project* was not confined to the schools. It began "at birth." The Project stated that "health care workers and counselors will visit homes to ensure that health care needs are being met, that adequate cognitive stimulation is being provided, and that learning and other handicaps are being addressed early and appropriately."

Finally, as if it were not enough to further compromise education in the United States by bringing in OBE, William Spady and his colleagues have taken their dog-and-pony show to, of all places, South Africa, with our government's blessing. Billed as a helpful, post-apartheid humanitarian project, it was implemented with virtually no discussion to help educate South Africa's suffering population. Here are the results so far, as reported in the *London Guardian* in March 1998 and reprinted in the *Washington Times*. "South African public schooling fails rapidly," screamed the headline of the article. "Test scores dropped, students dropped out"; "pupils have no sense of what goes on. . . . They come in at 9 and leave at 11"; "the education system . . . appears to be in free fall." A release of 1997 school examination results showed a national passing rate of only 47 percent, which was actually down from 1994's rate of 58 percent. What was most interesting about the article, however, was that *it never mentioned OBE at all*. It was an African delegation from South Africa that came to the United States that spilled the beans. They said the new South African government had been led to believe OBE was a proven technique that would vastly upgrade South African education, so it was implemented. Now the South African children are even worse off. Like in the United States, OBE in South Africa is helping to ensure a culture of illiteracy and low-paid workers.

SELF-WORTH WITHOUT SUCCESS

Some will argue, of course, that there is a time and a place for competition, but school isn't it. They say children need to get accustomed to the idea of learning purely for the pleasure of it, not because they are competing for anything. Why should children be penalized, they argue, for having trouble grasping a math concept, when they could just easily step back, take it slowly, and work it out at their own pace until they "get" it?

There is some merit to that point, and many successful private remedial learning centers are based on it. Unfortunately, that approach cannot be the goal of schooling or allowed to become a permanent way of life.

OBE promises high achievement and high standards without the peer pressure (competition). In place of the *language* of competition is substituted the language of egalitarianism—meaning not just equality of opportunity, or providing everyone with an "even start" but equality of results.

OBE is a lie; it has everything to do with peer pressure. Grades that are given to a collective group, instead of for individual work, are based on the worst kind of peer pressure—one that is twisted and unnatural. When you cut through all the gibberish about paradigm shifts, and frameworks you are left with a methodology *that promotes self-worth by pulling the rug out from under success.*

Take the bizarre rules applied to basketball in Maryland's Cecil County schools these days using OBE principles. Once a team is, say, 10 points behind the other, *it has to wait for the other team to catch up* before it can count any more successful baskets. This way, no player is seen as the "star" of a team, and no-one's self-esteem is challenged. With all the hoopla over sports, only Cecil County has so far had the gall to move the OBE concept onto the playing field. Cooperative learning, the key to OBE, means that all students receive a group grade. As in the Cecil County basketball rules, no one is supposed to "shine;" no one is supposed to care who does the most work or produces the best results, even though every participant knows very well who sat back and did virtually nothing. But the ultimate outrage of OBE is that all the students are supposed to learn to like it this way!

NOTES

1. Marian H. Poepelmeyer, "Schools' 'Outcome' Still In Doubt," *The Cincinnati Enquirer*. 13 September 1994.
2. The entire legal citation carries the Freedom of Information exemption (b)(7)(A), 5 US Code sec. 552 (b)(7)(A), as amended by Public Law 99-570, Section 1802 (1986).
3. Benjamin Bloom, *Taxonomy of Educational Objectives, Handbook I*. 1956, 7.

4. Note that in Virginia's Outcome Number 1 the term "analytical creative thinking" doesn't make logical sense. There is "analytical thinking" and "creative thinking," but not both at the same time.
5. Robert B. Holland, "DAP? It's Mush to Some, Meat to Others, a Mandate for Everyone." 6 October 1993.
6. Unsurprisingly, the organization's president, Dr. Steven A. Schroeder, was heavily involved with Hillary Clinton's *White House Health Care Task Force*.

HILLARY'S BABY: WORKFORCE 2000

You'll know it's true, when it happens to you.

—Old Russian Proverb

The 1994 *School-To-Work Opportunities Act* (the word “opportunities” being a laughable misnomer) and its successors in the House and Senate—the *Workforce Development Act* (S.143) and the *Careers Act* (H.R. 1617), respectively—were sponsored and endorsed by two liberal Republicans. Together, the two comprise *Workforce 2000*. They are exercises in central planning and managed “outcomes.”

The federal government fully acknowledges that the *Goals 2000*/*Educate America Act* and *Workforce 2000* are “closely linked.” Anyone with access to the Internet can find under “Goals 2000” and “School-To-Work” a treatise straight from the US Department of Education described as “Bridges Between Goals 2000 and School-to-Work Opportunities.” The marketing slogan is “competitiveness in a global marketplace.” Nothing is said about personal fulfillment and self-determination.

The *Workforce Development Act* of 1995 will fund a federal, centralized data-collection system, federally mandated hiring quotas and massive regulations, and residential work-training centers. The Act turns schools, even more than they are now, into a combination day-care/holding tank, community social service agency and political re-education center. The brightest kids who survive this system are siphoned off for better things in high school, providing their, and their parents', attitudes (viewpoints) pass muster.

Indeed, the title of the bill would more appropriately read “Forced Development Act.” Everything about it is deceptive and socialistic. It purports to replace the not-so-old 1994 *School-to-Work Act* (STW), but instead solidifies and entrenches it; that is why we will be concentrating on STW here. As written, the newer legislation will require future generations not only to earn skills-credentials that are virtually devoid of factual content, but it would mandate the credentialing of working adults as described by Tavistock Institute (see Chapter 2) in order to continue to be employable and/or to pass college admission standards. The legislation replicates and implements itself through a series of phony consensus/group-think strate-

gies, all given friendly phrases like "collaboration," "partnerships," "fair chance programs," and "strategic planning."

Hillary Rodham Clinton was, and continues to be, very deeply involved—some would say, illegally—in the *STW-cum-Workforce 2000* effort via Marc Tucker's New York-based *National Center for Education and the Economy* (NCEE). Indeed, while still at the now-infamous Rose Law Firm in Arkansas, \$150,000 was paid for her work by NCEE. Tax dollars emanating from New York under Mario Cuomo's (D-NY) administration were used to hire Mrs. Clinton's services from February 1991 through the end of January 1992. Another \$102,000 was apparently paid to her in 1991 to serve as consultant for the NCEE. Mrs. Clinton directed NCEE's *Workforce Skills Program*. Documents since turned over to New York Attorney General Dennis C. Vacco¹ indicate that Mrs. Clinton directed the daily activities to promote (i.e., lobby for) the recommendations of NCEE president Marc Tucker's report "America's Choice: High Skills or Low Wages" (discussed below). Naturally the NEA and the other *Carnegie Foundation* spinoff, the *Education Commission of the States*, each praised the report highly.

Whatever the ethics or legalities of Hillary Clinton's activities on behalf of NCEE and its proposal, it is no surprise that President Clinton later would veto every budget bill that did not in some way include funding for the *Workforce 2000* package. Of course, the way it was marketed was "Bill Clinton will not approve a budget that does not include education." Or, "the President sticks by his commitment to education." Most people have no idea concerning the nature of that "commitment."

It's not as if managed vocational-technological programs have never been tried, or that coupling education to labor force requirements have not been attempted. *Richmond Times-Dispatch* op-ed editor and columnist Robert Holland points to the *Morill Act* signed by Abraham Lincoln during the Civil War and the *Smith-Hughes Act* of 1917. The latter was supposed to "cure all that ailed industrial society, including crime and school dropouts" and ensure "a steady supply of better educated workers." Neither act had much of an impact. Nor were they popular with the vast majority of Americans.

STW and its two successors gave the Labor Department power not only to intervene in local education, but to channel individuals directly into specific industries within the work force. The logic went that experts in the Labor Department are in the best position to know where the gaps are in market supply and demand, inasmuch as its job is to amass statistics on such information. Since, under OBE, Labor and business/industry henceforth will be working hand-in-hand to provide detailed lists of competencies required in the various occupational fields to the education establishment, then the Labor Department should be working to match children's aptitudes, skills, and occupations with the anticipated gaps. From this, proponents say, should come a viable human resource development system, a planned, dependable labor force, and a managed, rather than constantly oscillating, economy.

The language in the initiatives being considered and implemented by our nation's leaders, however, will maximize central government planning rather than individual options. Again, the State's interests will take precedence over the interests of the individual. The underlying assumption appears to be that it is not cost-effective to have mere individuals making choices about their own lives, that they must be regimented and controlled for their own good and for the good of society.

While encouraging youngsters to think about career choices and to be aware of how their various studies are used in the workaday world are positive steps too often overlooked in the past, the old and new STW-*Workforce 2000* laws, tied as they are to the phony standards, or outcomes, of *Goals 2000*, serve to limit future choices for young people, not to help them make career decisions.

ROOTS OF STW

The STW concept is based on the Old World notion that one must produce people to meet the needs of the state rather than the uniquely American concept of freeing individuals to find their most fulfilling place in the world. Again, ideas have consequences, and this one is key. This nation may well be moving into a "new world" technologically, but it is sinking backward into the oldest of worlds philosophically. By intruding more and more into every facet of people's lives—including the business and corporate worlds via grants, contracts, and regulations—our government increasingly becomes the "source" and "provider." Since one does not kill the goose that lays the golden egg, or even offend her, a philosophy is re-emerging that sets us back hundreds of years, even as we acquire the technology that will enable government to enforce it. That philosophy, quite simply, is that people need to be regimented and controlled to avoid hurting themselves and each other, that individuals exist for the benefit of the collective; that the collective is managed by the State, and the key to management is the use of force ("incentives"). Again, it is unfortunate that America's corporate executives are not alert to what they are buying in to when they sign on to *Workforce 2000*-related legislation—if they examine it at all. What they are most likely examining are the "incentives" and immediate political benefits when they jump on the bandwagon. The sad fact is that those who are buying in to the scheme, including CEOs who ordinarily would never think of not investigating the track record before making an investment, have failed to do their homework on the *Carnegie Foundation* and other backers of this proposal.

Of course, some corporate moguls are just plain greedy. They believe apprenticeship will provide them some free labor. Just as professional manipulators, behavioral scientists, knew they would, some businessmen have allowed themselves to hear what they want in their hearts to believe—that they will become the movers and shakers of the twenty-first century and participate significantly in decision-making in the new managed economy

while enjoying free labor. These business leaders will pay dearly for their mistake.

Just as William Spady is the guru of OBE, Marc Tucker is the power behind *Workforce 2000*. Borrowing from and building upon what he implies is the old European apprenticeship concept, he called the 1994 legislation, STW, "[a] seamless system of unending skill development that begins in the home with the very young and continues through school, postsecondary education and the workplace." His logic was that the government should get involved in human resource skill development while the young child is still in the home.

An offshoot of NCEE, the *Commission on Skills of the American Workforce*, is also Tucker's baby, funded in large part, unsurprisingly, by the *Carnegie Corporation* of New York, with business co-funding partners including, SJS, Inc., Towers Perrin, Cresap/Telesis, and the German Marshall Fund of the United States. Its members, all heads of household-name corporations, like Corning, Inc., comprise the planning elite of *Workforce 2000*.

Using the names of these elite businessmen and women, of course, lends necessary credibility to the STW scheme, which is why they were wooed and sought out for the commission in the first place, and why Big Business believes it will be included in the utopian "managed economy" of the future. In return for use of their names in what they believe to be a messianic calling to "save" this nation's workers from extinction, they will get first pick of the "litter." Because that will be, in effect, what American workers become under this plan: litter-mates. Parents will produce the "litters" (in wedlock or not) which, in turn, will serve the needs of the economy (i.e., the State). Ironically, the government-labor-business partnership NCEE organized at the risk of state, federal, and constitutional legal sanctions will likely succeed in depriving future generations of Americans not only of the kind of individual freedom enjoyed since the beginning of the republic, but the memory of it as well.

What should be raising the suspicions of business leaders is the proposed new "tax" on employers to fund *Workforce 2000*. If CEOs of the large companies and corporations named above are blind to the effects this new "school tax," less-well-endowed businesses are not. What is being proposed is a system whereby all employers invest at least one percent of their payroll for the education and training of their workers. Those who do not wish to participate would still have to contribute the one percent to a general training fund, used by the states to upgrade worker skills.

For some reason, when Americans hear this kind of thing they think: "This is just talk." What they fail to do is study other writings by the same people so they can compare notes and see the big picture. For example, in the aforementioned post-election letter (11 November 1992) to friend Hillary Rodham Clinton, NCEE president Marc Tucker wrote:

One of the most important reasons that German employers offer apprenticeship slots to German youngsters is that they

fear, with good reason, that if they don't volunteer to do so, the law will require it. Bill [Clinton] could gather a group of leading executives and business organization leaders, and tell them straight out that he will hold back submitting legislation to require a training levy, provided they commit themselves to a drive to get employers to get their average expenditures on front-line employee training up to 2% of front-line employee salaries and wages within two years. If they have not done so within that time, then he will expect their support when he submits legislation requiring the training levy.

Whether Tucker finds it significant or not, the fact is we are not talking about Germany, a homogeneous group with a very different culture and history from our nation. We are talking about the United States, which is anything but homogeneous. German employers are not being asked to offer apprenticeships to everyone from Haitians to Vietnamese and Hispanic newcomers, or to street people, or to persons with multiple disabilities.

Keep in mind, too, that large American businesses and corporations are already spending fortunes on employee re-training and remediation. Scores of articles have been published in the past five years detailing the sorry state of basic knowledge among new employees, including college graduates, who cannot write clear reports or make simple arithmetic calculations, like percentages, or perform hundreds of other tasks that used to be taken for granted in the workplace. To ask them now to throw good money after bad by taxing them, in effect a tax which surely will be passed on to consumers in one form or another, is to punish businesses for existing.

Under whatever name you care to call the *Workforce 2000* concept, it is based on the model of socialist countries which typically have had higher unemployment rates than the United States. Prior to the 1992 election, the cost was set at \$4.7 billion for H.R. 1617, and a whopping \$6 billion for its counterpart in the Senate (S. 143). The only thing *Workforce 2000* accomplishes is to exchange some federal programs for a federally controlled system that collects massive data on workers and unelected state and local workforce development boards via the Labor Department's Labor Market Information System (LMIS). In other words, the whole scheme is a front for control via the "personal skills/Smart Card." This bears no resemblance to apprenticeships of 18th-century masters in Europe that produced fine carpenters and artists. Given the direction computerization is taking, any national job registry will be linked internationally so that the managed global economy of Marc Tucker's dreams will be a reality.

THE CERTIFICATE OF MASTERY (CIM)

Marc Tucker's ballyhooed report, "America's Choice, High Skills or Low Wages," alluded to earlier on, has served as the catalyst for STW restructuring efforts and is considered a blueprint for STW legislation. It gave rise to Oregon's pilot effort at legislative reform: "Schools for the

twenty-first century." This model will be the basis for legislative changes around the nation, which in turn will inextricably link STW to OBE and make the match virtually legal, if not quite constitutional.

In any event, the "America's Choice" report describes what amounts to a paper ghetto: a series of "steps"/credentials that the student will need under STW to get into the workplace—which, as we have seen, will not necessarily be a career path of his/her own choosing.

[A]ll students meet a national standard of educational excellence by age 16, or soon thereafter. Students passing a series of performance-based assessments that incorporate the standard would be awarded a Certificate of Initial Mastery. Possession of the Certificate of Initial Mastery would qualify the student to choose among going to work, entering a college preparatory program or studying for a Technical and Professional Certificate, described below. . . . Our goal is to set a tough standard that almost everyone will reach, although not at the same time . . . The States should take responsibility for assuring that virtually all students achieve the Certificate of Initial Mastery [CIM]. Through the new Employment and Training Boards, states with federal assistance should create and fund alternative learning environments for those who cannot attain the Certificate of Initial Mastery in regular schools. . . . Youth Centers should be established to enroll school dropouts and help them reach the standard. . . . Once the Youth Centers are created, children should not be permitted to work before the age of 18 unless they have a Certificate of Initial Mastery or are enrolled in a program to attain it.

A comprehensive system of Technical and Professional Certificates and associate's degrees should be created for the majority of our students and adult workers who do not pursue a baccalaureate degree. Technical and Professional Certificates would be offered across the range of service and manufacturing occupations. A student could earn the entry-level occupation specific certificate after completing a two- to four-year program of combined work and study, depending on the field. A sequence of advanced certificates, attesting to mastery of more complex skills, would be available and could be obtained throughout one's career. The Secretary of Labor should convene rational committees of business, labor, education, and public representatives to define certification standards for two- to four-year programs of professional preparation in a broad range of occupations. These programs should combine general education with specific occupational skills and should include a significant work component. . . . A means should be established to ensure that all students can receive financing to pursue these programs.

Now, let's examine this proposal. Paragraph 3 hawks a tough standard that nearly everyone meets. Now, if everyone can meet it, is it so "tough"? Then, there is a new layer of bureaucracy in the *Employment and Training Boards*, and neither the states nor local governments are going to have autonomy because they are, according to paragraph 4, going to be getting federal assistance. To emphasize this point, let's skip to another part of the report which recommends:

A system of employment and training boards should be established by Federal and state governments, together with local leadership, to organize and oversee the new school-to-work transition programs and training systems we propose. We envision a new, more comprehensive system where skills development and upgrading for the majority of our workers becomes a central aim of public policy.

Notice that nothing is said about general knowledge under this system, just skills, as per Tavistock's "skills culture." Knowledge—the kind it takes to be a well-rounded person, to make intelligent decisions, to retain some degree of personal autonomy, and to maintain a democratic republic—is not addressed under the STW recommendations. The CIM represents a kind of Green Card used today only by alien residents of the United States—i.e., they can't get a job here legally without one. As Representative Henry Hyde (R-IL) wrote in a letter addressed to his colleagues in Congress, admonishing them to repeal *Goals 2000*, STW, and the *Improving America's Schools Act* (IASA):

Behavior modification is a significant part of restructuring our schools. School children will be trained to be "politically correct" . . . to accept alternative lifestyles, to contribute to the community through mandatory community service. . . . In Marc Tucker's letter to Mrs. Clinton, laying out the plan for *Goals 2000* he states, "Radical changes in attitudes, values, and beliefs are required to move any combination of these agendas."

Under H.R. 1617 and S. 143, school dropouts and ne'er-do-wells will have their special programs, just as they do today, only they will be called Youth Centers instead of Special Education. Looking at the track record, it is highly questionable whether these youngsters will do any better in a Youth Center than they did under the Special Education and remedial categories which purportedly provided them with extra help and specially trained teachers.

THE LABOR-EDUCATION MERGER

In Chapter 16 ("The Sprint"), we briefly discussed the SCANS 1992 "Blueprint for Change," which combines the Departments of Education and Labor to produce a global labor/work force. In comparing the dates on the *America 2000* public relations pamphlet, the letter to Hillary Clinton

from Marc Tucker, and the SCANS report entitled "Learning a Living: A Blueprint for High Performance," one discovers they were all produced within a four-month period and appear to be linked. An excerpt from the SCANS report reads:

Educators . . . should inform employers of the workplace competencies what students have obtained. Today, neither employers nor educators receive or deliver information efficiently. SCANS aim[s] . . . to improve the information flow. . . . A national education-based assessment system should be implemented that will permit educational institutions to certify the levels of the SCANS competencies their students have achieved. . . . The Educational Testing Service is developing WORKLINK, an electronic information system linking local schools and employers. WORKLINK is an "employer friendly" record to make school performance count in the workplace. It provides to employers a reformatted high school transcript that is easy to interpret; . . . [and] information on job-rated behavior, including punctuality, timely work completion, and willingness to follow directions.

Employer friendly? Let's look at the attached "EXHIBIT K—Hypothetical Résumé." Under the heading "SCANS Personal Qualities" was the category "Integrity/Honesty." Jane Smith was rated as merely "good." Would hiring her be a risk? What kind of test did they give her to determine that rating? A similar "test" given to prospective employees at California's Target Department Stores was judged a Catch-22 in court; like the hypothetical Jane Smith above, the person had to make himself/herself look bad just to pass the test!

If there ever was a bait-and-switch tactic, this is it—the one aimed at Big Business. Aglow with promises that a youngster's "competencies" will be matched by computer to a National Labor Market Information System listing by code number all possible job categories and subcategories by availability, just like one giant employment agency (see also Chapter 2, "Unified Coding and Standard Definitions" on the Student Accounting Handbook); these leaders ignore the fact that this information is tied to certified (*approved*) providers and training programs; an approved list of so-called supporting services, such as day care and transportation, and other approved goodies that will increase their costs tremendously. On top of that, employers will have to spend 1 1/2 to 2% of their salary and wage bill on training that is leading to national skill certification. We read about a voucher-style "career grant" that locks the individual in to government funding, and that grant is only good for certified (*approved*) providers.

This grant is the ticket to approved job training. To quote education researcher Katie Levans, "if an employer doesn't want to pay for worker re-education, the government [will] threaten and intimidate him/her into complying by using so-called tax incentives." Big business leaders who have bought into the *Goals 2000/SCANS* scheme so far include Union Carbide,

TGI Friday's, Motorola, Xerox, and MCI. They had better look again if they think they are going to get highly motivated, productive workers out of this scheme. They should review Friedrich Hayek's 1944 treatise, *The Road to Serfdom*, in which he states:

Economic control is not merely control of a sector of human life which can be separated from the rest; it is the control of the means for all our ends. . . .

When security is understood in too absolute a sense, the general striving for it, far from increasing the chances of freedom, becomes the gravest threat to it. . . .

Just as the democratic statesman who sets out to plan economic life will soon be confronted with the alternative of either assuming dictatorial powers or abandoning his plans, so the totalitarian dictator would soon have to choose between disregard of ordinary morals and failure. It is for this reason that the unscrupulous . . . are likely to be more successful in a society tending toward totalitarianism. . . .

In order to achieve their end, collectivists must create power—power over men wielded by other men—of a magnitude never before known. . . .

Once you admit that the individual is merely a means to serve the ends of the higher entity called society or the nation, most of those features of totalitarian regimes that horrify us follow of necessity.²

Fast-forward to 1998. In an editorial for the *Washington Times* in February, entitled "Totalitarian impulse," former Vice-Chairman of the CIA's National Intelligence Council, Herbert E. Meyer, reiterated many the same points as Hayek when he wrote:

One feature of any totalitarian state . . . is the conviction by its leaders that the revolution [or the agenda] is supreme; that its protection and success is so important that—nothing—must be allowed to stand in its way. Are the laws an inconvenience? Circumvent them, ignore them, change them if you can, break them if you must. Has a loyal member of the team become a problem? Demote him, banish him to the hinterlands, oust him, if necessary destroy him politically or even physically. at all costs protect the revolution. Are your political opponents gaining support? Do whatever it takes to stop them, however distasteful. . . .

At no time in our country's history has this totalitarian impulse been so visible or so widespread. Nor is it merely the result of a more ideological era—of the liberal versus conservative tone of today's politics. . . .

STW AND THE EQUITY ETHIC

"What is essential," wrote Marc Tucker in his 1992 letter to Hillary Clinton, "is that we create a seamless web of opportunities to develop one's skills that literally extends from the cradle to grave and is the same system for everyone—young and old, poor and rich, worker and full-time student." The "same for everyone" clause may not strike some people as negative, just as the word "opportunities" does not. In addition, the term *equality* has been drilled into American brain cells until it has become something far different from what was intended when Thomas Jefferson penned the Declaration of Independence. Equality no longer means "treated the same before God and the courts;" it is now interpreted to mean "sameness" in all respects. *Equity* is not the same as *equality*, in any case, but most people no longer recognize the difference. *Equality* has been reinterpreted to mean "identical outcomes regardless of the circumstances," so that it doesn't matter one whit if person "A" works harder or builds a better mousetrap than person "B." As per OBE, the rewards (i.e., earnings, status, credentials) are supposed to be the same for everyone—except, perhaps, in sports.

Many people believe that only bigots would have any objection to this arrangement, but the issue, of course, is not generally about race. Race may be, and often is, occasionally used as a decoy when it is convenient. But sameness, or equity, is a Marxist view of economics—"from each according to his ability, to each according to his need"—regardless of race, social status, merit, or any other factors. The caveat, however, is that you are not equal unless you express the correct opinions. You will be recycled (re-educated) until you do. One of those "correct opinions" is guilt over the prospect of having more money than the fellow down the street. Another is to value teamwork over individual achievement. These comprise the equity ethic and reveal how *equity* is different from *equality*.

To further nail down the "new meaning" which *equality* has taken on, let's look at the two pilot states selected to demonstrate the tenets of the *Workforce 2000* proposal—Oregon and Washington. The kickoff conference in Portland, Oregon, on 6-7 November 1995, included such topic areas as:

- Career Clusters: K Through Life;
- Reducing Resistance to Reform;
- Bar Code-Based Competency Tracking;
- Computerized Classroom Management;
- Changing the Nature of Work;
- The Promise of Consolidation: Creating a System of Occupational Education and Job Training.

You get the picture. A featured speaker was Ms. J. D. Hoyer, head of Oregon's professional and technical education program prior to being tapped for President Clinton's *National School-to-Work* office in November of 1994. In an interview for NWRL's newsletter, *Northwest Policy*, she said:

The SCANS Report provided some core skills that everybody who works in the twenty-first century will need . . . like critical thinking, problem solving, and working in teams. Then you've got the hard skills being established by national . . . and international associations. . . . There will continue to be on-demand testing, both traditional SAT and state assessments. Part of that on-demand piece also is . . . coming out of the national standards project. That involves the use of portfolios and a set of scales against critical outcomes like thinking skills. How do you measure thinking skills? Part of it is testing, and part of it is demonstrating through work whether or not those skills are in place. . . . Our issue is it's for all kids. And all means all—all does not mean some.

Ms. Hoyer isn't kidding. "All does not mean some. . . ." This quotation is the essence of the *Workforce 2000/Goals 2000/OBE* package. Now look at "Section 4. DEFINITIONS" under the "School-to-Work Opportunities Act of 1994":

All students—the term "all students" means both male and female students from a broad range of backgrounds and circumstances, including disadvantaged students, students with diverse racial, ethnic, or cultural backgrounds, American Indians, Alaska Natives, Native Hawaiians, students with disabilities, students with limited-English proficiency, migrant children, school drop-outs, and academically talented children.

When asked specifically about the youngsters who were *not* in state schools Ms. Hoyer said: "Most of those kids we've got through other agencies: . . . adult and family services, teen parent programs, corrections programs, and other alternative learning programs. . . . We're serious. All means all."

Thus will private school youngsters and homeschooled children be roped into Workforce 2000.

Look again at the definition given for "all students." Keep in mind that these kinds of things are written very carefully. Not so much as a simple memo goes out the door of a government agency that isn't re-written as many as 15 times by staff and officials before they are satisfied that it carries just the right connotation, tone, and "spin." For that reason the definition of "all students" is revealing, because "academically talented" comes last, signifying a lower priority status.

CHILD "ADVOCACY" AND *WORKFORCE 2000*

Unfortunately, aggressive reorientations of policy carry increasing legal protection, thanks to the careful appointment of federal judges who are sure to take extreme and activist positions with respect to the law.

The aggressive and extremist child advocacy movement has become a case study in the revocation of due process and democratic rights.

Let's turn our attention to "Definition number 18" under "DEFINITIONS" of the *School-to-Work Opportunities Act of 1994*: the "school site mentor":

The term "school site mentor" means a professional employed at a school who is designated as the *advocate* for a particular student, and who works in consultation with classroom teachers, counselors [often psychiatrists], related service personnel and the employer of the student to design and monitor the progress of the School-to-Work Opportunities program of the student.

So, it's official. Parents are not fit for their traditional role of guidance and leadership. They've been replaced by an "advocate."

The term "child advocate" has been around since 1974, under the *Child Abuse Prevention and Treatment Act*. Once the Child Protective Services bureaucracy got into high gear and began receiving taxpayer funds for every child they seized from home for placement elsewhere, advocacy started running amok. Since that time, due process has gone by the wayside, thanks to activist judges who protect the equally activist mental "health" industry hive and its social worker bees. All a family needs is an anonymous phone call to the bureaucracy by a disgruntled neighbor or business associate, and not only is that child removed from the home in many cases and subjected to embarrassing and invasive medical procedures, but the parents can expect to spend a fortune proving their innocence. Even if they do prove it, by then their reputations are ruined, their families traumatized and broken.

A recent example is the case of Larry Neidig, a 20-year veteran of the Fairfax County, Virginia, Police Department. His case is typical of the way in which local "health" officials (social workers) aggressively work to break up good families under the cover of sexual abuse. Mr. Neidig had a squeaky-clean record and several commendations, when his wife suddenly contracted lupus and died in 1992, leaving him with two small daughters to raise. In 1995, a troubled classmate of his daughter, Christina, apparently made up a story implying that Neidig was sexually abusing Christina. Immediately, a county Child Protective Services worker flew into action and questioned Christina about it. Christina denied the accusation, and that should have been all there was to it. But then a police detective and a social worker approached her again. "They asked me the same thing over and over again. . . . I was tired of talking about it." Finally, they got Christina to say her father had touched her. Not satisfied they still kept after her, until one day in May Christina just didn't come home. School employees told her father she probably ran away.

It turned out that Christina was examined by nurse Suzanne Brown, head of the Fairfax County *Sexual Assault Nurse Examiner Program* (SANE). Recall in an earlier chapter how school nurses can now serve as front line shock troops in an effort to drive a wedge between parents and their

children. This is a case in point. What the nurse found was a small seam in the genital area called a "perineal raphe" that is more pronounced in some females than in others. It requires a rather invasive examination even to find it. But in this case it was misdiagnosed as a scar from penile penetration. Once the misdiagnosis was uncovered, by a specialist in the field of sex abuse cases, Neidig's daughters had been removed from him for 18 months, and he was embroiled in a criminal trial that carried a possible life sentence. The errant nurse had told the police officers with whom Neidig worked that he was a sex abuser, without benefit of trial, and his fellow officers' knee-jerk reaction was to side with the nurse.

To make a long story short, it took a jury exactly one hour in September 1996, to find Neidig innocent. The girls' hymens were totally intact and after looking at all the evidence, Dr. Robert Fey, a New York pediatrician who has evaluated hundreds of such allegations, declared that SANE had "made gross errors" in its medical assessments and "were looking for anything at all to validate a finding of abuse." The County Circuit Judge, Gerald Lee, ruled that the children had not been abused and returned them to Neidig, who, nevertheless lost his job because of the allegation and remained in a police computer bank as an accused sex offender. Naturally he wanted to clear his good name.

Was Neidig ever in for a shock! In a chance conversation about a forthcoming beach trip with the girls following this incident, in January 1997, Christina mentioned that she and her sister had been in Norfolk during the separation period "to visit a doctor." With a little detective work on the part of civil attorney Harvey Volzer, Neidig discovered that lawyers for Fairfax County had secretly taken the girls for an examination they hoped would buttress the allegation of sexual abuse. Dr. John deTriquet, a Norfolk, Virginia, 25-year veteran child sexual abuse expert, was asked by county lawyers to see the girls in April—the first doctor to do so following the false SANE evaluation. Dr. deTriquet's conclusion was "simply and specifically that there existed no physical signs of genital trauma." But the county had kept Dr. deTriquet's findings secret and had proceeded with the effort to keep Neidig's children and follow through with prosecution. Fairfax County refused to concede their error, and the award-winning cop couldn't get his job back.

At the same time, across town, a single mother on crack cocaine gave birth to a baby in a motel room trash can. She placed the child in a plastic bag in the dumpster outside. The motel manager rescued the baby, thanks to the family dog who alerted him while he was making his rounds. Social workers in this case are not prosecuting. Instead, they are considering rehabilitation and parenting classes for this irresponsible wretch of a person and returning the child to her!

In laying the incidents of Mr. Neidig and the crack mother side by side, it is plain, once again, that the law favors the irresponsible, negligent, and abusive. This is child advocacy in action, and these are far from isolated cases. Indeed, so bad has the movement become in Florida, that state

Senator John Ostalkiewicz was elected on the basis of his promise to aggressively pursue and curb such abuses of the public trust by the state's human services agency.

HOME SCHOOLS AND *WORKFORCE 2000*

So far, homeschoolers have felt relatively safe from government intrusiveness. The more knowledgeable, of course, know that this is temporary, that the self-anointed professionals who guide and guard the educating process have little more than contempt for homeschoolers and that, eventually, every effort will be made to force such parents to give up homeschooling whether out of economic or logistical necessity. Recall Hoye's words in the interview: "All means all," she declared. All children will be roped into the system.

If economics, paperwork, red tape, and impossible logistics are not enough, other efforts are beginning to target homeschoolers. For example, an organization called *Tech Prep* is the first *Workforce 2000* system to be piloted in the State of Washington. It is part of the *Northwest Regional Education Laboratory's*³ regional base and the first of many STW concepts to lure, then lock, homeschoolers into the *Workforce 2000/Goals 2000/OBE* initiative.

Washington's *Workforce Training and Educational Coordinating Board* describes *Tech Prep* as "a competency [outcomes]-based program that begins in the last two years of high school, continues through two years at the secondary level, and leads to completion of an associate degree, certificate, or apprenticeship." Once in the system, the homeschooler is bar-coded along with his counterparts in the state-supported system, meaning that each child will have a permanent computerized record.

The bar-coding system in question is being developed by *Diploma Technologies, Inc.*, in Kirkland, Washington. Robert Lehr, the company's chief executive officer, presented a paper entitled "Bar Coding Based Competency Tracking," at the November 1995 *Workforce Conference Roundtable* in Portland, Oregon. "Participants," states the paper, "will . . . learn how to use a bar code based competency tracking system and recognize the accuracy and time saving features that it offers; [and] understand how competency tracking fits into . . . Competency-based Program." *Tech Prep*, then, will get the bugs out of the system in Washington State before taking the concept nationwide.

Meanwhile, a newsletter, *Northwest Tech Prep Networker*, exemplifies the soft-sell approach to lure homeschoolers back into the State-supported system. Notice how the stage is set so that the unwary will snatch up the bait, which is cast in terms of "preparation for and exposure to the world of work":

How to include home-based students in Tech Prep activities . . . will be an issue to address by state and local educators. Creative planning will require that all students have access

to Tech Prep education. Homeschoolers will need to consider such factors as: Work-based learning experiences; Competency-based⁴ educational practices and methodologies; SCANS skills development; occupational information.

Employees in the not-so-distant future must be equipped with such skills as teamwork, . . . communicating with diverse populations, computer technologies, and critical thinking skills.

These are only some of the elements required for the new workforce that home-based learners may not be able to provide. Homeschooling parents should contact their local Tech Prep Coordinator about strategies to ensure Tech Prep education for their children.⁵

Now, ask yourself: Who will this *Tech Prep Coordinator* represent? Not the parent, but the State. What, according to the newsletter, are the new so-called skills which the social planners at NWREL fear homeschooling parents will be unable to "provide"? Teamwork, communicating with diverse populations, critical thinking and computer technologies. These are all OBE outcomes.

In reality, chances are good that parents will be better able to provide critical thinking and computer technology than the state. Why? First of all, by providing a better foundation of basic knowledge and one-on-one interaction, parents are more inclined to give their homeschooled youngsters something to think *about*. Also, home-schooled youngsters' parents tend to make more and better use of existing computer technologies than parents of state-schooled children, for a variety of reasons: higher interest in and experience using computer technology, increased use of varied software packages in order to conduct their own businesses, since they are spending more of their own time at home, and more discerning use of computer software packages since they are being purchased out of pocket.

What about "teamwork" and "diversity"? Teamwork is one of those concepts which are at the heart of many parents' decision to homeschool in the first place. The overemphasis on group, as opposed to individual, activities has steadily eroded independent thought, creativity, individual merit, and the work ethic in state-supported schooling. While few would argue that there is a time and a place for working toward a common goal, including in the workaday world, today's psychology-directed public schools have made the group the end-all of education, until it has become even more important than the end-product derived from the activity.

Moreover, the discrimination against homeschoolers has begun, as indicated in Chapter 18, in the form of additional testing to enter state universities. Despite the better academic performance of most homeschooled children, their values appear to be skewed to an American way of life and national consciousness that global planners are carefully phasing out. Consequently, these students need to be scrutinized for "defective personalities" before being allowed to pursue their studies.

OF GLOBAL MARKETS AND "MANAGED MENTALITIES"

Under the *Workforce 2000 (STW)/Goals 2000/OBE* package, Americans will engage in so-called life-long learning, not for the purpose of expanding their minds, but to be production units of labor (à la Karl Marx) in a government-managed economy, the purpose of which in this case is to conform to the larger, global agenda and keep in power a smug elite. This global economy, as it is currently conceived, will not operate for the benefit of individuals. Individuals (production units) are to be molded to fit the needs of the global marketplace. Stated that way, the global "marketplace" actually becomes a misnomer. Most people visualize a marketplace as being a larger version of the old town square, in which individuals hawked their wares. Or we compare it to an updated version of a shopping mall. But the global "marketplace" of *Workforce 2000* and United Nations economists is not a shopping mall directed at consumers. It is a cabal of special interests tied to government, all vying for power. These special interests represent various market areas that will be included in government planning and legislation only if they conform and contribute to the *Workforce 2000/Goals 2000/OBE* concept. Otherwise they will have no say and be regulated out of business. The trade-off for survival is rather like living with the old Mafia of the 1920s: agree to receive lists of approved workers from government, train them, and accept a 1½ to 2% automatic "tax" for the privilege of staying in business.

Representative Henry Hyde (R-IL) appears to be one of only six in the House and Senate who has done his homework and understands, for the most part, what America is about to buy into with the *Goals 2000/OBE/Workforce 2000* legislative package. He calls it a sham "reform" movement, an effort "to turn our nation's elementary and high schools into a coerced training ground for the labor market." He says, "These changes are designed to guarantee an ample supply of low-wage earners for jobs employers now have trouble filling."

Even those of our elected representatives who philosophically oppose the shift to psycho-behavioral educational objectives frequently fail to fully understand what the objectives are. Because of the rhetoric about decentralization and deregulation they hear, they have a hard time believing that nothing will be left to state and local decisionmakers under current education establishment reform plans, as long as one penny of federal money flows to the state education agencies and/or to the local school district, either directly or indirectly. They don't understand that it is tax-exempt foundations and special interests—a shadow government, in effect—that is putting this agenda in place.

Under *Goals 2000* and *Workforce 2000*, no one will be "their own person," and the term "parental involvement" will take on a new meaning, as government increasingly inserts itself into family affairs, under the guise of ferreting out unfit parents. Parents become "breeders and feeders," while the school becomes the "village" that raises the child.

Under the pretense of "involving the business community," a system of "necessary skills" and aptitudes is being generated to fit every trade and profession. Youngsters of the future (beginning with the year 2000) will be steered toward these various trades and professions before they have really had time to make such a decision. The purpose of this—as in every Utopian scheme—will be to fashion a society (in this case, a world society) in which every citizen has a niche, especially low-wage earners, and there is no unemployment.

The caveat, of course, is political attitude, or worldview, just as it was in the old, failed Soviet system. The "wrong" socio-political bent ("political illiteracy") will result in the need for psychological "counseling," and failing that, in an inability to continue the education process and receive the needed "green card," the *Certificate of Initial Mastery* (CIM), for a job. Electronic records will be kept on each child, and these will be accessible to prospective employers, special interest "research" groups, government agencies as well as computer hackers, crackers and terrorists.

The bottom line is that *Workforce 2000* legislation eases employment opportunity away from the dictates of supply and demand, except at the low-wage-earner level, even while pretending to be catering to that ideal. How can supply-and-demand be operating if it is "planned" or "managed"? Either supply-and-demand is at work, or it is planned, but not both. Thus *Workforce 2000* is based not on self-determination, but on pre-determination—by a committee of political elites.

NOTES

1. Reported in the 20 June 1996, issue of *Education Week*.
2. Friedrich Hayek, *The Road to Serfdom*, 1944, 92-144.
3. All education Laboratories and Centers are funded by the US Department of Education.
4. Same as outcome-based.
5. Northwest Regional Education Laboratory, September 1995.

THE “FULL-SERVICE” EDUCATION MODEL

The statist has no use for the Golden Rule. The statist does not do unto others as he would have others do unto him. The others aren't to do at all; they are to be done to and done for. . . . The Golden rule teaches that we are all brothers. Statism teaches that we are the children and that government is the parent.

—Theodore J. Forstmann, Remarks delivered
at Hillsdale College's 1997 Shavano Institute for
National Leadership seminar: “Educating for Virtue:
The New Values Revolution,” Coronado,
California, January 1997.

The state is that great fictitious entity by which everyone seeks
to live at the expense of everyone else.

—French economist Frederic Bastiat

At this writing, the *United Nations' Convention on the Rights of the Child* and the *Commission on Global Governance* have been established. President Clinton signed the Convention, as did some 140 other nations.¹ Thirteen countries have integrated the Convention into their educational curricula and eight have augmented their data collection systems to incorporate the “children's rights” specified in the Convention, including the right to sexual information and practice.

Everyone should read the *Children's Rights* document. It is both the culmination and the validation of anti-authoritarian theology, reflecting the pronouncements of every anti-parent radical and anarchist from the mid-1800s through the mid-1900s—Wundt, Neill, Ellis, Lane, Owen, Gross, Steckel, Fromm, Reich, Adorno, Freud, Marx, Lewin, Marcuse, Gramsci, Rees, Chisholm, Cameron, Lunacharsky, Lukacs, Dewey, Russell, Potter, and Thorndike. Though not named directly, they're all there. Wundt's “science without a soul;” Neill's contempt for authority (“There is never a problem child, only a problem parent”); Lane's redefinition of *freedom* (“Freedom cannot be given. It is to be taken by the children. . . . Freedom demands the privilege of conscious wrongdoing”); plus the sexual obsessions

of Abraham Brill, Red Emma, Mable Dodge Luhan, and Sigmund Freud; and Stalin's violent anti-parent campaigns of 1928. All these efforts are brought to international fruition in the *Convention on the Rights of the Child*.

For years, theories have circulated to the effect that the United Nations is serving as a springboard from which to launch a world government. Today, the most popular counter-argument is that all those paranoid folks who saw Commies under every rock during the Cold War years have simply substituted one scapegoat for another—the UN for Communism—although suspicions began circulating long before the old Soviet Union fell apart. But whether one believes the United Nations to be the launchpad for a worldwide governing body or not, it is undeniable that the organization has made inroads into the educating process worldwide, through its United Nations Educational, Scientific, and Cultural Organization (UNESCO) arm. Philosophically, both the UN in general and UNESCO, in particular, are far more attuned to the old Marxist model of government than to a democracy, and most of the newer member nations have no experience whatever with a republic such as ours. The compromise model being purveyed today is best described as *statism*, frequently packaged as "free-market socialism."

THE NEW STATISTS

Statism is the view that the state, or government—not the individual—is the spiritual center of society. While this nation's policymakers, much less average citizens, would never publicly or even consciously ascribe to such a position, the fact is that most Americans have come to expect certain entitlements. While we may know, technically at least, that entitlements like Social Security, Medicare, and so on come from our own personal coffers, not from "government" *per se*, the American people have, since the 1920s, jumped the mental hurdles once associated with the welfare state. Like the new garbage disposal in the kitchen, no one wants to give up something upon which he has come to depend, or if not depend, then expect. Yes, we could do without the garbage disposal, but who wants to? In similar fashion, we have grown accustomed to what "government" provides.

Columnist/lecturer George Will and Theodore J. Forstmann, co-founder of the private investment firm Forstmann Little & Company, both point to Social Security as having been the opening wedge which greatly influenced our present attitudes toward socialism, even though we don't use that label. "Socialism" still carries negative connotations, and it has been redefined for us as "community," or as "a stake in the system." Forstmann, who is also a board member of the *Cato Institute* and co-founder of *Empower America*, quotes a recent *New York Times* editorial complaining that privatizing Social Security would treat people "as individuals." When icons of popular thought, says Forstmann, attack privatization because they fear it would treat people on an individual basis instead of on a group—or

"community"—basis, then you know that the mental switchover has been made. Suddenly, "government assumes a moral importance that outweighs individual claims."² Security begins to substitute for freedom, and government ceases to be viewed as "a collection of bureaucrats, agencies, and limited constitutional powers, but rather as the embodiment of the collective good, as 'community.'"³ This philosophical transformation, however subliminal, represents defection from the principles on which this nation was founded and is, therefore, at the heart of America's acquiescence to socialism.

REDEFINING "COMMUNITY"

Recall the term "community schools," the socialized vision for education as it was characterized in the late 1970s and early 1980s. Similar to Marc Tucker's vision, the school was to serve as a future "hub" of a community, an institution in which children (and their families) could take their problems, receive counseling and be directed to various social services. Schools, in effect, would teach youngsters how to "live at the expense of everyone else." Today, living at the expense of others is dogma. Those who question it stand accused of opposing "shared values," and "the common good."⁴

In its simplest terms, says Forstmann, "the statist view is that government should make decisions for individuals." For that reason, statism is elitist, for who can properly make decisions for others except some group that is perceived to be better than the rest of us, an elite? The problem, of course, is that because most "individuals usually prefer to make their own decisions, coercion and compulsion become necessary correctives."

The various behaviorists who today dominate the field of education are predominantly statist. The philosophical *raison d'être* behind the mental health agenda in American schools is that children are better off when government becomes the parent. The state, of course, is better off, too. It has more power when a majority of parents are not in control of their children's lives. For the same reason, it is advantageous for the state to keep youngsters as close to a permanent condition of adolescence as possible. There is no incentive on the part of statist-educators to turn children into responsible adults. If a society is to remain malleable, mature adults, capable of independent judgment based upon facts, are not desirable. Social psychologist James Coleman, *The Adolescent Society: the Social Life of the Teenager and its Impact on Education*, expresses it well when he states:

Equality of opportunity becomes even greater with the weakening of family power. . . . [T]he strategy of strengthening the family to draw the adolescent back into it faces serious problems, as well as some questions about its desirability. A better approach would be to use the adolescent society, just as it is, to improve established societal institutions. In order to do this, one must know how adolescent societies function, and beyond that, how their directions may be changed.

Like other statist, behaviorist educators have adopted a three-part strategy, mentioned earlier in these chapters, but also alluded to by Forstmann, that includes: (a) encouraging youngsters to value security over freedom, (b) manipulating the language so that terms relating to independence, individualism, constitutional rights, democracy, and various other values are twisted, and (c) using the courts and laws in ways that are sure to overcome the popular will whenever what average people want clashes with those things that government needs. Eventually the whole society moves irretrievably over the edge into a statist mentality.

EDUCATING FOR DEPENDENCE

Theodore Forstmann and George Will are the latest in a long series of writers and national leaders who have warned against the seductive appeal of government handouts. For example, 1960s lecturer/columnist Henry M. Wriston, politician George Romney, and even a *Vogue* magazine editorial once admonished Americans about "luxuries-become-necessities" leading to a complacency in which security is valued over freedom. Today, the typical scenario for weaning the masses from independence, says Forstmann, goes like this: "[G]ive as many people as possible a taste of entitlement—give everyone, as our President likes to say, 'a stake in the system.'" Notice this is not the same as a stake in liberty, or a stake in being an American. A "stake in the system" means dedication to milking as much from the bureaucratic process as possible.

Numerous columnists and commentators have cited the Clinton Administration's attempted health care initiative as a recent case in point. In pushing the universal health care scheme, the Clinton Administration sought technical advice from countries already awash in socialized medicine. What most people don't know, says Forstmann, is that the Administration also sought political advice from those countries regarding how to push the idea. For example, "the German parliament advised that the most certain path to becoming a permanent governing entity was to socialize health care."⁵ Presumably, as soon as everyone had a taste of "free" health care, they would be reticent to give it up and, in fact, would insist on more. In the end, no amount of health care provided would ever be enough—which results in a socialist-leaning power structure becoming entrenched. But as Americans continue to be conditioned into a semi-permanent state of adolescence (or "neurotic children," as J. R. Rees would have it) the populace increasingly believes it can be taken care of and have its desires satisfied without any reciprocal demands from the caretaker. As columnist Stephen Chapman notes: "They [adolescents] cherish the right to make their own choices—and expect Mom and Dad to clean up the mess when those choices don't work out. . . . [We want] the best of both worlds—the freedom that goes along with being an adult and the security afforded to children; a low-taxing government that leaves its citizens free of arbitrary controls while administering hugely expensive programs to protect them against any unpleasant contingency [is] like asking for dry water."

There is no need to belabor the issue of how language is manipulated to sell such a scheme, as we have dealt with that subject quite extensively already.

As for using the laws and the courts to overturn the popular will, all the efforts of behavioral scientists we examined in Part II: eradication of ideas about right and wrong, the destigmatization of negative conduct, and the contempt for moral absolutes have contributed to the corollary notion that inasmuch as what is right and what is wrong depends only on one's point of view (i.e., the situation), the Constitution does not have to reflect any timeless, enduring truths, either. If it does not reflect enduring truths, then it becomes acceptable to reinterpret constitutional principles—one could say, "reinvent them"—as one goes along, even if it means doing away with the original intent. Forstmann rightly points out that this is the reason why the appointment of justices and judges has become "one of the fiercest political struggles of our times." As George Will has often noted, what is often called *liberalism* "increasingly relies on litigation rather than legislation to achieve its ends." Of course, we are well beyond "liberalism" today. Self-rule is gone, and we are ruled instead by unaccountable elites who preside over a vast network of regulatory agencies and bureaucratic networks.

The statist compromise between the Marxist ideal and the democratic model in America has depended for its success upon the perception of a booming marketplace. That is why Clinton as the Presidential candidate was right in 1992 when he said, "It's the economy, stupid." That is also why he did not dare replace the highly competent Alan Greenspan as Chairman of the Federal Reserve. No way would "free-market socialism" be saleable unless the economy was mostly bullish and inflation under control. The guiding hands behind the President had learned with the election of Ronald Reagan and the resurgence of "conservatism" in the 1980s that the American people could be made to tolerate vast changes to their social, cultural, and even political institutions providing they didn't feel economic decline in the wind. Distracted by a booming market and lulled into security by seeming economic stability, most would not see (or at least not acknowledge) any socialist link between increased entitlements, taxes, and social, cultural, and political moves to the Left—not as long as there remained the aura of our democratic republic and as long as certain important factions believed they had "a stake in the system." That the power of the individual vote means less and less, almost to the point of nothing at all, may be discouraging, but it does not seem to incite Americans to action. Ever-lower voter turnout is the primary reaction and that fact can be turned to political advantage by a statist government as it steadily dismantles the system established by our Founding Fathers to make government accountable to the people. Thus have we embarked upon an era of "free-market socialism"—all boxed and ready and topped with a pretty bow for the 21st Century.

SCHOOLS TO MEET "CHANGING NEEDS"

With the foregoing in mind, the latest marketing gimmick in education buzz-terms should come as no surprise: "Full-Service Schools." Look for it soon in a neighborhood near you.

Remember the litany of market terms for new education fads: *Effective Schools*, *Site-Based Management*, *Competency-Based Education*, *Performance-Based Education*, *Outcomes-Driven Developmental Model*, *Mastery Learning*, *Community Schools*, and *Outcome-Based Education-cum-Partners in Quality Learning*, to name a few. "Full-service schools" is the latest version of what was first launched as "Community Schools" in 1980. It gained attention in 1981 with the publication of *Communities and Their Schools*, edited by Don Davies. The lion's share of the input for the book came from well-known globalist and government grant recipient John Goodlad. In the context used by Davies and Goodlad, "community" has nothing do with youngsters attending schools in their own neighborhood.

The "community schools" project was supported, predictably, by the following six entities: the US Office of Education (prior to its becoming a cabinet-level agency, which means that "Community Schools" was in the works even before 1976), the *Rockefeller Foundation*, the *Spencer Foundation*, the *Charles F. Kettering Foundation*, the *National Institute of Education* (an agency formerly within the Department of Education), the *Danforth Foundation*, and several lesser-known tax-exempt foundations.

Basically, *Communities and Their Schools* laid out still another plan for a vastly larger role in education on the part of the federal government, not to mention enormously increased tax-funded resources, but with a further twist: regional and county health systems began working with local education agencies so that the school would become the hub of a community, replacing parents as primary caretakers and doling out expensive social services to entire families, including:

- "Health" clinic services, including contraception, abortion, and mental "health" services which circumvent parents under confidentiality provisions;

- "Managed care" for those receiving any kind of medical assistance entitlements;

- Case Management services for all children and families deemed "at-risk," for which definitions continually are expanded to eventually include everyone;

- An early-on version of today's early periodic screening, diagnosis and treatment (EPSDT) services for medical, personality, mental counseling and treatment;

- Rehabilitation services;

- Home visitations to assess parenting skills (eventually becoming the *Parents As Teachers* (PAT) program; and

- Expanded Special Education services that go beyond the Individual Education Plan to include every child in a school system.

If this sounds suspiciously like the “seamless web” of Marc Tucker’s education vision, minus the workforce, it is. Tucker’s scheme—“that literally extends from the cradle to grave and is the same system for everyone”—simply expands the *Community Schools* concept.

Socialized medicine, day- and after-school care, career direction, parent monitoring (disguised as “counseling”)—are now incorporated into a feel-good, full-service model. Supposedly the system will accommodate every type of student and individual learning style. That today the typical school cannot accommodate even one type of student or learning style doesn’t faze proponents.

“The full-service school” is marketed to legislators and the public as a way to address “the demographic changes in our society” and “to meet the changing needs of families in the 90s.”⁶ It is the latest in a series of attempts to implement the Clinton Administration’s “Kids First” backup plan for the failed government-controlled health care package back in 1993.

Recall that the *Robert Wood Johnson Foundation* spearheaded the “Kids First” strategy to make use of Medicaid as the funding source for bringing socialized medicine into the schools and, from there, into the communities. According to documents penned by the White House Health Care Task Force, “Kids First” was intended to be “a precursor to a new [health care] system.” Boxed up and hidden away after the failure of the Universal Health Care initiative, the Task Force documents were taken to the National Archives in College Park, Maryland, where curious journalists found them. In the documents, public schools actually are called “a captive audience . . . for school-based clinic initiatives and . . . a point of entry into a broader system of health care.” So, it is clear that there was a plan in place to ensure that the nationalized health care scheme wouldn’t die. Anticipating the possible failure of a direct approach, the carrot of universal, socialized medicine would simply be re-routed through the schoolhouse door and recast as “preparing children for the 21st Century.” This proved to be a sure-fire marketing winner.

“Changing demographics” is one of those terms that requires a definition. A composite dictionary definition of *demography/demographics* (as distinct from *psychographics*, which is considerably broader), is “the statistical study of human populations in terms of size, composition, distribution, and less often, structure.” Accordingly, typical census information, such as how many people are “poor,” how many belong to a racial minority, how many have high school diplomas or doctorate degrees, and how many households are headed by a single parent properly qualify as “demographics.” But “numbers of children unsupervised after school,” “numbers of schools reducing recreational programs,” “average cost of child care,” and “levels of drug use or delinquency”—all factors cited by full-service school proponents like Michigan’s State Board president Kathleen Straus (D-Detroit)—do not technically qualify as “demographics.”

These non-demographic data points go considerably beyond assessing how many youngsters are “disadvantaged.” They allude instead to root

sociological causes: irresponsible and dysfunctional homes, latchkey and unsupervised children with no tasks to do when they get home. Straus admits that the new model is aimed at children who come home to an empty house between the hours of 3 and 5 P.M. "and watch TV or get involved with drug abuse, teen-age sex and gang violence." She goes on to label this phenomenon a nationwide "change in demographics" when, in fact, what she describes applies only to a small percentage of homes that cuts across all racial and ethnic boundaries.

Unfortunately, too many legislators and policymakers don't question these deceptive and emotionalized arguments. Michigan policymakers, for example, long targeted by special interests to bring in socialized medicine through the schools (ever since the infamous *Michigan Model* in the 1980s), didn't ask: What about all the youngsters who come home to an equally empty house between the hours of 3 and 5 P.M., but have something called "chores" and "homework" to do? Also, is it fair to say that all unstructured playtime erupts into sex or violence?

These legislators don't realize they are getting suckered in, once again, to gearing policy to the dysfunctional, irresponsible family. Instead they buy into mislabeled statistics, then afterward worry that they might appear racist or bigoted in today's politically correct society. So, it becomes necessary then to turn all schools, not just "some" schools, into gigantic babysitting/social service facilities that warehouse children until they are old enough (and "politically literate" enough) to be safely pushed out the door into a vocation of the state's determination—*Workforce 2000*. Michigan, unfortunately, is among the first to utilize the new "full-service schools" model, vehemently supported by State Board President Kathleen Straus.

Moreover, the "full-service schools" model represents the fulfillment of the *Goals 2000/OBE/STW/Workforce 2000* package. Designed around at-risk, dysfunctional and/or low-income populations, the concept utilizes an open-ended entitlement program, Medicaid, to provide an unlimited source of funding. A network of wealthy "partnering" organizations and agencies is assembled to ensure implementation of the scheme. Thus the redefined concept of "community" is consistent with the "village" of Hillary Rodham Clinton's vision. This isn't the kind of "community" that backs up mothers. It isn't, for example, the woman who, upon seeing a neighbor's child playing with a friend in the mall, goes up to that youngster and says, "Playing hooky today, are we? Shall I make a little phone call to your mother and tell her where you are; shall I say you're not in school?" Thanks to social scientists, few neighbors would dare do such a thing today, but in real communities of the past this was common practice. It was the kind of "help" that supported both school and family, and thus produced a civil society, as opposed to the one we have today in which everyone is at each other's throats.

Those who invoke the proverb "it takes a village to raise a child" think of "community" not as neighbors but as instruments of *local government* which carries out the mandates of state and federal social and entitlements

programs. This is the view that characterizes statism, and it is the predominating mentality among proponents of world government, especially within the United Nations.

BEYOND RECYCLING

In Chapter 11, under "Nationalism As Mental Illness," we examined the extensive writings of such well-known globalists as James Becker, John Goodlad, and the Northwest Regional Exchange's Lynda Carl Falkenstein and Joseph T. Pascarelli, all of whose works contributed to curricula (today called multicultural studies) aggressively peddling world government, which the Department of Education has helped to promulgate. Like Becker and Goodlad, all global government's true believers make no bones about being wholly against nationalism of any kind, benign or not. They are dedicated to the proposition that there can be no justice without equity (not to be confused with *equality*).

The reader may wish to review that short section in Chapter 11, because it is the backdrop for understanding the latest events that are having, or will soon have (depending on where you live), a direct and dramatic effect on elementary and secondary school curriculum. Of immediate importance is the UN-funded *Commission on Global Governance*, which recently completed its three-year study, published in a 410-page report entitled "Our Global Neighborhood."⁷ This report announced the Commission's plans, specifically and clearly, to implement a global government, once again, by the year 2000. The plan called for, among other things, a World Conference on Global Governance in 1998 in Kyoto, Japan, which we will discuss in a moment for its relevance to education issues.

The 28-person Commission's recommendations rest on the assumption that the world is at last ready to accept a new "global civic ethic" based on a "set of core values that can unite people of all cultural, political, religious, or philosophical backgrounds." The new values, also referred to as the "earth ethic," *specifically excludes* national sovereignty and private property rights. The Report is very up front about this: "The impulse to possess turf is a powerful one for all species; yet it is one the people must overcome."

Henry Lamb, executive vice president of the Environmental Conservation Organization headquartered in Hollow Rock, Tennessee, has studied the UN extensively, inasmuch as environmental concerns are an important thrust of that body's efforts. He explains that the "United Nations is not a single gigantic monolith; it is a gigantic bureaucratic empire consisting of more than 126 individual organizations and agencies already in place, spread around the world." The Commission's recommendations in "Our Global Neighborhood," however, will change all that and consolidate the power into the hands of a few, the way statist bureaucracies always do. The present-day UN *Trusteeship Council* would be restructured to consist of

no more than 23 individuals appointed from "accredited" non-governmental organizations (NGOs) such as the *International Union for the Conservation of Nature*, the *World Wide Fund for Nature*, and the *World Resources Institute*. The reorganized Council is to assume trusteeship of what is known as the "global commons."

What is the global commons? The report defines it as "[t]he atmosphere, outer space, the oceans, and the related environment and life support systems that contribute to the support of human life." That doesn't leave out much. So apparently environmentalism, like the term democracy, is being twisted to mean something far broader than anyone imagined when it first was placed into the American lexicon. This may explain why "new values" and "new basics" are necessary for education. The "turf battle," as it were, is for the planet itself, and it is to be placed under the "protective custody" of the revamped UN *Trusteeship Council*.

Maurice Strong, former head of the UN Environment Programme and current Commission member, writes: "It is simply not feasible for sovereignty to be exercised unilaterally by individual nation-states, however powerful. It is a principle which will yield only slowly and reluctantly to the imperatives of global environmental cooperation."

While news journalists slept, the Clinton Administration implemented the Kyoto global warming treaty without ratification by the Senate. Indeed, hardly anyone seemed to notice that the constitutional imperative requiring the Senate to ratify treaties as a check on executive power had been violated. This is just one more instance pointing to the dismantling of our constitutional system and the surrender of our sovereignty. Frank J. Gaffney, Jr., Director of the Center for Security Policy, points to example after example of recent multilateral arrangements that are compromising, if not eviscerating, key elements of our nation's security, and in a manner that will make it virtually impossible to undo in future administrations. But, then, that's the whole point, which is compounded by the increasing ignorance of American students concerning their culture, their form of government, their nation's history, and the philosophical debates that led to the framing of the Constitution. If indeed the "turf battle" is for the planet, as indicated in the UN Commission document, then the United States is losing without even putting up a fight.

"EARTH ETHIC, EARTH ETHIC, WILL YOU BE MINE?"

The Commission document points to an evolution of the environmentalist movement, from an interesting and more-or-less sensible, though not entirely innocuous, effort to teach about plant and animal life, weather patterns and the physical universe—the primary theme being "waste not, want not"—to fringe science and a new "earth ethic" whose primary theme is redistribution of wealth. The "earth ethic" is fast becoming the single value that overrides all the noisy chatter about equality, humanitarianism, and justice. It endows environmentalism with something approaching religious sanctimony.

Environmentalism is becoming the cliché for a new belief system. Having successfully eradicated or redefined much of the substructure (chapter 10) underlying traditional American values, behaviorist educators are using environmentalism to support the values of interdependence, collectivism, and consensus, the “we’re-all-in-this-together” mantra. Think about it, if the planet is going to self-destruct, what better way to rally youngsters ’round a cause, especially one that gradually will lower their standard of living?

Marketing moguls know, of course, that they must first make their appeal palatable to Baby Boomers, whose children are now the real targets. Environmentalism and world peace are seen as the drawing cards for health-and-youth-obsessed parents. What worries behaviorist/globalist educators and their marketing agents is that many of these aging Boomers, who once smirked self-righteously at their elders over perceived “greed,” “consumerism,” and “bourgeoisie morality,” are now wearing pin-stripe suits and poring over their stock options. Redistribution of wealth may have sounded quite fine in the hippie commune, or when their parents were subsidizing years of frittered-away college savings. But the song is not nearly so tantalizing to 40- and 50-somethings planning for retirement, burdened by mortgage, tuition, and car payments, taxed and generally working double-time to maintain a standard of living even close to what their parents enjoyed. Which may be the thing that saves us all.

THE UN, UNESCO, AND AMERICAN SCHOOLS

The problem is that most people, ex-hippies and otherwise, do not realize the degree to which policy coming out of the United Nations and its well-heeled affiliate organizations (such as UNESCO) are influencing legislation here at home, from crime to education to taxes.

Joint ventures such as advertising agreements are becoming increasingly popular methods of marketing political ideas, especially to young people. These ventures are undertaken not only between American-based foundations, agencies, and corporations, but by international entities targeting primarily US young people. For example, Benetton, the Italian retailer with the pricey sweaters lobbies the teenage and young-adult market for the United Nations. Its most recent advertisements feature tops with large-scale images of genitalia and smooching clergymen. Other times the agreement is for a message less blatant—a UN logo, perhaps—as in the case of Samsung and Swatch. A small thing, perhaps, but one which, by its very repetition lends not only legitimacy, but actual popularity, through the simple elevation of name identification. Recall again the conclusions of Theodor Adorno in the Radio Project: that Americans had over the previous 20 years come to the point where their listening habits were so fragmented that mere repetition of a format was the key to popularity and that mere repetition could make any form of music, any performer—or any message—popular and even sought-after. The converse is also true. If you

don't want people to remember something, you don't keep repeating it. Do we, then, begin to grasp the ulterior motive behind the education establishment's ban on rote learning, repetition and drill as a teaching method—a ban fully supported by UNESCO?

NOTES

1. At this writing, sign-on to the children's rights Convention still must be ratified by the Senate to become official.
2. Theodore J. Forstmann, Remarks delivered at Hillsdale's 1997 *Shavano Institute for National Leadership* seminar: "Educating for Virtue: The New Values Revolution." Coronado, California, January 1997.
3. Ibid., *Imprimis Magazine*, Hillsdale College Press, 2.
4. Ibid., 2.
5. Ibid., 3.
6. Kathleen Straus, president, Michigan State Board of Education, 20 February 1997.
7. "Our Global Neighborhood," Oxford University Press, can be obtained for \$14.95.

CURRICULAR ATROCITIES

This is no longer an educational system. Its character has been completely transformed and it now clearly reveals itself to be what for many decades it has been in the process of becoming: namely, an agency working for the barbarization of youth.

—George Reisman, professor of economics,
Pepperdine University, *The Intellectual Activist*.

Back in October 1992, *Forbes* magazine published an investigative report on schools in middle-class Ohio and found that high schools were offering courses in *Dress for Success*, *Interior Design*, and *Creative Cookery*. They had also designated home economics teachers as vocational educators. Why? Because the state picked up at least 60 percent of the cost for vocational teachers. When talk of cutbacks came around, local districts rarely cut these courses, inasmuch as the state was already picking up the largest part of the tab. Instead, the cuts tended to come out of the textbook budget and fundamental subject areas. The *Forbes* article pointed out that on a typical day, even the most conscientious elementary school teachers have as little as four hours to actually teach. After lunch, recess, snacks, art, band, and gym, West Carrollton School District in Ohio found it didn't even have time for its 20-minute spelling period and dropped it. *Forbes* quoted second-grade teacher Linda Langley as saying that while teachers still manage "to cram some spelling into the daily language arts segment, they're relying on parents to take up most of the spelling slack."

No wonder the US Department of Education recently admitted that 53% of college graduates cannot calculate the amount of change they should get if they hand the cashier \$3.00 to pay for a \$.60 bowl of soup and a \$1.95 sandwich!

Gauges ranging from the *Scholastic Achievement Test* (SAT) to *National Association of Scholars* (NAS) surveys show the level of knowledge in language, mathematics, history, and geography, gradually declining until, today, it is lower than it was in 1968, which is when the shift from scholarly, academic teaching to a predominantly social/mental health thrust lurched into high gear.

Some scores, such as those in math, have shown occasional, marginal improvements from time to time, which some experts say reflects the in-

creased use of calculators in the classroom. But for the most part, figures reveal that nearly a third of high school seniors failed to obtain even a "basic" reading level, although the term *basic* is never defined, and literacy rates (comprehension and vocabulary) among young adults have slid markedly.

In 1995, the SATs were restructured again, with even less emphasis on vocabulary, the elimination of antonyms, and a "re-centered" scoring system. The *Washington Times* reported that only one in ten seniors achieved satisfactory scores in United States history, and the percentage of eighth graders who failed to graduate from high school increased from 8% in 1978 to 12% in 1992.

TEACHERS SPEAK OUT

An English high school teacher, Patrick Welsh, from the Washington, D.C. suburb of Alexandria, Virginia, echoed the *Forbes* articles when he sought to explain in an op-ed for the *Washington Post* why a twelfth-grader at T.C. Williams High School is handed a diploma he can barely read. He cited "fear of phonics" by teachers, educational fads, and frenzied school-day schedules. He affirmed that some teachers had to resort to teaching phonics on the sly because "handwriting, spelling, and reading comprehension are worse than ever."

Welsh went on to cite activities like "critical thinking," which he pointed to as nonsensical among pupils who can't even read a piece of writing, much less analyze it. He cited youngsters being called out of class for band practice and art, and bemoaned school days that were all chopped up with anti-drug and family life programs.

The move toward interdisciplinary subject matter (known among educators as "integration across the curriculum") has affected not only the humanities and "soft sciences" like social studies, but also mathematics and hard science. One justification for the interdisciplinary merging of subjects is "technology."

A voluminous math, science and technology "framework" published in 1996 by the State of New York, for example, doesn't provide a clue as to what students are supposed to learn each semester and school year. Charles M. Richardson, head of both the *Literacy Council* and in the 1970s a private learning center, *Educational Engineering*, observes that even the graduation requirements for trigonometry, the highest mathematical level in high school, fall far short of what was expected of students just 10 years ago. "They stop at the properties of the right triangle with no mention of . . . sine, cosine, and tangent functions as needed for calculus and the understanding of all normal vibrations," Richardson says. Richardson discovered during his 15 years as director of the learning center that the main reason for students' difficulties in math is "gaps in their skill progressions." Creating a single mish-mash out of math-science-technology augments that problem. "If the day's lesson [in one class] includes new concepts in both math and science, and a student gets wrong answers, how can you tell which area was not

learned?" he asks. "Educators continue to ignore the failure symptoms and the public's pleas and keep creating new problems. Then they blame the children when academic symptoms worsen or persist."

"GUESS-AND-CHECK" MATH

Deterioration of mathematical understanding should have been one of the more blatant warning signs that something was dreadfully wrong with American education way back in the late 1950s. Today, it has worsened to the point where one owner of a business in Long Island, New York, recently testified before Congress that some of his new-hires thought that "one-fourth of something is bigger than one-third!" How so? Because "4" is higher than "3."

Several publications in 1997 reported how declining academic standards in math and science were directly linked to the so-called "constructivist" approach. In math this means that pupils learn, for example, that the circumference of a circle is 3.14 times greater than the diameter by repeatedly measuring circles with a string instead of by simply memorizing the formula. Many students report that there is little or no emphasis on correct answers; rather everyone's solution to a math problem is, in the vernacular, "valued equally." Remember the equity ethic? Here it is in math class.

Little wonder that mathematics increasingly has become a bugaboo for many students. A primary reason is that mathematics relies on a progressive mastery of skills—each built upon the last—so that the student who misses one step is unlikely to be able to just pick up the rest. Addition, subtraction, multiplication, division, decimals, fractions, averages, and percentages must all be mastered—without the use of a calculator—before one can go further. Mathematical problem-solving requires not just a good grasp of the written language, but above-average comprehension skills—i.e., the ability to decide which information is necessary to the solution of the problem and what is incidental.

Many youngsters find they are in difficulty beginning with the study of fractions. The child doesn't understand why the solution to a problem doesn't involve multiplying the fractions rather than dividing them, for example. Other times, it is the word problems that are the sticking point; the child may well perform algebraic functions, but can't apply them to a situation.

The trouble in both instances is that the pupil cannot conceptualize what he or she is doing, but rather is trying to do it by rote, which works well to the extent that it is necessary to learn to apply mathematical axioms and automatically recall lower-level calculations in addition and subtraction, multiplication and division instead of reinventing the wheel every time or looking for a calculator. But rote learning becomes problematic beginning with fractions and working through word problems. Thus, in some ways, the teacher who had her students measure several circles with a string was right. Students could conceptualize the idea being transmitted about circumference and diameter. But it is folly not to have pupils memo-

size the formula. In some instances, the child truly does have a problem processing numbers. This doesn't mean, however, that a university or employer should be legally required to accommodate his "handicap." If teachers are not scholars, at least they could be effective practitioners. Unfortunately, some are not even that.

BASIC READING AND WRITING

Former White House counsel C. Boyden Gray points out what most employers have known for decades: that the most critical failing of American education has been in the areas of reading and writing, which affects all other subjects in the end. The Department of Education's own 1992 Adult Literacy Survey showed half of all Americans at or below a fifth-grade reading level, with only 3.5% of adults having the skills to do the same college-level work that 20 to 30% of foreign students can do (even given the increasing dumbing-down of European education). Mr. Gray also points out that the eligibility standards for *National Collegiate Athletic Association* (NCAA) football are higher than those for Pell grants, "which are in fact nonexistent." (When one examines some of former Senator Claiborne Pell's weird interests and advocacies over the years, particularly in the occult, perhaps this shouldn't be surprising.)

On 11 February 1996, the *Washington Post* reported results of a Gallup/Post/Harvard University/Henry J. Kaiser Foundation poll (below) that made even bastions of progressive thought ask: "Exactly what are they teaching in schools these days?"

Percentage of Americans who knew which party controls the House of Representatives:

	1947	1995
No high school diploma	59	48
High school graduate	77	54
Some college	87	63
College graduate	90	80

Percentage of Americans who knew the name of the Vice-President:

	1952	1995
No high school diploma	57	33
High school graduate	80	56
Some college	89	69
College graduate	94	82

In perusing the above, keep in mind that in the 1940s, the average American had less than nine years of schooling. Today, the figure is more than 12 years of formal education for the average American. Yet US eighth graders today rank at or near the bottom in mathematics and science, far behind countries like Singapore, Korea, Japan, and the war-torn Czech Republic, according to the results of the Third International Mathematics

and Science Study released on 25 February 1998. In physics, the US came in dead last, in advanced mathematics next to last, and in general "math and science literacy" fourth from last. Even so, some education leaders, like Marilee Jones, dean of admissions at the Massachusetts Institute of Technology, were willing to excuse the statistics by saying that "it's not just how well one does in school that counts, but how freely one can think."

THE GREAT PHONICS FIASCO

Most people, despite what they hear about illiteracy, still don't believe that any significant number of children fail to learn to read in America. Well, here's some tantalizing specifics from the *Right to Read Foundation*—facts which provide a much better analysis of African-American achievement levels, for example, than the NAEP data:

In 1930, 3 million older Americans could not read because they had never been to school. But in 1990, 40 million younger Americans, most with 9 to 12 years of schooling, could not make sense out of a printed page. Some 80% of African-Americans over the age of 14 could read in 1930. But by 1990, only 56% of African-Americans over 14 could read. This in a country that has spent billions to ensure success among disadvantaged populations via its Chapter 1 and Special Education programs. Of the 190 million Americans (of all races) over 16 with an average school attendance of 12.4 years, almost a fourth can't read grade school lessons. Half can't read middle school books and exercises. Three-fourths can't do high school assignments. About 28 out of 29 couldn't earn college credits in any country except this one. Just being able to say the words on a printed page, or to figure out the signs as you whiz along the freeway, of course, does not constitute "reading" in the sense of performing this function effortlessly and fluently.

Children who don't learn to read fluently and easily simply don't "get" the rest of their subjects. No matter how good the student's auditory memory, there comes a point at which he or she either can't go any farther, or the struggle becomes so laborious and unpleasant there is no enjoyment to be derived from it.

The kind of reading and spelling instruction children do receive at school, when they receive it, is called "whole language," a backwards methodology that turns out millions of frustrated illiterates and near-illiterates every year. Based on the notion that our language is more non-phonetic than phonetic, which is completely false, this scheme requires youngsters, in order to be successful, to memorize nearly every word in the language with no hint as to any logical sequencing of letters.

Language researchers know better than to allow educators to get away with such absurdities. For example, a recent Associated Press article on an unrelated matter—neuroscientists' conclusions regarding the value of parents' baby talk to their infants—just happened to mention that regardless of the language spoken, "every infant . . . needs to master the phonetic elements of speech" and that parents' baby talk universally exaggerates the

vowel sounds in a high-pitched, drawn-out, sing-song manner that allows “babies to absorb key building blocks of language”—especially the “ee,” “ah,” and “oo” sounds. Tiny infants younger than six months of age, say researchers, are learning their very first words and “learn to categorize vowel sounds that are meaningful in their native languages while ignoring subtle variations.” Apparently, says neuroscientist Patricia Kuhl of the University of Washington, “biology has structured us [parents] to know what to do. When the biology of people produces this effect across three cultures [America, Sweden, and Russia] . . . that tells you something.”¹

What it tells us is that the sounds of language are important, and that in an alphabetic structure, it is a crime not to teach children how to relate these sounds to certain letters and letter combinations, thereby enabling them to break the “code” of written language. But by high school today, spelling instruction generally means placing a bunch of unrelated words on the chalkboard and telling children to learn them for a test next week. No approach is given concerning how to proceed in a logical way to spell them. In other words, there is no transfer value from one list of words to the next.

The whole language method has undergone a series of name changes over the years—from the “Look-Say” method in the 1940s and 50s, to “sight-word” method in the mid- to late-1960s, when the old Dick and Jane texts were updated to include parents who were of varied ethnic and racial backgrounds and dads who worked some place besides an office; to “psycholinguistics” in the 1970s; and finally to “whole language” in the 1980s. When the method first appeared as “Look-Say,” most teachers mixed it with phonics. Some proponents could get by with the justification that “Look-Say” increased dependence on context clues for homonyms like *no* and *know*, *bare* and *bear* and words with identical spellings but different pronunciations, such as the present and past tense of the verb *read*. But as time went on, context clues became the end-all. Phonics was dropped from teacher education classes, and students were actually faced with piles of written pages but no method for learning to read any of them. Repetition and drill eventually were frowned upon as learning methods, too, so that by the 1970s, only the children who somehow managed to figure out how to decipher the words, how to break down the symbols they saw into something meaningful that could be applied to the language as a whole, actually learned to read well.

Most children are bright enough, even with virtually no instruction, to make out the signs on a freeway or pass a driver’s test. Some children have parents who get them over the critical hump. But many children fall through the cracks when the words get tougher and the subject matter requires writing coherent sentences. By the 1980s, youngsters who managed to learn to write at all were relating their feelings and emotions in school-kept journals and diaries. Teachers told them not to worry about spelling or grammar. Red marks and corrections on their papers were deemed “de-meaning” by the geniuses who guided the departments of teacher education in the colleges and universities, a trickle-down effect of the craziness com-

ing out of Teachers' College at Columbia University. Since most children are primarily interested in themselves, personal journals and diaries were supposed to make writing fun instead of drudgery. Of course, they also helped school psychologists analyze personalities and screen for abusive parents.

Remember your old typing classes? You were severely discouraged from staring at your hands while you struck the keys, because once you trained yourself to type that way, it would be next to impossible to learn to type effortlessly and fluently, the way you're supposed to, in order to achieve any sort of speed. The same is true of learning to read. Once the child is conditioned to look at words as pictures and memorize them, it's a struggle to disengage, so to speak, that reflex and start sounding out the words. So when it comes to words the child hasn't memorized, particularly ones that may be near look-alikes, he begins to operate as though he has a learning disability.

Take, for example, two random sentences taken from a typical textbook:

- *Thomas Jefferson was the first president to be inaugurated in Washington.*
- *As the Spirit of St. Louis touched down on the turf, the crowds surged toward it.*

Using the currently vogueish, "whole language" (or "Look-Say," "sight-word," "psycholinguistic") approach, based on sight memory and context clues alone, a student by seventh grade, typically will read these lines as follows:

- *Thomas Jefferson was the first president to be assassinated in Washington.*
- *As the Spirit of St. Louis rolled along the surf, the cowards surged toward it.*

Naturally, this student will do poorly on academic tests. Because of the nature of his errors, the rest of the selections will make no sense to him. The student wonders why Thomas Jefferson was assassinated. The rest of the paragraph seems to indicate the man lived on a good while. Did the Spirit of St. Louis have water-landing gear? Why did cowards go up to it instead of away from it? Passed on from grade to grade, this student eventually will throw up his hands in exasperation because nothing in any of his classes makes sense. What kind of self-esteem do you think he will have?

To make matters worse, "nonjudgmentalism" is being applied to academics as well as to morals and ethics. Suddenly, there are no "right" or "wrong" answers, and no right or wrong ways to teach basic subjects even when the experimental research clearly indicates winning and losing methods.

Take, for example, the "sight-word"/"psycholinguistics"/"whole language" approach to a sentence containing the word *horse*. If the child says *pony* instead of "horse," that's considered close enough! "Inventive spelling"

and "creative guessing" (as in spelling *orange* "o-r-n-j" and guessing the word *monkey* for *baboon*) are considered legitimate approaches for learning to write. These strategies have met with predictably poor results, especially when compared to the intensive, systematic phonics approach. States like California, which was among the first to dump phonics completely, are now in such a sorry mess that the illiteracy rates have made headlines worldwide. At this writing, California is now throwing out "whole language."

Because the intensive, systematic phonics method is not taught in teacher preparation classes anymore, most teachers no longer have any idea how to prepare such a course of study for their students. Some turn to an "eclectic," bastardized version of what they believe to be phonics, but in reality what they are presenting is a hodge-podge that is incomprehensible to students, rather like the gobbledegook called "transformational grammar" in the 1960s. Although proponents of "whole language" have only anecdotal research to support their method, which is not considered scientific, and the phonics method has volumes of experimental research² behind it, politicized interest groups like the *International Reading Association* refuse to publish reports from both camps and let teachers or local districts decide. In March 1998, a 400-page "consensus report" costing \$1 million came out endorsing the "inventive spelling" concept favored by the proponents of "whole language." The report was commissioned by the US Departments of Education and Health and Human Services. If the various federal agencies had really been conferring with each other, however, they would have been aware of a more credible, 1993 study commissioned by the National Institute of Justice.

So shocking were the reports on illiteracy coming out of juvenile detention centers, that in 1992 the *National Institute of Justice* hired former *National Institute of Education* researcher Michael Brunner to research the link between recidivism and illiteracy in America's jails and prisons. What he found should have made the industry—and the juvenile justice system—sit up and take notice.

That illiteracy turned out to be a huge factor in former prisoners renewing their life of crime for financial support was not terribly surprising. The kicker was that the overwhelming majority of young prisoners, particularly those in juvenile detention centers, were not predominantly "learning disabled" as anticipated. Indeed, most could learn to read quite well once the correct method was employed. A documentary film was made by Brunner to demonstrate how young inmates who received the proper reading instruction while incarcerated vastly improved their self-esteem—and found renewed determination to turn their lives around as well.

Brunner calls the teaching of reading as it is practiced in today's elementary classrooms "programmed retardation." He was shocked to discover that the knowledge of phonics had been phased out to the point where teachers he interviewed clearly couldn't do what he (who was not a teacher) could do: teach students to read. Most instructors, he found, be-

lieved that words like "know" and "knot" are non-phonetic. According to a questionnaire he put together, they were nearly all under the false impression that there were too many non-phonetic words to make phonics a usable teaching method.

But in fact, says Brunner, only about 15% of the words in the English language are non-phonetic—"know" and "knot" being noticeably absent among them. There are rules to govern words of that nature, and youngsters can apply the knowledge to other words having a similar construction. All of which means, there is no reason why children should be in the position of having to memorize the spelling of nearly every word in the English language in order to be good spellers or readers.

Brunner's resulting book, *Retarding America: The Imprisonment of Potential*,³ contains a complete account of his study and the results of the most recent scientific research in the field. It is one of the more devastating indictments of the American educational system, particularly for what it reveals about the damage done to African-American children.

Among the mountains of documents Brunner combed to write his book are several late 1800s-to-early 1900s-era writings by white teachers who, licitly or illicitly, taught black youngsters in those days how to read and write. They all used the phonics method back then. Apparently several were stunned to discover that their black students were picking up reading and spelling faster than many of their white students. One teacher declared that his Negro pupils seemed to be smarter than his white students. This was all very puzzling until it was noticed that the African children responded exceedingly well to sound. As Brunner put it, children arrive at school with substantial speaking and listening vocabularies. What they need is to make the connection between what they already know and the symbols they see on the page. This, of course, takes in not only decoding *per se*—that is, the sequencing of letters and letter teams which represent the speech sounds in words—but left-to-right orientation and other skills. Yet, here were these young, relatively new immigrants from Africa picking up this stuff with virtually no problem. What changed in the meantime? Not the students, certainly, but the *method*. Intensive, systematic phonics was slowly phased out.

Some instructors polled by Brunner around the country believed they were teaching phonics to some extent, but when he took a close look, what they were teaching turned out to be *occasional phonetic clues*. Most students today never realize that English spelling is, in fact, highly consistent phonetically, logical, and rational.

The ultimate crime against African-American children, on top of failing to teach phonics, has been to discourage, especially over the past 20 years, the teaching of diction, elocution, articulation, and dictation. The result is that Africans coming to this country directly from African nations generally speak better English than African-Americans born in America! African-American youngsters do not speak English words properly because they do not hear them properly, and both schools and the media exacerbate

this by encouraging a subculture of "Black English," which all but guarantees these youngsters a permanent place in the underclass. Those few who are fortunate enough to go to drama schools in New York, or who for some other reason have escaped the bitter harvest of American public schools these past 30 years (desegregation notwithstanding), discover they have excellent prospects in many fields—i.e., they face far less discrimination because they do not sound ignorant. It's the same problem that plagues whites from highly rural areas. Most people have heard the "Valley Girl" jokes, or the "hayseed" accent of the cartoon characters Snuffy Smif and Aunt Loweezy, which are punctuated with words like "ain't" and "reckon." Fair or not, heavy accents like these tend to be associated with uneducated people. The black subculture is suffering from the same perception.

Researcher Brunner—and others—point out that the student who does not learn to read and speak properly is inevitably destined for programmed retardation. Students who cannot decode words, or who do it poorly, have depressed IQ scores. As cognitive psychologist Dr. Marilyn Adams has shown in a recent definitive study, and as Mona McNee states in her manual for teaching children to read, even low IQ *per se* does not hinder a child so much as not learning to read prevents the normal development of IQ. In other words, in this chicken-or-egg dilemma, reading seems to come first and IQ follows.

SUSTAINED ACADEMIC FRUSTRATION: A PRIMARY FACTOR IN DELINQUENCY

This brings us to the issue of violence and crime, especially in the inner city where it impacts the future of young African-Americans. In *Retarding America*, Brunner makes an astounding observation—under the auspices of the research grant from the National Institute of Justice—that should rock the foundations of both education and criminal justice policymaking:

What brings about the delinquency is not academic failure *per se*, but sustained frustration which results from continued failure to achieve selected academic goals. When frustration can find no resolution into constructive or productive activity, one response . . . is aggressive, anti-social behavior. Other responses . . . are regression, resignation. [These] have been well-documented from clinical research conducted with both animals and humans. . . . The anti-social aggression that Pavlov was able to create in the laboratory is also being created in tens of thousands of classrooms across America. . . . All the ingredients necessary to create . . . anti-social aggression through sustained frustration are present: There is an unachievable goal . . . because the means of achieving it . . . is absent. . . . [T]he student, nevertheless, is continually pressured to achieve it by teachers, parents, and peers. . . . Finally, the student not only has no alterna-

tive for achieving the goal, but he is not allowed to leave the failure-producing environment as a result of compulsory attendance laws. For those who do learn to read [mainly those with good visual memories], they cannot grasp the magnitude of resentment and hostility that is generated in non-readers over time due to unrelenting frustration from which there is no escape. For many, this frustration explodes into delinquency or . . . violent forms of social aggression.

Thomas Sowell, author of *The Economics of Politics and Race*, and Jared Taylor's *Paved With Good Intentions: The Failure of Race Relations in Contemporary America*, both point to study after study showing that black youngsters in various countries learn to read, write and speak as easily as white and Asian youngsters, if they choose to learn and/or are spurred to do so by their parents, teachers, and society. Brunner adds another caveat: "if the correct method is employed."

So, how do you teach proper English to black children? The same way they do it at Berlitz Schools of Language, or New York's School for the Performing Arts. The same way budding actors and actresses of any race or ethnic origin are trained: through many hours of practice in enunciation and oral recitation; by teachers simply stopping to correct youngsters' faulty grammar whenever they hear it; through plays that don't reinforce the exaggerated stereotypes; through song, so everyone can hear and understand the words; through classes in linguistics so that children can learn the proper relationship between sound and letters; and through teachers and role models who are articulate and have already mastered these skills.

There are thousands of excellent African-American role models. Though not superstars, many find their way to the television screen—on shows like *Wall Street Week with Louis Ruckeyser*, for example. Some of the best-spoken financial analysts on the show are black. For example: Louis Holland of Holland Capital Management in Chicago, Allen Bond of Bond Procope Capital Management in New York City, Randall Eely of the Lomax Company, and Ed Brown of brown Capital Management, Inc., in Baltimore. These are the kinds of role models who need to be going into the nation's classrooms and turning on the children to life in the "normal" zone.

There's nothing mysterious about all this; there's no magic bullet. You simply immerse youngsters in the proper sounds of English speech and show them how to recognize and overcome the improper or "slang" ones. Blacks themselves increasingly agree on the propriety of immediate correction. For example, black school board member Marilyn Bland of Prince George's County, Maryland, began urging schools to correct youngsters' grammar and enunciation after she paid a visit to an elementary school science fair. In a lengthy interview with the *Washington Post* on 16 March 1998, she said she was disheartened when she saw a student project with a sign that read "do" when the student clearly meant "don't." She also heard youngsters in the hallway greeting teachers and even answering questions

in class using grossly incorrect English. Yet, many educators like Prince George's County Board of Education chairman Alvin Thornton and University of Illinois English department linguist Dennis Baron, still see correction as either "judgmental" or a slap at African-Americans. "Who determines what is correct?" muses Baron. The answer is, the world of employment, into which these children will eventually have to enter. The sad fact is that all American school children—white, black, Asian and Hispanic—are slipping irrevocably into street lingo and substandard speech patterns as teachers continue to abrogate the important responsibility to correct mistakes as soon as they occur ("immediate feedback") and the media continues to market the dialogue of illiteracy as a fashion statement. Correcting blatantly faulty grammar neither insults one's ethnic heritage nor undermines parents, as evidenced by the experiences of Italian, Dutch, German and Irish children of immigrants who underwent similar training when they first attended schools in this country.

READING EXCELLENCE ACT VS. THE AMERICA READS PROGRAM

On 8 November 1997, the US House of Representatives passed the *Reading Excellence Act* (H.R. 2614) to try to fend off another expensive (\$2.75 billion) and counterproductive Clinton scheme called the *America Reads* program. In his 1997 State of the Union address, President Clinton unveiled his *America Reads* brainstorm to pay "volunteers" to tutor children in reading, inasmuch as teachers apparently cannot do the job. The *Reading Excellence Act* would instead channel \$240 million to classroom teachers to promote, at long last, research-proven phonics methodologies through inservice development programs and offer tuition assistance grants (called TAGs) to students with existing reading problems to purchase trained tutoring, perhaps via private learning clinics like the one Charles M. Richardson of the *Literacy Council* used to run.

As usual, of course, the Republicans are a little bit late with their initiative. It was tried, for example, by the late Senator Edward Zorinsky (D-NE) in 1985-86, but the Republicans decided to politicize the effort. The same man who is now heading the charge against federal testing, Congressman William Goodling (R-PA), not only opposed it, but made a point of getting staff to bring to the 20 March 1986, hearings before the Education Subcommittee as many non-phonetic words as they could find to substantiate his position. That many of the staffers only thought some of the words were non-phonetic when, in fact, they followed definite rules which were not taught in school, would have been funny had it not been so detrimental to Zorinsky's effort. But even the words that were really not phonetic should have illustrated the need for memorizing the spelling of 15%, as opposed to 100%, of English words.

Senator Zorinsky's final effort passed the Senate in 1986, shortly before he died. It was an amendment to the *Human Services Reauthorization Act*, P.L. 99-425, Title IX, Sec. 901, which called on the US Department of Education to compile a list of beginning reading instruction programs

and methods, indicating the average cost per pupil and whether they did or did not meet the recommendations of the Commission on Reading in its 1985 report, *Becoming a Nation of Readers*. This report recommended, among other things, that "teachers of beginning reading should present well-designed phonics instruction." The purpose of this legislation was to provide parents and educators with specific information to help *them*, at least, determine whether their schools were using the most effective reading programs. Even this proposal, however, was opposed by Congressman Augustus Hawkins, (D-CA), who finally relented over the objections of his staff. But, as has been typical with every substantive education initiative, even then the law was not carried out until 1993, when the Government Printing Office published "The Beginning Reading Instruction Study."

HISTORY AND GEOGRAPHY (A.K.A. SOCIAL STUDIES)

For many generations our nation was able to assimilate all the various ethnic groups that came to our shores, regardless of the fact that they brought with them their own traditions and customs. These individuals could, nevertheless, within the space of a decade or so deliberate the issues of the day and become Americans in every sense of the word. Why? Because the school brought to them a common body of knowledge; a chronological and, a factual, if sometimes superficial, record of history; religiously based values, reflected in the American Constitution, Declaration of Independence, Bill of Rights, and the Federalist Papers, which became the framework and context for the history youngsters studied.

Having the right to vote is meaningless if citizens have no common background of values or information; that is, no context in which to consider or debate the issues of the day, and no idea, apart from predictably monolithic TV coverage, how to locate the divergent opinions on these issues.

We have already touched on the 1994 *National History Standards*, and how the major contributions of certain historical figures, such as Paul Revere, have been excised and replaced by ones less critical to an understanding of the American experience. While outrage initially was loud, and the US Senate voted 99-1 to can them (the "no" vote came from a Senator who wanted an even stronger condemnation), today these standards, like the rest of the *Goals 2000* package, are moving along intact. The designers of the new "standards," the National Center for History in the Schools, went to work on damage control, their chief agents being an education foundation called the *Council for Basic Education* (CBE), a seemingly innocuous group, and the *Ford Foundation*, which provided a large grant for the cause. So CBE announced, first, that it would conduct a thorough review of the standards and, several months later, that it would appoint two panels to "fix" them. After a summer of work, CBE announced that the new *History Standards* were now acceptable. Gary Nash, head of the *National Center for History in the Schools*, then went on record with a statement concerning the effort, saying that:

... the strong motivation behind this review has been to contribute to quelling the political turbulence that surrounds the standards, to focus national attention on the standards themselves, and to suggest revisions that might be made as we enter into stage two of this continuing national consensus-building process.

The debate ended. The euphemism-rich *Council for Basic Education* had solved the problem by "improving" the standards. A whopping 35,000 copies of the new curriculum were delivered to schools and some 35 states adopted the standards. The *Ford Foundation* disseminated copious grants to pay for teacher "training."

Walter McDougall of the *Foreign Policy Research Institute*, a Pulitzer-prize winner, calls the new "revised" *History Standards* an attempt "to mandate an alternate reality." After repeatedly hearing the charges, counter-charges, and rehashes surrounding *National Standards for United States History*, he decided to see for himself by reviewing one of the first textbooks to come out of the revised standards and the new curriculum, *United States History: In the Course of Human Events*, put out by West Publishing Company. Upon completing his review, he wrote: "[T]his is history from the bottom up, informed by a bias toward groups rather than individuals or the nation as a whole, and by a 'perspective' on what happened to people. People 'to whom things happen' are implicitly victims," he observes.

In short, this so-called text of American history devotes virtually no time to American history. Almost immediately one notices that the emphasis is on multicultural and multiracial themes focusing on how events "affected the lives of ordinary people," as opposed to an examination of solid facts about America. For instance, little time is spent on the actual early events that forged our nation, but rather on how so-called ordinary people were victims of events, the particulars of which get short shrift. Others who reviewed the text found little regarding the development of American political thought, as articulated in the Federalist Papers. The book skips to the post-World War II era.

Plenty of space, however, is devoted to the "liberation movements of African-, Hispanic-, Native-, Asian-, and female Americans." Not to mention the homeless, the drug culture, and AIDS. "Pre-Columbian African civilizations are described in detail, [but] that of Renaissance Europeans is dismissed in a few pages devoted only to their skill in shipbuilding and lust for spices and gold," states McDougall. Even taking into account the Preface's assertion that the text was intended to be "as inclusive as possible" with regard to "multicultural and multiracial history," there is no question, says McDougall, that the book "presumes to explain US history by ignoring Lockean individualism, disparaging George Washington, and defending . . . pornography on the Internet."

One might observe that an elementary textbook would do better to report history rather than explain it. But this is the kind of history text one

should expect from a UNESCO-inspired profession. Remember that the cornerstone of all UNESCO's education efforts worldwide is the eradication of the nation-state. So an American history text is going to be about re-orienting attitudes, not factual knowledge.

In *United States History: In the Course of Human Events*, the Aztecs are portrayed as the victims of Spanish conquerors; cannibalistic practices are likened to other "advanced cultures" of the time (moral equivalence). The Renaissance gets seven lines of text; the Enlightenment period gets six lines; the Reformation gets none at all! George Washington is likened to a boring fellow of ordinary talent who is more symbol than fact. Even a terrorist like César Chavez gets more praise—and more space—than George Washington. Indeed, the name of George Washington as a designation for schools is now being removed in several localities because he once owned slaves, another good excuse to excise an important historical figure from the American culture.

The origins of World War II are represented as the result of overly harsh treatment of the Germans by the world community following World War I. The atrocities of Hitler, fascism, Stalin, and communism are glossed over. But not social injustices here at home. Of course, it can be argued that this is supposed to be American history, not world history, so this is appropriate. References to feminism are rampant throughout the text. Women are portrayed only as a victimized minority, while their efforts as wives and mothers are downplayed, when mentioned at all. The implication is that women in America are the slaves of men. Children are to understand that Mikhail Gorbachev stopped the Cold War, and President Ronald Reagan had nothing to do with it. The way most history texts tell it, in fact, is that Mikhail Gorbachev ended the Cold War and that President Reagan's policies led to worse relations with foreign countries, especially the USSR. President Reagan supposedly won elections solely on the strength of his professional acting ability and his ties to the evil Religious Right. But actress Jane Fonda, a traitor who aided and abetted the enemies of freedom and our men in combat, is a fount of wisdom.

Take another series entitled *History of Us*, put out by Oxford University Press and approved for use in fifth-, sixth-, and seventh-grade classrooms nationwide. It has already sold 700,000 copies in states like Virginia, California, Texas, Oklahoma, Indiana, Colorado and Maryland. This 10-volume series by former journalist Joy Hakim epitomizes the kind of blatant, UNESCO-inspired politicizing found in today's textbooks and other classroom materials. Regardless of a parent's particular political persuasion, or even which candidate one may have voted for in the last election, the political indoctrination process is shown here to have gone so far beyond mere revisionism or favoritism. There is not a semblance of objectivity. Even the publisher admits—and arrogantly supports—Hakim's bias. "She [Hakim] is very negative about Reagan, but she believes that history is going to agree with her," said an Oxford University press spokesperson. Who cares what history "is going to agree with" somewhere down the road?

Do the blatantly political beliefs of a private individual belong in a child's history book? Apparently so, provided it reflects a UNESCO persuasion.

The final book in the Hakim's series is entitled *All the People*. In it, President Ronald Reagan is made out to be a likable fool who "made his living . . . reading from scripts and convincing the American people that the resultant performance was reality," while stealing from the poor and providing more tax loopholes and other goodies for the rich. (The "rich," you understand is anyone who makes more than \$60,000 a year.) Photographs and pictures applied to Reagan are uniformly unflattering including cynical cartoons, a vagrant sleeping in a doorway, a still from "Bedtime for Bonzo." Hakim goes on to purvey the popular liberal mantras to describe the Reagan era: the era of greed, economic injustices unleashed by supply-side economics, the heartless gutting of social programs (like what?), deficits, homelessness, and so on without any mention whatsoever of Reagan's accomplishments. Never mind that the nation might be experiencing its economic boom today because of Reagan's supply-side policies. No matter that Reagan inherited an economic nightmare from Jimmy Carter, just as Clinton inherited an economic windfall from President Bush—because, barring some disaster, such as a war, it takes five to seven years for economic policy changes to be noticed by the general public, regardless of who is in office. But schoolchildren don't learn anything about those kinds of "facts of life." The impression given is that everything happens instantaneously, just the way it does in the movies.

More sobering, perhaps, is that author Hakim confuses the deficit with the national debt and completely ignores the Democratic-controlled Congress' runaway spending as a cause for the exponential increases in the deficit. But let's not paraphrase; let's get it verbatim from the author's pen:

The 80s, when he [Reagan] presided, were a high-living time. The rich got very rich and the poor got much poorer. Ronald Reagan set the tone for that decade right when it began—with his inauguration on 20 January 1981. It was the fanciest, most expensive inauguration in American history, costing five times more than the Carter inaugural. It was a black tie, mink, and diamond affair, with limousines and designer dresses everywhere.

Youngsters reading this are supposed to imagine that there were no black ties, minks or diamonds at the Kennedy, Carter, or Clinton inaugurations. And what is the point, anyway? Inaugurals are fancy, after all. An inaugural ball, regardless of party affiliation, is no reflection on a President's term in office. Another passage includes:

He was a very popular president. Warren Harding, who was president during the frantic and fun 1920s, had also been very popular. His administration, too, was full of scandal and mismanagement. Neither Reagan or Harding was ever said to be personally involved with these scandals, but the country's citizens paid a terrible price for their mismanagement.

As a final insult to President Reagan, just to make sure the students don't miss the point, Hakim editorializes: "Is it really surprising that Ronald Reagan should graduate from fake broadcasts (which his listeners enjoyed) to fake statistics and fake facts?"

If Hakim, her publisher, and the hypocrites behind the History "Standards" had been interested in maintaining a shred of objectivity, they might at least have acknowledged and presented the more prevalent view of President Ronald Reagan, a man endowed with the gift of oratory, who had the guts to put his reputation where his mouth was. After receiving early intelligence reports concerning the Soviet Union's new and furiously paced arms buildup, despite its near bankruptcy, Reagan made a decision that the nuclear nightmare between the two countries had to end; that the insanity of Mutually Assured Destruction (MAD) was no longer a viable option against a desperate, nearly insolvent foe. Knowing full well he would be pummeled in the media and by leftist university professors, he nevertheless utilized his communicative skill to send a clear message to Kremlin leaders.

Speeches by a sitting president, regardless of the audience, are always an opportunity to send policy signals, and that was what the President did, twice in succession, beginning with his "evil empire" speech and continuing with his "Strategic Defense Initiative" (dubbed "star wars") speech, thereby sending notice to the Soviets that he was upping the ante. The message was: We have a greater technological and industrial base than you do, not to mention a solid economy, while you're on the verge of economic collapse. If you want to continue this arms race, you will have to risk it all.

According to his aides and records that are now public knowledge, President Reagan gambled that the Kremlin could no longer afford to continue an expansion of the magnitude he was going to force upon them. Given the state of the Soviet economy and military disasters in Afghanistan and elsewhere, there was no support left in the Soviet empire for further military adventurism. So, Ronald Reagan decided to step up the pressure on the Soviets. He successfully invaded Grenada, saving it from impending Communist takeover. He boldly denied that there was any moral equivalency between our representative form of democracy and communist totalitarianism, and ignored spiteful cries of "cowboy diplomacy" from media pundits and Leftist professors. Reagan never wavered from his central objective to get the Soviet bear off America's back. He deployed Pershing cruise missiles in the face of street demonstrations orchestrated by the Soviets, thereby check-mating the Communists' SS-20 missiles aimed at Western Europe. He launched SDI research to shield the United States from the Soviet's intercontinental ballistic missiles. And finally, he used his gift of communication and sincere manner to bring around a pragmatic Mikhail Gorbachev who, while never to be mistaken for a friend of democracy and capitalism, was smart enough to recognize that Ronald Reagan was right; for the foreseeable future, his "empire" could not win. If he had to go down in history with his motherland breaking apart on his watch, then he might be remembered also as the man who had the gumption to stop the nuclear standoff, at least for a few decades.

But, of course, Hakim's text doesn't present that view, which history has, in fact, proved correct.

Sections on President Kennedy, of course, are flattering and respectful; the worst criticism was that the President's dislike of hats hurt the hat industry! No mention was made of Kennedy's ineptitude in foreign affairs, his botching of the Cuba incident, or that it was Johnson, not Nixon, who sealed our involvement in Vietnam.

Youngsters reading the Hakim text certainly will not recognize Thomas Jefferson or John Adams as champions of American freedom. They will hail instead Susan B. Anthony—or maybe even César Chavez.

But apparently there exist some circumstances under which the presentation of "alternate views of history" are acceptable. In writing a book review for the *Washington Times* on the Wellesley professor and historian Mary Lefkowitz's book, *Not Out of Africa: How Afrocentrism Became an Excuse to Teach Myth as History*, Lynne Cheney, former head of the National Endowment for the Humanities, now senior fellow at the American Enterprise Institute, recounts a bizarre, but not unusual, experience. It seems that "[w]hen classics professor Mary Lefkowitz complained that Afrocentric myths about the ancient world were being taught as truth at Wellesley College, she was informed by the school's dean that different views of history are all equally valid. When she stood up at a faculty meeting to point out that an Afrocentrist on campus was propagating falsehoods, such as the idea that the Greeks 'stole' their culture from Egypt, one of her colleagues commented, 'I don't care who stole what from whom.'"

Of course, Afrocentric history has become part and parcel of social studies and so-called multicultural and diversity programs at the elementary and secondary levels, as well as a staple at institutions of higher learning. According to its tenets, Aristotle looted the library at Alexandria and plagiarized the philosophy he found there; Napoleon deliberately removed the nose of the Sphinx to alter its facial features so people wouldn't know it was African, and his soldiers similarly mutilated the other statues; Socrates and Cleopatra were black (Cleopatra supposedly being so described in a chapter of Acts in the Bible); Egypt was a black African civilization whose philosophy and achievements formed the foundations of Western civilization; and the first human life, religion, philosophy, science, and mathematics came out of black Africa.

But Lefkowitz, a long-time scholar of classical Greek literature and history, carefully debunks each of these assertions. For example, Cleopatra is not even mentioned in Acts and, in fact, died about 60 years before this book of the Bible was even written. Although no raving conservative or "fundamentalist Christian," Lefkowitz's attempt at logic and intelligent debate was wasted on colleagues who were unable to debate the issues on their merits and resorted instead to name-calling and labeling. But, then, whenever the predominating mindset is "I don't care who stole what from whom," one is not going to get an intelligent discussion. Lefkowitz's book, although banned from school libraries by the same authorities who call

parents "book-burners," is a wonderful resource for those truly interested in ancient history.

Fortunately, the author is above the sort of childishness being played out by her colleagues at Wellesley: "There is nothing black or white about it," says Lefkowitz. "We're talking about historical issues. Yes, people are afraid of being called racist, but one should always stand up for accuracy in history. I don't want to see indoctrination of *any* kind in schools."

Of course, multiculturalism is not about correct history, much less geography, which is nearly absent from every social studies curriculum; it's about minimizing Western culture. Consider the effort last March by officials at greater Detroit's Wayne Community College: Although happily engaged in Black History Month, Asian-Pacific Month, and Hispanic month, the student activities specialist, Rita Millhench at the college's Taylor, Michigan, campus canceled St. Patrick's Day and replaced it with politically correct Multicultural Festival Day. When the student newspaper got wind of it and criticized the change, Ms. Millhench rushed around picking up copies of the newspaper from distribution bins before anyone could get hold of them. This shows the lengths to which counterculture activists will go to change the face of culture and politics in America under the cover of social studies and multiculturalism.

While Christian worshipping practices are barely mentioned for fear of starting a firestorm, Indian and African worship are given notable billing, with the more gruesome aspects left out, of course. Tribal massacres, ritual mutilations, human sacrifice, enslavement and torture of captives, female infanticide—all these go unreported in the new history texts, while the Salem witch trials are held up as representative of Puritanism.

THE CONFLICT OVER CONFLICT RESOLUTION

Cheryl Bernard, author and research director of the *Boltzmann Institute of Politics* in Vienna, Austria, calls it "mediation minus the morals." In a 3 March 1996, piece for the *Washington Post*, Bernard echoes most people's sentiments when they hear about classes where children learn to handle conflict competently instead of punching each other in the nose: it sounds good.

Like most of us, Bernard couldn't deny that a little practice in talking constructively to others and thinking things through might be beneficial. The problem, as she sees it, is when conflict resolution enthusiasts seek to apply their programs to "all age groups, across the board, from a sandbox tussle to global war." Bernard observed that "the techniques seem tailored to a middle-class setting where everybody is basically nice and reasonable and fighting over things like who gets to use the red crayon." Does that mean, she asks, we are to believe that "two drug dealers, fighting over turf or money, are going to benefit from methods like SIGEP: *Stop* what you're doing. *Identify* the problem. *Generate* ideas on how to solve it. *Evaluate* these ideas. *Plan* how to implement them." Proponents, Bernard points out, naively ridicule inner-city principals and teachers who resist these

programs, accusing them of preferring to spend money on metal detectors instead of mediation programs. They also work hard to stay away from any mention of right and wrong, thereby vastly oversimplifying what are really larger problems than the disagreement itself.

Bernard feels this is the fatal flaw in the concept. She says such an approach has long-term consequences, that it offends a child's (or, for that matter, an adult's) sense of justice, and, "most paradoxically, it tends to reward aggression." Regardless of who was the perpetrator in an incident, the parties are supposed to all sit down together "as equal partners and work things out together." Whenever there is a conflict, each student involved has to relate how he "contributed to the problem." If anyone holds out, the punishment is no recess for any of them. Again, this is reminiscent of pre-1990s attempts to assign moral equivalency to the governments of the Soviet Union and the United States.

So whether Johnny or Susie started anything or not, whether they were defending themselves, if someone snatched their new toy and smashed it—none of that matters. A compromise has to be found. No slapping a child's wrist and telling him to stand in the corner; no lectures about respecting someone else's property or taking away a privilege or favored toy from the aggressor.

This, of course, does not square with real life. But since the philosophy behind OBE-style conflict resolution programs comes, once again, from the trusty brain cliques of behavioral psychology, this should not be surprising. Such "negotiation" is based on surreal perceptions of the facts and has contributed mightily to the mob temper tantrums that adults recognize as violent demonstrations and terrorism. Why? Because it feeds long-term resentment. "Conflict resolution takes [the] bitter facts of . . . life and coats them with sugar," says Bernard.

All this, of course, is an outgrowth of the peacenik movement. The truth is that sometimes you need more than pleasantries. There are leaders who want countries that don't belong to them, and some aren't in the least worried about any environmental damage unleashed in the process of obtaining it. There are those who build gas chambers and steer "undesirables" into them. There are thugs who rob the elderly and don't care if anyone gets hurt and, as in Jonesboro, Arkansas, grade-school children who lie in ambush with rifles, waiting to pick off their fellow classmates at random.

Conflict resolution, as it is approached in the schools today, is typical of the superficial "nonjudgmental" thinking that passes for "higher-order thought."

FRINGE SCIENCE

At least a dozen children come to this writer's door at one time or another during the school year seeking signatures for the latest environmental cause. Upon inquiring as to the source of this exercise, it appears that it is usually part of a school "science" or "citizenship" project, aimed not only at increasing environmental "awareness" (some would call it "hys-

teria”), but at re-educating their parents and adult neighbors. Clearly the youngsters are shocked when their petitions are rebuffed; it’s akin to refusing to buy a raffle ticket for the softball team’s upcoming trip to the national playoffs.

Asking pertinent questions concerning the “cause” for which they are petitioning is met with blank stares and noncomprehension. Occasionally a stock phrase manages to find its way from the brain cells to the mouth, but it generally fails to answer (or even refer to) the question. Nevertheless, the “cause” passes for science or citizenship, perhaps both, and the pupils’ efforts are graded accordingly. Other activities along the same lines include writing to the President and elected representatives to tell them how awful they are for burning, cluttering, or polluting the earth. Upon further examination, the “science” in these classes bears no relation to any academic effort, or for that matter to objectivity. It’s all politics and feelings—and very UN-friendly.

In a recently published article in *Audubon* magazine, Nancy Bray Cardozo goes even further. She claims that much of what passes for environmental education is scare tactics, pure and simple. She compares it to “Reefer Madness.” For example, Cardozo relates the case of nine-year-old Melissa Poe, who concluded her hysterical letter to former President George Bush: “Mr. President, if you ignore this letter, we will all die of pollution and the ozone layer.” We will die “of the ozone layer”? How could a teacher allow a misstatement like that to go out the door? A Tennessee elementary child, Katherine Mitchell, wrote a letter to the editor of her local newspaper railing: “I’m too young to die . . . so stop burning the Earth!”

Despite the facts, or lack of them, state and federal legislators say they are inundated with bagfuls of mail from irate schoolchildren steeped in the same distorted science that used to characterize nuclear hysteria in the 1970s and early 80s. The result, of course, is ever-louder calls for overly stringent, costly, and unnecessary regulations that eventually will become unbearable financial and time-consuming burdens to the very children who are now being targeted.

In textbook after textbook, film after film, youngsters are told, as if it were proven fact, that the world’s population is increasing faster than the earth’s ability to grow food, that the ozone layer is being destroyed and causing cancer, that global warming is ruining our cities, and that unrecycled refuse is turning the soil into killing fields. Many adults have bought into all this questionable wisdom because of the positive spin put on it in the media. Most people don’t read the real scientific papers and journals that contain the studies and statistics pointing to another view entirely. Most mainstream media outlets don’t even carry the stories or summaries of scientific journal articles that would indicate to the average reader the intensity of the debate and the extent of the uncertainty on these questions. Because neither the mainstream media nor the schools are doing their jobs, individuals are left with “fringe science,” not real scientific discussions.

In the recent booklet, *Facts Not Fear: A Parent’s Guide to Teaching*

Children About the Environment, Michael Sanera and Jane S. Shaw conduct an exhaustive study of school textbooks. In the State of Wisconsin alone, 22 out of 24 texts stated that the world population was outpacing the earth's food-growing potential—a highly debated assertion even in scientific circles, and 23 out of 24 texts forecast disaster due to global warming. All 27 texts reviewed failed to mention several important scientific facts including that the thickness of the ozone layer fluctuates as much as 50%, making it difficult to know whether the changes are caused by humans or by nature and that natural water vapor, including clouds, play a major role in regulating the earth's temperature. But because these texts support the UN's environmental "hook" into American education and the Global Climate Change Treaty, they pass muster.

The same "educators" who are fond of life in the "gray zone" when it comes to sexual behaviors and moral truths seem to prefer black or white when it comes to the environment. Either one is for "dirty air" or "clean air," for example. Rather than entering into a more appropriate discussion over whether additional air quality standards will actually improve public health, the whole business becomes a political exercise. There is no discussion to suggest when enough might be enough; no effort to seek out any contradicting source materials on important matters of scientific inquiry.

"Fringe science" is packaged so that it contains just enough of those proverbial kernels of truth to make average parents hard-pressed to dispute their youngsters when they come home with some hare-brained pronouncement about nuclear power or the environment. Unless the parent is an expert on such matters, or has taken pains to be well-versed in these subjects, he or she can do little except encourage youngsters to read materials from several sources before coming to conclusions, something the school should be doing, but doesn't. Indeed, parents send their children to school in part because they don't *want* to bear the burden of having to become experts in virtually every field and discipline. If they're going to do that, they might as well home school.

Most parents in the early 1990s were no more prepared to engage in a meaningful dialogue with their children on topics like Alar, asbestos, acid rain, global warming, ozone depletion, and hormonal disrupters than their own parents were in the 1960s and 70s to debate the merits of nuclear generators. The fact is, there has been a good deal of misleading, even clandestine changing of data by scientists themselves on environmental studies, such as those relating to global climate. S. Fred Singer,⁴ geophysicist and emeritus professor of environmental sciences at the University of Virginia and former director of the US. Weather Satellite Service, provides an example of the much-ballyhooed United Nations report, "Climate Change 1995," prepared by the UN's *Intergovernmental Panel on Climate Change* (IPCC). When the report came out in May of 1996, it was suddenly discovered, long after the draft had been approved, that there had been some surreptitious changes in the printed version that placed a "warming spin" on the data. The uproar continues over both the legality and motiva-

tion behind such changes, but the man-in-the-street never hears about it, much less school children.

The misleading publication summary on "discernible human influences on global climate" was taken for gospel and resulted in the now-infamous US timetables to reduce carbon dioxide emissions from burning fuel as well as a series of expensive policies under the global climate treaty. However, upon examining the actual climate data—as opposed to the computerized models—there was no evidence of current warming. How many parents are going to be able to sit down and explain disparities like this to their young sons or daughters who are about to embark on a door-to-door drive to support fuel emission legislation?

The same is true of the ban on the production of freon, a chlorofluorocarbon (CFC) in the US and other Western nations. (Of course, India, Russia, and China are exempt from this ban because they need freon, whereas the rest of us presumably don't, resulting in a lucrative smuggling market.) It was the *Montreal Protocol* in 1987 which led to a dubious theory predicting a 5% ozone depletion in the next century. Supposedly this depletion would result in epidemic skin cancers, cataracts and other disasters. But there exists no hypothesis as to why a corresponding increase in solar ultraviolet radiation has not been detected on the ground to match the depletion in the ozone. Most people are not well enough versed in the subject to know that there should even be a corresponding increase. That's precisely what the environmentalist fanatics depend on.

The fact is, ground-level temperature measurements show an increase of 0.3 to 0.6 degrees Celsius in warming since 1850, and global satellite data, which are far more reliable, show earth warming to be zero during the past 18 years! Even if one gives the fanatics the benefit of the doubt and uses the 0.3 to 0.6-degree measurement, scientists agree that the figure falls well within natural temperature ranges for the last 15,000 years! In fact, it appears there was greater warming between the 10th and 15th centuries, when society was agrarian and non-industrial, than there has been in the 20th century.

Only 13% of scientists responding to a Greenspace poll said they thought any catastrophic climate change will occur if we maintain our current pattern of energy usage; over 100 renowned scientists, including the former president of the *National Academy of Sciences*, signed a letter stating that expensive restrictions to reduce so-called greenhouse gases are not justifiable from the existing evidence; and a mere 17% of the members of the *Meteorological Society* and the *American Geophysical Society* think that warming has been a result of "greenhouse gas" emissions.

Related to the exaggerations and misinformation on global warming is the notion that *Sudden Infant Death Syndrome* (SIDS) is caused by pollution. The real scientific findings on this issue, however, are found in the 27 July 1996, issue of the *British Medical Journal*. Of the 11 possible contributing factors to SIDS, "high level of outdoor pollution" was the least likely culprit, so small as to be negligible. The highest, by a huge margin, was "covers found over a baby's head."

Then there is the scare over “hormonal disrupters” that gained national attention when British biologists located some male fish with eggs in their bodies, their reproductive development obviously gone haywire. Later it was discovered that the cause was not industrial pollution, as first publicized; but “human sewage carrying female hormones.”⁴ Nevertheless, it was the initial scare story that produced the misguided legislative proposals. Once the truth was known, the facts in the matter were lost in the back pages of most newspapers, when they were reported at all.

While the benefits of initial anti-smog standard-setting efforts were worthwhile—unless we wished to be in the position of Japan, where urban traffic cops were photographed in the 1980s wearing gas masks—the latest proposals would have a minuscule effect on urban public health while exacting enormous costs—\$600 billion. Worse, the standards would drastically alter individual lifestyles, as if people aren’t regulated and hassled enough already. No matter how tight the standard is made, some people are going to be uncomfortable under certain weather conditions if they engage in strenuous outdoor activities. Somebody can always be found who is allergic to just about anything.

Environmentalism isn’t the only topic that makes up today’s strange science. Even those classes that might pass for traditional science at first glance, upon closer examination lack anything resembling fundamental principles. They are entirely subjective exercises without even a pretense of scientific method or inquiry. Nevertheless, youngsters supposedly are being “empowered.”

One of the best in-depth discussions concerning the teaching of hard science is found in a 1997 book by Northeastern University physics professor Alan Cromer, *Connected Knowledge: Science, Philosophy, and Education*. Cromer articulates what many older science teachers, as well as parents whose professional careers are in the physical sciences, have hinted at for some time: that the much ballyhooed emphasis on science in the elementary and secondary schools isn’t really science when you get down to it. Instead, science has been given over to a new fad called “constructivism,” in which everyone comes up with his own “science.”

Cromer details how youngsters are assigned experiments to perform without the benefit of any scientific principle to demonstrate. Take, for example, buoyancy. The principle of *buoyancy*, discovered by Archimedes, a Greek scientist who lived some 2,200 years ago, is a difficult concept, says Cromer, that requires one to look at things from a perspective that is not particularly in synch with the visual image. Yet, teachers simply give the youngsters a ball and tank of water and have the pupils come up with creative explanations. The students never learn why the ball behaves as it does. They never acquire any knowledge from the experiment that will enable them to apply it to something else. They just listen to each other come up with fanciful notions.

Cromer cites the textbook series *Middle School Science & Technology* aimed at pupils ages 12 to 14. The following is an exercise involving

popcorn. Instructs the text: "Squat as low as you can beside your desk. Indicate the amount of popcorn popping at one time, adjusting your height according to the sounds of the popping."

Then the children are to make a popping-frequency graph with their eyes closed! The purpose of this activity? To demonstrate diversity. How's that? Every child will draw an entirely different graph. So in the follow-up exercise students classify each other's graphs into the following categories: "a lot of diversity," "some diversity," or "no diversity."⁵ There's no scientific method involved, but the exercise will satisfy the outcome-based science goal on "categorizing" and "classifying" information.

Is this nonsense confined to American science classes? No, this is a worldwide movement. Cromer and Blumenfeld both relate that in New Zealand, for example, all lecture demonstration tables have been removed from the classrooms so that teachers will not "influence students" in "constructing" their own knowledge.

"CHARACTER" EDUCATION

A school district in Portland, Oregon, where students were deemed "weak" in their "adaptability to change," launched a required Winter Solstice Program to replace the old Christmas holiday on the grounds that the word "Christmas" represents a Christian holiday and must, therefore, be changed. So on 19 December 1991, the first Winter Solstice Program was celebrated in the school auditorium. The cover of the printed program handed out to all students depicted the Sun God (Lucifer, god of Light) and the Moon Goddess. Inside the handout was the description of the program: "Each child will partake of the sun and moon cake before entering the auditorium, where they will seat themselves according to their astrological signs. . . . Chanting will begin upon entering the auditorium." The Solstice Program included pagan drumming and other ritual practices, such as "the burning of bad experiences" and a blessing of the children by the school staff. In one segment of the Solstice Program, children came in with bar codes stamped on their foreheads. The bar code of some was read and accepted, but others, who did not have the "proper" mark, were rejected. Only those who had the "chosen mark" were deemed worthy.

A 12-week social studies/language arts program in Michigan's Shepherd School District is called *The Egypt Game*. It was declared the thematic unit of the state's mandated "Core Content Standards." Parents who discovered the program in their children's schools and objected to it, however, weren't aware of this link until much later.

Supposedly, *The Egypt Game* would help youngsters learn about the country of Egypt—its history, culture, and so on. But the assignments were strange, and upon closer examination parents were hard-pressed to find any facts presented about this unique land. These were the assignments:

- Each student is to write about an Egyptian god—and include one interesting fact about the god;

- Students are to create a secret code and write a letter using the code;
- Students are to write a story using hieroglyphics;
- Students are to write a dialogue for one of the religious ceremonies described in the book. They must recreate a temple and statue from the children's playground in the book as well as build a sacrificial altar;
- Students are to write a hymn to Isis, goddess of fertility. The hymn's purpose is to glorify, praise, and worship the goddess;
- Students are to write a list of questions to ask an oracle, burn incense, and make a wailing chant prior to the ceremony in which they will present questions to the oracle;
- Students are to construct a death mask and a clay replica of an Egyptian god.

Where are the facts and activities relating to the country's people, environment and geography? These don't appear to be included in the curriculum; rather the program focuses on ancient Egyptian rituals.

A GAME CALLED "RELIGION": AN ANALYSIS

The first thing that strikes one about the whole emphasis on ancient religious rituals is that if any better known, modern-day religious figure had been substituted for Isis or the Oracle—Moses or Jesus, for example—a furor, and probably a lawsuit, would have surfaced overnight. Remember the same government that protects public school fare like *The Egypt Game* banned a Christmas postage stamp showing Bellini's famous Madonna and Child painting in 1992, forced church-run nursing homes to remove all religious symbols from their Yellow Pages, and told Western Maryland College to remove the crosses from atop its 19th-century buildings! A second noteworthy observation is that, except for the first one, the assignments in *The Egypt Game* are group activities, not individual exercises.

Let's look at this curriculum again and examine it one assignment at a time.

- *Each student will write about an Egyptian god—and include one interesting fact about the god.*

How does one ascertain a "fact" about a mythological character: an interesting choice of words.

- *Students are to create a secret code and write a letter using the code and write a story using hieroglyphics.*

Children are always intrigued by secret codes and clubs. Because this exercise is nestled in with the others relating to ancient Egyptian religious rituals, the activity equates all religious symbolism with "secret codes." Religion assumes the status of a game.

- *Students are to write a dialogue for one of the religious ceremonies described in the book. They must recreate a temple and statue as well as build a sacrificial altar.*

In writing their own dialogue, the students are, in effect, making up religious ritual as they go along. Temples, statues, and altars are icons that most children recognize, however remotely, from whatever they have heard or experienced of religions around them. Thus any "sacredness" attached to symbols is diminished if their purposes can be changed as one goes along.

- *Students are to write a hymn to Isis, goddess of fertility.*

At this point, religion is being parodied. This is much more blatant than the other activities listed so far. Now, if the students had been required only to know that in ancient Egyptian religions, and indeed in many other myth-based religions, there was a goddess of fertility whose name in this case was Isis, there would be no problem, provided other historical facts about the country itself were also taught. But the message intended to be recalled subliminally is this: see how silly people waste their time heaping praises on some imaginary figure in the hope that it will bring them good luck.

- *Students are to write a list of questions to ask an oracle, burn incense, and make a wailing chant prior to the ceremony in which they will present the question to the oracle.*

The parody continues, the group aspect of the activity reinforcing the message that it's all a game. The "questions" to the oracle are a thinly disguised reference to "prayers." Because this activity mixes familiar and unfamiliar religious rituals—incense, chants, and so on—youngsters are being subtly led to equate the "oracle" with religious figures across the board—God, Jehovah, Allah, Jesus, Elijah, and so on. The youngsters are expected to giggle as they chant, laugh at the questions, and double over with hilarity at each other's queries. Soon, the very thought of any "oracle"-type figure answering questions will evoke snickers.

- *Students are to construct a death mask and a clay replica of an Egyptian god.*

The death mask, of course, is occult symbolism, and the clay replica is an icon. Many religious families keep icons in their homes to represent religious figures and concepts they hold dear—such as a Christian Cross, a rosary, and so on. Using occult symbols—particularly a death symbol—in this way further parodies real religious faith. In Part IV of this book, we shall revisit the foregoing exercise to see how it aligns with the *Five Phases of Indoctrination* aimed at "challenging students' fixed beliefs."

How did *The Egypt Game* get into Michigan's Shepherd School District? It is a familiar story. As usual, the local school board was bypassed completely. Only a few select staffers were in on the decision to use the program. The book in question was used for two years before parents got wind of it because it never went home and the assignments were all done in the classroom. When some parents finally did question the program, each was told that he or she was "the only one who has questioned this." Michelle Seely, one parent who chronicled the efforts of individuals who objected to the program, writes:

We followed every procedure the administration required of us. We met with teachers, administrators and board members many times. . . . Our Middle School Principal formed a committee that included two board members, four teachers, one lay person, and two parents. As we met to discuss the subject matter in the book, *The Egypt Game*, the teachers made it very clear they had the proper education and that we were only parents: How could we know what is good for our children? . . . We received a lengthy speech from [the principal] saying that we should "trust us with your most valuable possessions, your children." We didn't find out until after the meeting that the teaching staff actually have training workshops to teach them how to stand up against parents who would be so bold as to question their teaching materials. . . . At our third and final committee meeting, when it came time to vote on the recommendation to be given to the superintendent, the parents were excused from the vote stating we were no longer considered a committee, but complainants.

This parent's experience is typical, coast to coast. It exemplifies the need for parents and other citizens' groups to be trained in the art of verbal combat, and gives weight to the charge that schools don't really want parent involvement. What educators do want is parents who will see that their children show up, do their homework (if any), chaperone on field trips, raise funds for special projects, and serve the dip and punch at the PTA. Educators do not want parents becoming a meaningful voice in curriculum or education policy. Worse, when religion in schools is the issue, the democratic process is trotted out only for convenience, then ignored or rescinded as soon as it is politically feasible to do so.

For example, Michigan's State Board of Education, under pressure from parents and taxpayers who had had enough of mushy curriculum and lax discipline in its schools, painstakingly crafted a new mission statement in 1995 to guide future policy in the state's public schools. References to God and democratic ideals as well as phrases from the Declaration of Independence, the Michigan State constitution, and even the Bible liberally dotted the document. The overwhelming majority were pleased and ready to see it implemented. But in the wee hours of the morning of 20 June 1997, when no one would be around to contradict or oppose them, a new Board voted to overturn the policy statement, against the wishes of both the public at large and 150 witnesses who had earlier urged the Board to retain the statement. The Board offered no alternative statement. With these kinds of shenanigans going on, it's no wonder that Michigan got stuck with *The Egypt Game*.

SEX AS SPORT

While important disciplines are vanishing, the counterculture "sciences" are booming, with ever-increasing social science requirements (though

they may be marketed as something else) for pupils to qualify for a degree in a host of different college majors, from education to business. Course offerings range from such fare as "Queer Theory, Queer Texts," to the "Works of Pee Wee Herman" and examinations of television talk shows like "Oprah." Trendy, politically biased, and downright bizarre courses dominate the college and university landscape. On nearly every Ivy League campus, women's studies offer more courses than the economics department.

Today's college students are awash in homosexual propaganda, with 50 schools having established gay- and lesbian-studies programs. Feminist studies departments, in particular, actively encourage women "to forsake heterosexuality," offering courses like Stanford's "Lesbian Communities and Identities." The school's so-called history department promotes the course "Homosexuals, Heretics, Witches, and Werewolves: Deviants in Medieval Society," leading students to the notion that only the Christian concept of sin is marginalizing homosexuals and introducing the idea of "deviant" sexual practice. Even Stanford's Portuguese and Spanish department offers "Queer Raza" to provide an "analysis of representations by Latinas and Latinos of race, ethnicity, sexuality and identity in a variety of media."

Meanwhile, Yale's women's studies department boasts courses like "Queer Histories" and "Introduction to Lesbian and Gay Studies"; Cornell offers an English course entitled "Lesbian Personae"; and Princeton goes one better with "Sex and Sexuality: Bodies, Desires and Modern Times," a course which features gems like "City of Women" and "Introduction to Lesbian and Gay Studies." DePaul University, in a course called "Wellness, Disease and AIDS in Cultural Perspective," treats "AIDS as a socio-religious and spiritual event in the life of the planet." Brown University, with the help of Hillary Clinton's buddy, Ira Magaziner, of the health care debacle, tops all the other universities with "Mythic Patterns of Patriarchy" and "Feminist Ethics" (Theology); "Black Lavender: Study of Black Gay/Lesbian Plays" (Afro-American studies); and "Unnatural Acts: Introduction to Lesbian/Gay Literature" (English). "Mythic Patterns of Patriarchy" explores such urgent topics as "secular incarnations of patriarchal religious myth, especially in the professions and in the manifestations of phallotechnology." A unit on Clint Eastwood films examines "troublesome icons of masculinity."

Going down to the elementary and secondary level, inappropriateness has taken on new meaning. SIECUS' executive director, Debra Haffner promotes in materials for elementary and secondary classrooms the idea that oral sex and mutual masturbation are acceptable social outlets for children's raging hormones. As a consequence, we find such behavior as that which occurred in March 1997 at the District of Columbia's Martha Winston Elementary School, where a group of fourth-graders (ages 9-12), went into a room by themselves, "disrobed and performed sexual acts on one another." Of course, the youngsters could not be disciplined because

the acts were determined to be "consensual." According to polls taken in February 1998, the same logic would apply to any extra-marital alliances in the Oval Office.

VANISHING TEXTS AND DISAPPEARING STUDIES

Meanwhile, more than a quarter of US school children are limping along with not only outdated texts but, according to a survey released 1 March 1997, by the school division of the *Association of American Publishers* (AAP), many public school students have no books at all! Consider the following findings:

- One in six teachers (15.7%) reports that students are without textbooks;
- Two in five teachers (38.6%) say that not all their students have textbooks to take home, and nearly half (46.3%) said they've been unable to assign homework for lack of books;
- One in four teachers (25.2%) reports using textbooks that are more than 10 years old;
- Seven in ten use their own money to buy classroom materials.

Thus, not only are true standards and courses disappearing, so are the academic materials. Many District of Columbia students, for example, did not have textbooks when the 1995-96 school year opened, ostensibly because the school system's controller felt the city couldn't afford them. A junior at one area high school said she didn't have a book for history, English or Spanish. A senior said he had no books at all. The AAP survey failed to ask whether students had gym towels and gym facilities, how many so-called field trips were scheduled, and the number of games, films, and social adjustment activities that were alive and intact in the classroom and the school library. Instead, the AAP's conclusion was that "the nation spent more money on dog food than on textbooks" and thus had "mistaken priorities." One could add that, considering the kind of fare that is going into the classroom, the funds might be better spent on the dog food.

As we have seen, the insanity doesn't stop with elementary and secondary schools. It used to be that America was highly attractive to young foreign students wishing to pursue scientific or high-tech university degrees, while European countries such as France and Switzerland were the preferred choices for the humanities.

But a recent study by the *National Association of Scholars* (NAS), an organization that tracks academic standards at the college and university level, notes that America's institutions of higher learning, just like its elementary and secondary schools, have largely abandoned the academic requirements once considered essential. The NAS study, "The Dissolution of General Education 1914-1993" reveals that 70% of this nation's 50 elite colleges have remedial English programs (although most go by some pleasant-sounding euphemism), and all but two of these colleges give academic credit for them. Thirteen percent (1.6 million) of all college undergraduates

required at least one remedial English course in the 1992-93 school year. Only 4% of the so-called elite colleges require a course in philosophy, and 2% a course in history. Required literature courses are largely devoid of any common core of knowledge, including staples like Chaucer and T.S. Elliot.

In charting the mandatory subject requirements in our nation's leading colleges and universities between 1914 and 1993, NAS found that 98% required English composition in 1914. By 1964, the figure had dropped to 86%, and by 1993, only 36% had such a requirement. Courses in rhetoric—the effective use of language, especially the art of oratory and discourse—slid from 33% in 1914 to a flat zero in 1993. This may explain why neither today's candidates for public office, nor the media which covers them, are able to engage the public in thoughtful, meaningful discussion of important issues. Rather they engage in an orgy of innuendos, slogans, mud-slinging, and name-calling, none of which provides enlightenment, inspiration, or information. To expect “critical thinking” without the study of rhetoric and philosophy is like trying to come up with blueprints for the San Francisco Bay Bridge without any knowledge of mathematics or architectural science.

The percentage of top institutions of higher learning requiring credits in philosophy is down to just 12% from a 1914 figure of 43%. The percentage of elite colleges and universities requiring foreign language went from 98% in 1914, to 96% in 1964, to just over half—64%—in 1993. This is a very peculiar development in light of the emphasis on multiculturalism, which supposedly seeks to augment youngsters' awareness of and communication with peoples of other countries and cultures.

The down-graded mathematics requirement, from 82% of colleges and universities in 1914 to 12% in today's era of emphasis on high technology, is almost as weird as the ever-lower requirements in natural science, which dropped from 90% among top universities in 1964 to a paltry 34% today.

Even so, professors committed to solid curricula and dare to offer rigorous intellectual fodder instead of propaganda and mush, are increasingly isolated and harassed. But that's just what Marcuse and his fellow Frankfurt School/ISR intellectuals-turned-agitators worked so hard to ensure. Now, with the *Goals 2000/OBE/Workforce 2000* legislative package, the curricular atrocities of an acid-head's nightmare have moved the nation's children into a “new dimension” of global proportions; a world in which wrong is right and bad is good—and all of it virtually legal.

TEACHING ETHICS WITHOUT RELIGION

If we are human because we “contemplate our own existence,” does this make mankind merely a higher form of animal, as behavioral “scientists” maintain? Or is humankind clearly distinct from the animal kingdom because he contemplates his own existence, which implies that more self-discipline is expected?

Whichever answer one chooses to believe, the bottom line remains: we each have our own “demons” (or “predilections,” if you prefer), that is, a

more than passing urge to lie, cheat, covet, indulge in noncommittal sexual relationships; but because we are capable of contemplating our existence, we also have a choice as to whether we are going to do battle with these "demons" or not. The benchmarks for the religious person are clear, while those for the atheist and relativist are confusing, situational and capricious. The latter does not make for a civil nation because "laws" based on expediency are too easily amended or ignored.

Until the 1960s, parents dealt with the attention span problem and overactive children as facts of life, knowing that individuals differ, that they "live and learn" and outgrow things. Everyone knew that such lessons as "finishing what one starts" and sitting quietly when propriety calls for it require guidance from adults and maturity on the child's part. On that basis, a youngster was alternately disciplined, praised, endured, guided, hugged, and scolded. But it was basically a religious tenet, not an intellectual one, that held dangerous and impulsive behaviors in check. The understanding that human beings are more than mere animals, and that more is expected of them, was taken for granted.

Individual differences—what some might call "aberrations"—were assumed to be a fact of life. They kept life from being dull. Most people recognized that some children, like some adults, have more energy and are more active. Others are naturally more creative, or driven, or curious than their contemporaries, characteristics which can be augmented or thwarted by circumstances (such as schooling). Highly focused youngsters are capable of countless hours of dedicated concentration on a project they are interested in, but bore quickly and become fidgety when they are not permitted to finish. Others seem happy spreading their efforts among many projects at once, completing them when the spirit moves them. There is no real explanation for these differences. What is required to succeed in life, however, is self-discipline and a fundamental basis of knowledge. Learning to set priorities; avoiding procrastination; and making time for thought are auxiliary skills that successful individuals learn. There are no short-cuts. Neither therapy, nor Ritalin, nor any other drug can make up the difference.

But once behavioral scientists and other educationists started proffering complex theories about "unrealistic expectations" and "minimum competency levels," an implied sense of limitation and constraint was placed upon the growing process and upon success itself. Yet, it is those same "unrealistic expectations" that are the spice of life. They comprise the thrill of pursuit, even if entailing some degree of risk. Moreover, ordinary human quirkiness is not a disease.

As soon as psychiatry manufactured and government legitimized the therapy culture, abnormality became evident in everything. Everyone had a "condition," a "syndrome" or "disorder." For many, the sense of abnormality and dependency has become lifelong and as a result, millions of youngsters simply fail to grow beyond adolescence, leaving them more vulnerable than they would have been. The man-as-animal/man-as-neurochemical acci-

dent principle that underlies most of the behavioral sciences as well as the counterculture, *New Age*, *New Left* and eugenics movements carries enormous implications for civilization. Indeed, this notion can be viewed as a nation's defining point, the point at which a society either gains or loses its moral compass, where life becomes either precious or cheap, as happened in Germany. It isn't just that man-as-animal/neurochemical accident represents a rejection of theology—although that is certainly part of it. In essence, this Wundtian view is a rejection of respect for life itself—a kind of death-wish that pretends to be pragmatism. Such a viewpoint quickly results in a devolving civilization, no matter what kinds of euphemisms and politically-correct semantics may be applied to sanitize the philosophy. In the end, one regulation after another must be enacted to “clarify” laws and constrain the populace.

The lesson of Nazi Germany is that as soon as a society gets to a point where a majority of its inhabitants accepts the man-as-animal/neurochemical accident view, public policy takes a turn that eventually leads to that nation's downfall or demise. For example, in pre-War Germany euthanasia initially was cast in terms of mercy, and assumed respectability. But the cause soon degenerated into pragmatism (the nation can't afford to subsidize the perpetually infirm, the old, the mentally defective, and so on). Eventually “mercy” moved to murder and, later, to genocide. Not content to kill its own people, mass murder in the name of pragmatism moved like a cancer across Europe. This cancer was not simply due to the charisma of a madman; it hinged on the change in Germany's moral compass. The decisive moment—and there always is one—was when the average people, whether out of fear, cowardice, anger, or greed, rejected their religious values and began to rationalize and accept justifications for things they knew were wrong.

Education policymakers believe courses in “ethical judgment” and “citizenship” will avert such tragedies here, but they haven't and they won't. The recent controversy over a procedure known as partial birth abortion is a case in point. Most people weren't even aware of it until the horrific details were publicized in 1996. Policymakers—and the public—were still grappling with ordinary forms of early- and mid-term abortion. They were arguing over when life really begins and whether to call a fetus a “life form” or not. But in the increasing absence of a right-and-wrong perspective, events moved, unbeknownst to most Americans, beyond the point at which they began, and the result has been a progressive cheapening of human life that will continue in many areas besides the abortion controversy, despite sporadic protests, barring some catastrophic event that significantly changes the direction of public opinion.

COUNSELING WITHOUT MORALIZING

Much of the literature school counselors study treats religious figures as mythological, somehow erroneously embedded in the world's cultures, due, supposedly, to a subconscious need on the part of human beings for an

omnipotent, if not always benevolent, force in the universe that keeps order and provides security. Like many others in the mental health field, school counselors frequently reject religious tenets and try to replace what they have been taught is an "anachronistic emotional anchor" with a benevolent human force. With such help, humankind is expected to ascend, kicking and screaming, onto the next rung of the evolutionary ladder. Many of the "curricular activities" detailed in this chapter stem from these misperceptions.

With the exception of a few brave and outspoken professionals like Steven Kossor, and Drs. James Dobson, Laura Schlesinger, and William Coulson, religion has come under continuous assault by the mental "health" industries. Behavioral science has been permitted to treat religious belief as though it were a symptom, with the eventual aim of eradicating the "illness" altogether, primarily through education. Almighty Group becomes the savior of mankind, which undermines the efforts of the individuals to solve their own problems by grappling with their own darker nature, which in essence is what religious doctrine calls upon mankind to do. Too many of those in the mental health and education fields seem to believe they personally are "beyond" the need for "that sort of thing"; they think that the mature, mentally healthy, reasonable individual doesn't require any "myths." Indeed, much of the mental "health" literature specifically claims that religious belief harms the psyche more than it helps it: "Religion is actually a kind of consumer good that is without question potentially harmful to the user's mental health. . . . There is a common, close association between religion and psychotic disorders."⁶

Religious principles, in particular Judeo-Christian principles of conduct, have led to tremendous advances in civilization that public schools today do not recognize. Education policymakers today fail to see that whenever these principles have been perverted or ignored, as they were in Nazi Germany, even high intellect cannot make up the difference.

If asked, most people cannot name a country untouched by the Judeo-Christian ethic in which they would prefer to live. Where Judeo-Christian principles are unknown, one generally finds a fatalistic society in which humans are not seen as brothers, but obstacles. Take India, for example: people get sick, give birth, and die in the streets while their countrymen pass by without looking. Grinding poverty, squalor, and ignorance are the legacy of fatalism.

If behavioral extremists finally succeed in persuading, intimidating, and ridiculing our nation's leaders into de-legitimizing Judeo-Christian principles altogether, as appears to be happening at a dizzying pace, we shall see the fatalism of Third World societies here; indeed, we are already capturing glimpses of it in our urban areas and on school campuses.

"In terms of sheer numbers," writes George Roche, President of Hillsdale College since 1971, "the Judeo-Christian community still represents the largest group of any kind in America, but we have embraced a mainly post-Judeo-Christian culture in which traditional forms of any religion are relegated to the 'back of the bus.'" Consequently, the subject of

religion in schools today is a political hot potato as our nation continues to undergo an extreme, almost paranoid, secularization process. From education to entertainment, every effort is being made today to obliterate all memory of religious principles, art, allusions, customs, and philosophy, especially in the schools. Any educational institution accepting federal- or state-supplied financial assistance is considered "public," and must therefore provide an exclusively secular curriculum even though, throughout most of Western history, religion was not only a *bona fide* subject area, but it was closely aligned with the study of philosophy, which has also gone by the wayside.

Much of our great music and art has a basis in religion. For example, upon entering the State Capitol in Harrisburg, Pennsylvania, one is immediately drawn to the incredibly intricate, beautiful murals on the walls and ceilings. Every single one has a religious topic. Yet, so determined have this nation's political leaders been to avoid offending atheists and agnostics these past 25 years, that separation of church and state has taken a sinister and oppressive turn. Religion has fallen into official disrepute, irrespective of the fact that according to polls, 65% of Americans consider themselves religious and attend religious services regularly.

The fact is, despite the efforts to marginalize religion, Americans equate certain virtues with religious belief: justice, honesty, ethical behavior, sexual morality, integrity, decency, and much more. Although every adult knows that in the day-to-day secular world there are "gray" areas, in which right and wrong tends to be confusing and unclear, most parents still want their children to know what basic black and white, good and evil, looks like before they have to tackle the really difficult, "gray" questions. Sensible parents know better than to put the proverbial cart before the horse. They want their children's formative years spent in an atmosphere in which responsible adults dispense more guidance than tolerance; that is, in an educational climate that truly values principles of justice, honesty, ethical behavior, sexual morality, integrity, and decency, not one which gives mere lip service to these virtues, leaving students with a pack of condoms and bland admonitions about "making their own decisions."

As Joseph Sobran has noted many times, "nothing defines a culture so much as its religion. Every culture is organized around some transcendent sense of reality . . . some sense of the divine which it aspires to harmonize with."⁷ Inasmuch as the goal of globalist fanatics is to abolish the nation-state, eradicating its religious culture becomes key. If youngsters can be kept unaware of the role religion has played in Western culture in general and in American history in particular—for example, the classical writers who wrote on theological topics, such as St. Augustine, Dante, and Milton, or the musings of John Adams, Benjamin Franklin, and George Washington on the relationship of theological principles to the American Constitution—then eventually religion and theological precepts will assume a status of unreality, rather like belief in UFOs. It becomes, then, a simple matter to replace religious faith with trust in psychology and promises of state-supplied security.

"In His Will is our peace," wrote Dante in his *Divine Comedy* which is, among other things, a study in fundamental states of mind. The Inferno represents the state of the soul that is trying to live without God or reference to His laws; the Paradise represents the state of the soul that has achieved some conscious awareness of Divine Will; the Purgatorio represents the condition of the soul that is struggling to move from one to the other. It was this very conflict of soul which wrung from the heart of St. Augustine the cry, "Thou hast made us for Thyself, and our hearts are restless until they repose in Thee." These are timeless struggles, and out of them emerges our approach to the problems of life. An awareness of the eternally struggling soul (or conscience) will, in the long run, have more to do with a decision to forgo drugs, for example, or whether to engage in promiscuous sex, than all the gory descriptions about addiction or AIDS, which teenagers clearly are ignoring anyway.

In George Washington's *Farewell Address*, he emphasized the point that good government must be linked to theological principles when he said: "Of all the dispositions and habits which lead to political prosperity, religion and morality are indispensable supports." Did George Washington ever sin? Of course. We all do. That does not change the value of what he said.

Benjamin Franklin set down five points he believed were common to all religious creeds and said they should be taught in the schools: (1) recognition and worship of a Creator; (2) that the Creator has revealed a moral code of behavior that distinguishes right from wrong; (3) that the Creator holds mankind responsible for the way we treat each other; (4) that mankind will live beyond this life; and (5) that in the next life, individuals are judged on their conduct in this one. John Adams called these same tenets "the general principles" on which American civilization has been founded. Thomas Jefferson called them the principles "in which God has united us all."

Moreover, it is clear that the Founders, in separating church and state, were working to ensure that petty sectarianism would never result in a takeover of the institutions of government, as it had at various times in England, France, and Spain. They didn't want religion used as an excuse for squelching political dissension. But Judeo-Christian theological principles were taken for granted. Clearly, it didn't occur to them that some future generation of Americans would try to do away with religiously based principles altogether.

NONJUDGMENTALISM: A NEW TAKE ON THE HOLOCAUST

The extent to which secularized education has been successful can be surmised from two recent articles in *Chronicles of Higher Education*. It appears that young people of the 1990s are suddenly having trouble seeing the Holocaust as "wrong." Robert Simon,⁸ a professor of philosophy at Hamilton College in Clinton, New York, claims in one article that whenever the discussion turns to the Holocaust in his classes, most of his students won't

actually come out and say that the killing and torture of millions of people was wrong. They say they deplore what happened, but nearly all stop short of condemning the act on a moral basis. Professor Simon cites one student who said, "Of course I dislike the Nazis, but who is to say they are morally wrong?"

In another article, this one by Kay Haugaard, a creative writing teacher at Pasadena City College in California, the students reportedly had trouble condemning a host of moral horrors from human sacrifice to ritual killings. Haugaard cites one story by author Shirley Jackson, "The Lottery," about families in a small American farming community who engage in a ritual killing of one person each year as a sacrifice "to make the crops grow." In the course of the story, a woman is stoned to death by her husband and two small children. Haugaard says she has used this story in her teaching since 1970, and up until recently it had always caused the students to deal with the issues of blind conformity and right and wrong. Today, she says, that even with persistent probing on her part, classes typically refuse to issue a moral judgment on the killing. One young man offered, for example, that the killing seemed "to fill a need." Haugaard finally asked a female student point-blank whether she believed in human sacrifice.

"I really don't know," the young lady responded. "If it was a religion of long standing . . .", her voice trails off, the implication being that maybe it's okay in that case. Oddly, this same student, states Haugaard, had written passionate essays about saving everything from whales to rain forests, but when it came to humans, she couldn't make a pronouncement.

Apparently, if there is a consensus by participants that some action, including murder, is a good thing, then that takes precedence over any moral consideration, thereby rendering any judgment moot. Which is precisely what occurred with the Holocaust. It was another, older, woman in Haugaard's creative writing class who provided a clue as to the underlying source of this kind of nonjudgmentalism: "I teach a course for our hospital personnel in multicultural understanding, and if [something] is part of a person's culture, we are taught not to judge," she said.

Moreover, moral judgment, where it still exists, has shifted toward the inanimate and trendy causes—recycling, smoking, polluting, and so on—that enable one to appear "politically literate." But moral judgment, in the sense that classical authors like Nathaniel Hawthorne and Jane Austen dealt with it, has been completely overshadowed by considerations of culture and environment. Today's young people don't say, "I understand the circumstances surrounding the incident in question, but it is still wrong." Instead they think: "The circumstances determined the actions on the part of the people in question and therefore those actions cannot be called right or wrong." Thus, moral values are now a matter of personal preference, not of any standard, principle, or doctrine.

As long as such an attitude prevails, it is not necessary to ban churches. Legislatively slamming the church door would be far more blatant, bringing up constitutional questions that would muddy the waters and make

people stop and think. Better to have the religious bodies themselves voluntarily degenerate into social clubs, not bothering anyone, and perhaps even supporting politically correct causes when called upon to do so (for example, helping to distribute clean needles to heroin addicts, even though this approach is now known to promote drug use and spread AIDS⁹).

The upshot of all the belittling and arguing, the court cases and the removal from class materials of anything that smacks of religious history or literature, even in courses that are supposed to build character, is that an unmistakable Marxist message is being sent to a whole generation of young Americans: if you or your parents want to believe all that God stuff, okay, but just don't get caught bringing it to school.

NOTES

1. "Parents' baby talk serves as speech building blocks," Associated Press, 1 August 1997.
2. Recall the difference between anecdotal and experimental research: Anecdotal means based on simple observation and isolated instances; i.e., written-down anecdotes. Experimental research is based on the scientific method, with control groups and test groups, all carefully screened beforehand to ensure similar backgrounds and traits of all test subjects.
3. Michael S. Brunner, Visiting Research Fellow, National Institute of Justice, *Retarding America: The Imprisonment of Potential*, Halcyon House, 1993.
4. S. Fred Singer, founding president of the Science & Environmental Policy Project, "Milestones . . . and Myths," the *Washington Times*, 22 April 1997. For a truly scientific discussion of global climate that average citizens can understand, see Singer's book, from which much of the following discussion is taken, *Hot Talk, Cold Science: Global Warming's Unfinished Debate*. Independent Institute, Oakland, Calif., 1997.
5. Alan Cromer, *Connected Knowledge: Science, Philosophy, and Education*. Oxford University Press, 1997.
6. Dr. Eli S. Chesen (psychiatrist), *Religion May Be Hazardous To Your Health*.
7. Joseph Sobran, "Diversity and divinity apart," the *Washington Times*, 11 July 1997.
8. No relation to Robert Simonds of CEE, referred to elsewhere in this book.
9. From an April 1998 report from James R. McDonough, Director of Strategy, Office of National Drug Control Policy based on studies in Vancouver, British Columbia, the location of the world's largest needle-exchange program, in operation since 1988.

PART IV

THE RULES: HOW TO COMBAT PSYCHOLOGICAL EXPLOITATION AND WIN BACK YOUR SCHOOLS

UP FROM MANIPULATION

Those skilled in war subdue the enemy's army without battle.

—Sun Tzu, *The Art of War*, about 476 B.C.

Most people have probably had the demoralizing experience of being labeled a “troublemaker” as soon as they raise an objection to a school policy, textbook, course of study, or teaching methodology. Being “uncooperative” is not socially acceptable, for reasons we have discussed in previous chapters. Team spirit is valued above all else. The validity of what one may have to say is of little account if it flies in the face of team spirit. For that reason, it is not unusual for parents to leave school meetings frustrated and angry, suspecting deep down that there was a better way to have made their point. Sometimes parents even wind up in an out-and-out confrontation when all they meant to do was inject a different viewpoint. Unfortunately, most parents, community groups, and sometimes even local legislators don't realize they are dealing with well-trained pros the minute they set foot in the room with members of the education establishment.

Prior to World War II, anyone who was considered educated had taken a course in high school called “rhetoric,” and often “philosophy” and “logic” as well. Rhetoric degenerated in the early 1950s to “persuasive writing,” or sometimes into what was weakly referred to as “debate team.” But these, too, gradually devolved into exercises in the use of superlatives and a contest of note cards. The few today who do receive some exposure to rhetoric get it only in the context of the written word. The lack of focus on oral presentation, including enunciation and articulation, is odd in light of the fact that telephone and television have revolutionized interpersonal communication. After all, most people don't write letters anymore; they call. Moreover, the art of verbal combat—that is, recognizing the difference between inductive and deductive reasoning, hypotheses versus facts, fallacious patterns of argument, unconscious assumptions and presumptions—has been discarded. Even the term “rhetoric” has taken on a new—and negative—connotation. “That's just rhetoric” is a common accusation. It means the same thing as “blowing smoke”—i.e., the person doing the speaking is putting a lot of fancy words together, but not much of it is meaningful, and it's probably insincere anyway. But that is not at all the real meaning of “rhetoric.”

Lawyers are trained to some extent in rhetoric at the university level, at least enough to argue cases before not-too-well-educated juries. Marketing majors may learn some of the principles through their behavioral science classes in the context of advertising. Politicians have "handlers" who package their message and their persona, which sometimes falls flat when the prospective candidate actually attempts to use it, as it did with former Vice President Dan Quayle. The only persons really well-trained in the disciplines of rhetoric are professional agitators, change agents, and facilitators, many of whom learn the techniques in special courses as part of their jobs. Some government agencies, for example, actively recruit promising candidates as "change agents" (their term) and provide courses specifically in "change agency," aimed always at promoting an agenda. All this puts the pros way ahead of the average parent. Most of today's young and middle-aged adults, the ones who are trying to battle the education system, are not much better off than their children. The first wave of Baby Boomers born in 1946 were the initial victims of declining educational expectations, lowered standards, poor (faddish) methodology, and miseducation. The only way most of us can hope to match wits with expert agitators and "facilitators"—i.e., professional provocateurs—is to become self-taught. This is the purpose of Part IV.

The previous chapters in Parts I through III chronicled the emergence of a highly manipulative education system, one that indoctrinates and, if necessary, "remediates" the belief system. Wrong-headed legislation emerges from the fact that legislators are convinced by professional manipulators that the majority of citizens—or at least political contributors—are behind initiatives like OBE, environmental extremism and graphic sex education. The ramifications of such mistaken assumptions go beyond the obvious damage to children.

Remember that the manipulation-indoctrination-remediation scenario is the process of controlling the psychological environment. Thanks to experiments initiated at the *Tavistock Institute* and perfected later elsewhere, gaining control of the psychological environment (whether it is called that or not) increasingly is becoming the preferred method of dealing with the public, not merely with youngsters in a classroom. The same principles tend to apply:

- If people hear the same phrases and slogans often enough, they will come to believe them, or at least accept them;
- If individuals are isolated, undermined, embarrassed, and out-manuevered often enough, they will give up or become so irrational in presenting their views that no one who is not already in their camp will listen;
- If negative labels are applied consistently, both subtly and blatantly, to certain actions and/or individuals, the connotations inherent in those labels eventually will become automatic associations in the eyes of the public, leading to a conditioned response.

Commit the above three tenets to memory. The result of experts having successfully applied these principles over a 30-year period is a populace that values expediency and group acceptance over independent thought or right and wrong; individuals who work to avoid any appearance of being the "maverick." The goal of life becomes to hide in a social group and to allow organizational leaders to make the tough decisions.

All this is well understood by the movers and shakers within the behavioral science community, particularly those in places of power that guard and guide the educational process, many of whom we have named in earlier chapters.

The schools are the launching pads for political and cultural malignancy. To regain control of our schools, we must know how to prevail when confronted with psychological manipulation. We must be able to reframe the debate and argue on *our* terms, not on our adversary's terms. We must turn back the strategic forces which are paid to prey upon this nation's citizens, including the youngest ones, school children. We cannot seize autonomy unless we first reclaim our right to self-determination, which includes making decisions about what kinds of schools our children will attend and where they will attend them. But to do even that much requires that we master the principles of argument, and be able to use them in a group setting under pressure.

Rarely is one confronted one-on-one when educational "reform" or "change" is on the agenda. Groups are easier to manipulate than individuals, and professional agitators/"facilitators" know it. Therefore, to accomplish the awesome tasks that confront us we have to learn the methodologies used to control the psychological environment, find out how to combat them, using specific examples such as one is likely to find in committee meetings, on task forces, and in public forums, and then steadfastly see our efforts through.

Several good books have come out in recent years which are devoted to "winning arguments," "principles of negotiation," and "reading people." Then there are special-purpose treatments of the subject, which combine elements of all three—arguing, negotiating, and reading people. For example, there is the popular *That's Not What I Mean!* and *You Just Don't Understand: Women and Men in Conversation*, both by Deborah Tannen, Ph.D., a professor of linguistics at Georgetown University, and *How To Read a Person Like a Book* by Gerard I. Nuremberg and Henry H. Calero. Most of these books are aimed at well-meaning individuals who just happen to be on different sides of an argument, or who allow an argument to get out of hand in the heat of the moment, but are, nevertheless, non-professional debaters.

Works on the art of negotiation are a little different, the more popular ones aimed at businessmen and women, with more scholarly versions targeted to international negotiators and lawyers. Only the last chapter or so will offer anything like an "advanced course," i.e., arguing against hostile

(and smooth) professional manipulators. Parents, community activists, and local policymakers who find themselves up against the education establishment and its special interests need a different kind of source. Knowing the elementary principles at work is helpful, but these alone will not enable one to go up against highly trained provocateurs sent to achieve a phony consensus. Real pros know how to isolate and rip apart the opposition—indeed, they are experts at getting the group or committee to do it for them—and all while maintaining the appearance of a friend or benign “team leader.”

Part IV borrows, therefore, from several works on the subject and adds a new twist in an attempt to provide a crash course for the beginner and a brush-up for those with some experience. The primary aim here is to ensure that the reader (a) recognizes psychological-control techniques when confronted instead of being taken in by them; (b) learns how to avoid giving the “facilitator” what he or she wants; and (c) avoids serving as a dupe for “pre-selected” committee members.

Reframing the debate is key to the control of the psychological environment, and we shall spend a lot of time on that. We will explore specific types of responses to counter false arguments. Some of these responses are presented from the perspective of the professional, who wants to ensure the cooperation of everyone in the group, and others are presented from the vantage point of the participants—amateurs in an audience who typically play into the opposition’s hands. With practice, it is possible to send the provocateurs packing and to turn the entire thrust of a discussion around.

A word of caution, however. Throwing hardball tactics back in the face of a professional provocateur is risky business unless you have practiced, practiced, practiced. You may learn how, theoretically, to do it, but without practice you are likely to modify these techniques just enough to botch them, especially under stress: A changed word here, a gesture there, too much (or too little) emphasis on certain words, a facial expression that gives away your hand. You could find yourself a laughingstock and be humiliated (we will examine some examples of how just one word can alter everything).

There are, however, some safe-bet strategies you can commit to memory, as well as ways to avoid letting emotions like anger or outrage get the better of you. It is suggested that you study the chapters in Part IV alone and with someone until they are second nature, before using the principles and techniques proactively to rebuff professional provocateurs. Better yet, in practice sessions activist groups should get a feel for which of their members are best at applying the various strategies and send those people to meetings and forums in which such expertise is expected to be necessary. Those who are best at applying control-busting techniques will probably be the ones who actually enjoy the challenge. With these caveats in mind, then, here goes.

THE PRINCIPLES OF PSYCH-WAR

You gotta know when to hold 'em.
Know when to fold 'em.
Know when to walk away,
Know when to run.
You never count your money
When you're sittin' at the table;
There'll be time enough for countin'
When the dealin's done.

... If you're gonna play the game
You gotta learn to play it right.

—Kenny Rogers “The Gambler”

Let us begin by recognizing that there is nothing wrong with having strong feelings on a topic. The trick is to use emotion rather than allowing emotion to control you (i.e., make up your mind to intellectualize the discussion, and ensure that your body language and facial expressions match this frame of mind). The *provocateur*, the term that will be used here to refer to all the various professional manipulators—agitators, facilitators, change agents—may start out intellectualizing the discussion, too, but since his or her intent in the long run is to antagonize and heighten emotions, especially when the group least expects it, there is a calculated risk involved. Why? Because in working to split the group into “pro” and “con” factions, a provocateur has no real assurance as to what each group member might say. Just when a provocateur thinks he or she has everything set up, one of the individuals in the preferred group may slip up—or, conversely, say something immensely profound. The provocateur may not be willing to show his or her true hand at that moment, especially if he or she suspects there might be those in the room who really do know how to argue.

Remember that, unlike a job interview, a social discussion, or the major media talk shows, in a committee-style setting or forum you are not called upon to be dramatic, captivating, entertaining, or the life of the party. The purpose is not to have people notice you, but to notice either what you are saying or how the provocateur is being manipulative. In other

words, don't approach this like a job interview or a social event, where you may be trying to impress someone.

The techniques of hostile argument entail working on two fronts: fighting what you don't want and garnering support for what you do want. You may be thwarting the provocateur, but at the same time you are trying to garner support from others. This means reframing the debate and making your adversary's mistakes work to your own advantage. Caution Note #1: If you are perceived as only being against everything, you will get slapped with the labels "anti-change" and "naysayer," which carry distinctly negative connotations for everyone listening. Similarly, if you come on too strong at the beginning, or give away your own agenda too soon, you will be marginalized and labeled "extreme" or "fanatic." Whether or not this is fair is irrelevant. That's the way it is. Get used to it.

It is always essential to be clear about your purpose. You and/or your group is under attack. Your purpose is not to impress your attacker but to thwart the attack and reframe the debate. If you impress your colleagues and they ask you to become their spokesperson, well and good, but that is not your aim, either. Your goal is to wrest control of the discussion away from the provocateur and give it back to those who have to live with the results of the discussion. To do that, you must get the provocateur to expose his/her hand before the provocateur gets you to expose yours.

The provocateur will pretend to have only the group's interests at heart—i.e., to be "facilitating the discussion." That is dead wrong. The provocateur really is there to sell an agenda. He or she will plant seeds of doubt, find out where your "blind spots" and "hot buttons" are, make false associations and connections that you and your colleagues are unlikely to catch. He or she may hedge, obfuscate, and generally try to control the discussion until the group comes around.

All it takes is a few seconds' inattention to miss the moment when a provocateur deftly changes the subject and forces you into a corner. Therefore, you must maintain an investigative stance. If you take the right approach and if you practice, you may actually come to enjoy the game. Because it is both a game and a metaphor, just like in the Kenny Rogers song. In the song, poker is equated with "life/survival." But in this game, the stakes are your children.

In Part II, we discussed the "Science of Coercion." We were not talking about physical coercion, of course, but compelling people psychologically. The reader may wish to review Chapter 10, where big-wigs like CBS' William Paley,¹ *Time/Life's* C. D. Jackson, and Rand Corporation's W. Phillips Davison were listed as being among the once-prominent staff members at the US Army's *Psychological Warfare Division* during the second World War. They, like their counterparts in other countries, learned the principles of psychological warfare, which according to the manuals on the subject, turn out in many ways to be not so different from the tenets of physical warfare and armed confrontations. Take, for example, the most fundamental precept, which goes all the way back to the days of Confucius:

- *All warfare is based on deception.*

This means every kind of war, not just some wars. Thus, we see that as early as 550 B.C., philosophers of the day understood that success in war, be it armed or psychological, depends upon the ability to confuse and delude while concealing one's true character, weaknesses, strong points, and intentions. An ancient text on warfare, thought to have been written by Sun Tzu around 470 B.C., *The Art of War*,² elaborates on the psychological aspect of warfare, explaining that the "primary target is the mind of the opposing commander." He recognized that attacking the mind of the enemy was indispensable, if not prerequisite, to the battle. In the twentieth century, Mao Tse Tung was greatly influenced by Sun Tzu's classical piece for other reasons. Mao, like the North Koreans, took psychological warfare to new heights, eliminated the ethical aspects espoused by Sun Tzu, such as taking good care of prisoners and troops, and wove an intricate web of deceit, manipulation, and terror.

While we are not concerned here with the interpretations of Mao, Hitler, Stalin and other infamous and murderous tyrants, the observations and philosophies of Sun Tzu have much to teach us about the type of warfare in which we are presently engaged. Tzu believed, for example, that "the moral strength and intellectual faculty of man [is] decisive in war. Never to be undertaken thoughtlessly or recklessly, war [should] be preceded by measures designed to make it easy to win." Insights like these by those whom we would call ancient peoples remind us just how unschooled most of us are in this modern era.

We explored in Part II Moscow's *Social Psychology and Propaganda* compiled by the *Institute for Social Research* (a.k.a. Frankfurt School) and the Havelocks' copycat manual, *Training for Change Agents*. Needless to say, "moral strength" was not high on these writers' lists. The Havelock and ISR texts reflect more of a guerrilla strategy than the wars of the ancient Chinese or, for that matter, much later wars, such as the American Revolution or the War of 1812, for which there were rules of engagement that were understood by the warring parties. Today, of course, all bets are off. Nevertheless, if you look closely, the *principles* are remarkably the same, even if the rules of engagement are not. If we wish to understand why our adversaries are winning hands down, we must check out the principles.

We have explored the ways in which cognitive dissonance is established and the belief system altered. Now it is time to get into specific strategies aimed at deactivating these tactics. Below are some axioms that appear to be common to both physical and psychological warfare, compiled from various relevant texts, including Sun Tzu's *The Art of War*. The tenets are adapted here for politically oriented combat situations. Many will be shockingly familiar as you recall times when they have been used to achieve a consensus on school "restructuring" schemes or to "sell" a sex education program, for example, in meetings, committees, forums and other settings designed to produce a predetermined outcome among the participants. For

that reason, some of the principles, or tenets, below are followed by this author's clarifications and commentary:

- *An army cannot be run according to rules of etiquette.*

- *Deception and surprise are the two key principles of battle. Sun Tzu emphasized the point that deception alone is not enough; "the enemy's leaders must be confused—if possible driven insane. The morale of the enemy is the target of high priority."*

"The enemy's leaders must be confused." Does this remind anybody of a certain Republican party these days? As for being "driven insane": individual participants in the battle for the culture and education sometimes are driven "over the edge" due to the unrelenting nature of the fight and the superiority of the opposition in terms of psychological manipulation and argument. Some activists say they have felt like mice on a treadmill; the faster they push and the more articles, papers, research and so on they produce, the more ridicule, contempt, and distractions are heaped upon them. There is a limit to how much frustration a person can endure, of course. This has caused more than a few in the battle either to simply leave the fray or head for the nearest bottle of tranquilizers.

- *The next best action is to disrupt the opponent's alliances. To do this, exercise many deceptive operations. "Be seen in the west and march out of the east; lure him in the north and strike in the south." Drive the opposition leaders crazy and bewilder them so that their constituencies disperse in confusion.*

The terms "crazy" and "insane" are translated from the original Chinese text. One might wish to consider the current relationship between the Christian Coalition, among other factions, *vis à vis* the Republican Party. These kinds of alliances are being disrupted.

- *Vulnerability is not measured in purely physical terms. An opponent may be vacillating, rash, impulsive, arrogant, stubborn, or easily deceived. The enemy will surely size up his/her opponents, seeking any or all of these traits. It is, therefore, wise to size up the enemy.*

- *Those skilled in war subdue the enemy's army without battle.*

- *A wise opponent cannot be manipulated. He/she may withdraw, but if that option is selected, it must be done so swiftly that it is impossible to be overtaken. Withdrawals should be designed to entice ones adversaries, to unbalance them, and to create a situation favorable for a decisive counterstrike which will be offensive rather than defensive.*

- *A good combatant takes calculated risks, but never rash ones.*

- *A careless leader bases his plans upon his/her own wishful thinking rather than to make plans that are consistent with reality.*

- *Always let your opponents know that an escape route is open so that they will flee. Show them that there is a road to safety, and so create in their mind that there is an alternative to losing all. Then strike.*

The escape route for parents typically has been virtual capitulation on the issues. The road to safety is usually enticing bait on some issue of lesser importance to one's adversary; for example, in 1997 at the national level, it was a bogus budget agreement, in order to allow Republicans to save face with the public. Once you have seized these kinds of alternative routes, however, you will be attacked from another direction.

• An enemy may be conquered more easily if the appropriate conditions have been created.

The "conditions," as we shall see, are framing the debate and controlling the psychological environment.

• Those who excel in war maintain their laws and institutions. By this means they make their governments invincible.

We all know what has happened to our cherished institutions—churches, schools, the arts, etc. Our laws, especially constitutional rights, have been hopelessly twisted. Because we did not "maintain" them, our values have become decimated; no wonder our side is losing and our government transferred to a decadent "cultural elite."

• If one wishes to feign disorder to entice an opponent, he must himself be well-disciplined. Only then can he feign confusion.

This is very important. How many on your side are well-disciplined?

• Those skilled at making an opponent move do so by creating a situation to which he/she must conform—for example, by enticing him with something he is sure to take.

This is what the opposition has done with declining test scores. By creating a situation in which academic scores were sure to decline, we have been enticed by the bait of "school reform" and nationalized "standards," which we were sure to take. From there it was a short jump to restructuring schools, ostensibly to improve test results.

• Do not demand accomplishment of those who have no talent.

The typical practice of our elected leaders of placing ingenues into important education staffer positions on Capitol Hill simply on the strength of their father or mother's reputation or even on the basis of their own grade point average in college has been disastrous. For example, the point person for education on most "conservative" congressional staffs too often has had no particular "talent" for the sort of fray he or she is getting into—and sometimes no interest in education either. The position tends to be viewed as a relatively unimportant stepping-stone to something else when, in fact, much of the information that passes through the staffer's hands is critical to good policymaking. Only the most experienced and talented persons should hold these positions, and they should be well-paid so that it is clear that this low-profile position is valued. Our adversaries have always known this and, therefore, have had the advantage.

- *Recruit persons who are highly intelligent but can appear to be stupid; who may seem to be dull but are in reality strong; who are vigorous and energetic, but can appear to weary easily; who are well-versed in earthy matters and able to endure humiliation in order to succeed.*

The above point is of critical importance, as we shall see.

- *Those skilled in war bring the opponent to the field of battle. They do not allow themselves to be taken or drawn there.*

Our adversaries do this every time, and our side of good sense appears not to have noticed. We always wind up debating issues on our adversary's turf. When we go to meetings, it is at a time and place of the opposition's choosing. For example, when we debate in a public forum, it frequently is a media advertisement that gets us there—and guess whose agenda gets the positive coverage? The ad, of course, is the bait, and we take it. On the other hand, when we invite our adversaries to debate, have you noticed they just blow us off and don't come? That's because they're aware of the above principle, not just because they are rude.

- *One must make the opponent see one's strengths as weaknesses and weaknesses as strengths, while at the same time causing the opponent's strengths to become weaknesses and discovering where he or she is not strong.* Listen to your opponent carefully and learn where his strength is abundant and where it is deficient.

Our adversaries have taken America's strengths, such as time-tested moral virtues, and made them into weaknesses—i.e., into something laughable—while discovering our major weak spots in organizational know-how. They have used the abortion issue, for example, by forcing opponents to make it the litmus test for everything—throwing them a bone once in awhile in order to sap their opponents' energies and divert their attention, while homing in on their real target, the political culture. For the most part, abortion opponents have taken the bait without a quibble, content to win a few battles while losing the war.

- *A group that is small must prepare against the opposition; the large group forces the opposition to prepare against them.* Even so, numbers alone confer little advantage.

Our opposition has been master of the numbers game, selecting the times and places for confrontation so as to be relatively certain that their own numbers will be greater than their foes'. As we will see, meetings tend to be "packed" with those who are certain to be favorable to an agenda, while parents selected for their opposing views often are known ahead of time not to be particularly articulate. Not realizing what is happening, these parents will feel important to have been selected. ("Ego is the important thing; everything else is secondary": Remember the "ed psych" professor from Part I?)

- *Determine the opposition's plans to decide which strategy will be successful and which will not.*

Too often we do not ask what our adversary's specific purpose is going to be. We don't even know what entity the facilitator or change agent represents.

- *The most difficult parts of a strategic maneuver are making the devious route the most direct and turning misfortune to advantage.*

- *The person who knows the art of the direct and indirect approach will be the winner.*

- *Aggravate your opponents to confuse them and harass them to make them fearful. This robs the opposition of courage and the ability to plan ahead.*

The better you are as an opponent, the more you can expect to be aggravated and harassed. Harassment can constitute anything from frequent IRS audits to false allegations of child abuse and drug use.

- *Agitate the masses and cause insurgences.*

Remember Kent State? The Watts riots?

- *Avoid the opposition when his spirit is keen and attack him when it is sluggish.* This is control of the morale factor.

Why do you suppose most school-issue-related meetings are held in the evenings? True, most people work during the day, but remember, change agents and facilitators are "working" too. They know you'll be more sluggish in the evenings.

- *Do not gobble preferred baits.*

- *If you see an opportunity to take advantage of the opposition, first consider the ways in which he can harm you.* Do not, however, allow yourself to fixate on this potential harm to the point where you freeze and cannot make decisions.

- *Send treacherous people to your opponent's camp to wreck his administration. Use cunning deception to alienate your opponent's ministers, or introduce licentious entertainment to change your opponent's customs.*

Can you believe this was known as far back as 470 B.C. and we still fail to recognize it and prepare accordingly?

- *There is no place that espionage is not used. It is essential to seek out agents to serve you, to give them instructions and care for them.*

This is related to Principle #1: Deception is the key to all warfare. People often imagine that espionage is limited to either physical or corporate warfare. Not true. Recall the wayward tape recording of House Speaker Newt Gingrich's cell-phone conversation over his impending "punishment"? Lost in the aftermath was the fact that the couple who made the tape recording were part of the *National Education Association* and, in fact, had been there for one of its conferences. Whatever views you may hold of Newt Gingrich, the fact remains that the NEA had long been out to scuttle him. The couple who turned over the tape to a Congressman eventually "cooperated" with investigators, telling them that the real reason they had

the recording equipment was to pick up details that would be helpful to authorities in a non-related marital dispute involving their offspring. Well, maybe so. But considering where the tape ended up, and how easily and expertly it made its way to the media and other opponents of Newt Gingrich, that seems rather doubtful. Of course, as long as premeditation can't be proven, they're home free. Remember, the opposition is secure enough to play by its own rules, and at a time of its own choosing.

- *Weary your opponents by keeping them constantly occupied. Make them rush about by offering them ostensible advantages.*

How many times does this have to happen before we get the message? The abortion issue is a perfect example. We have been kept so occupied with the murder of the unborn, for example, that we have nearly forgotten about the ones who are living! The leaders (as opposed to the followers) among the opposition don't care about either abortion or the safety of mothers one way or the other. But as long as the issue keeps us busy, that's good news for them. If you don't believe it, go back and study the chronological history of the debate, and juxtapose that with wins and losses on other issues in the House and Senate.

- *An impulsive opponent can be provoked to rage. One that is easily angered is strident and hasty. If he is quick-tempered, you can make a fool of him. A person anxious to defend his reputation at all costs pays no regard to anything else.*

Which is why the leaders we think of as being on our side have failed to make a difference.

- *If without reason one begs for a truce, it is because affairs on his or her end are in dangerous disarray and the person is worried and needs to gain a respite. The other possibility is that the person wants to forestall suspicions by asking for a truce, at which time he will take advantage of his opponent's unpreparedness.*

That means: Beware of agreements between opposing factions that sound too good to be true.

- *When a faction's leaders or policies are inconsistent, one can bet that spirits are low and the rank-and-file angry. When people belonging to the faction continually gather in small groups and whisper, the leaders have lost the confidence of their constituents.*

- *Chaos tends to be self-induced.*

- *If you can divide your opponent's forces, your strength will be more than sufficient.*

As we study the following patterns of reasoning, methods of argumentation, and strategies of confrontation, you may wish to refer now and then to the tenets above so that you aren't tempted to "redouble your efforts but forget your aim."

NOTES

1. It is an interesting aside that when Paley began at CBS in 1928, he hired Sigmund Freud's nephew, Edward Bernays, to be his chief adviser. According to documents uncovered by Dr. Dennis L. Cuddy, Bernays promptly authored the book, *Propaganda*, in which he stated prophetically: "Those who manipulate the organized habits and opinions of the masses constitute an invisible government which is the true ruling power of the country."
2. Samuel B. Griffin, *The Art of War*. Oxford University Press, 1963, 41.

PATTERNS OF REASONING AND FALLACIOUS ARGUMENTS

Nothing in the Bill of Rights promises that the freedoms there guaranteed can be enjoyed in comfort or a serene atmosphere. . . . [D]iscomfort has always accompanied speaking on controversial matters. But if freedom is to amount to anything, one must be ready to pay the price.

—Henry M. Wriston,
“We Need More ‘Rugged Individualism!’”
The Wall Street Journal, 1 June 1960¹

There are two basic types of reasoning patterns: inductive and deductive. Methods of argument spring from one of the two. In inductive reasoning, one goes from the specific to the general, arriving at a conclusion by observing a certain limited number of cases. If you were speaking to a group using this approach, you would probably explain to your audience how you arrived at your conclusions.

Deductive reasoning works the opposite way. One or more premises, observations, or principles (things already known or assumed to be true), are used to reach a general conclusion. Inference plays a large role in deductive reasoning. If you were using this method in making a presentation, you might state your conclusion, or thesis, first.

One can get into trouble with both inductive and deductive approaches, as we shall see, but the way in which the mind goes about drawing conclusions is based upon both patterns of logic. An easy way to keep them straight: think of induction as a strong hunch, based on scanty observations. Think of deduction as a geometry problem inferring a conclusion from a set of “givens” (or known quantities).

Let’s take an example. Not long ago, a terrible earthquake hit Kobe, Japan, turning the heavily populated city to rubble. Seismologists, however, were having trouble figuring out the epicenter. To find it, they had to figure out the direction the shock waves traveled, but their equipment was either lost in the earthquake or failed to provide the evidence they needed because the quake was off the scale. A well-known seismologist came up with an idea. He went around to every store and shop he could find and tried to locate the videos from their security systems. He took those videos

and played them back in slow motion. Sure enough, first there would be the initial vertical shock, then the side-to-side shaking. Of course everything was falling over all over the place. But played back in slow motion, one could focus on a single item that did not capsize. Instead, it would roll in a particular direction. From this, the seismologist eventually figured out the direction and, from that, the epicenter of the quake. What kind of reasoning did the seismologist use?

It depends on which part of this story you are talking about. His idea to use the videos of the store security systems was the result of inductive reasoning. No doubt he did go through steps to arrive at the idea, but it was more creative than anything else: a brainstorm. But he had to *deduce* the direction and “flow” from what he observed on the videos.

Inductive approaches generally encounter less resistance in an audience setting, since one can more easily involve the audience in the process of arriving at the conclusion. The audience becomes wrapped up in the process and tends to forget about alternative viewpoints. Deductive presentations, on the other hand, tend to be more blunt and may actually augment hostility by blatantly shutting out alternative views. Even so, deduction tends to be the more-used approach.

FALLACIES OF ARGUMENT

Most people will argue in such a way as to make their case appear stronger than it actually is. Leaving out part of a quotation (misquoting or incompletely quoting), dismissing alternatives, changing the subject, exaggerating facts, appealing to popularity, and smearing an opponent are just a few of the many ways in which individuals try to bolster their arguments. Sometimes the mischief is done unintentionally. But not in the case of the professional. A pro knows better than to commit the errors we will be studying in this section, although he or she may do it anyway because the lay audience is expected not to be able to pick up on fallacious reasoning.

The professional is also adept at separating a group into affirmative and negative factions on an issue. The group that seems favorable to the facilitator's agenda, for example, will be bolstered in its arguments. The other side will be given no such help, and indeed a trained provocateur will make sure all his/her opponents look ridiculous if even one of them missteps. Although the provocateur will rarely point to an error of logic by name—so you won't know exactly what you did to back yourself into a corner—the error nevertheless will be turned against you and your supporters. This is why, to start, you are better off listening to what the provocateur and his/her supporters say and to ask pertinent questions when you detect a fallacy of reasoning than to issue a direct challenge.

A fallacy of logic is a deceptive maneuver intended to bolster an argument. Sometimes we deceive ourselves, so whether the fallacy was committed accidentally or on purpose is of little account. There are, of course, many fallacies, and we shall consider here the ones parents and other citizens are most likely to encounter:

oversimplification
 false analogy
 hypothesis contrary to fact
 circular reasoning
 false appeals:
 appeal to expertise
 appeal to fear
 appeal to popularity
 appeal to common practice

hasty generalization
 false dilemma
 misaligned cause-effect
 distraction
 the smear ("black PR")
 "genetic" fallacy
 the straw-man argument
 irrelevance
 ill-defined terms

Fallacy #1: The Oversimplification. Called the *dicto simpliciter* in Latin, this fallacy stems from the normal desire to impose an orderliness on complex facts. Slogans are typically oversimplifications: "Make love, not war!" Banners and billboards often are media for sloganism. In education, we have for example:

- "All children can learn."
- "Success breeds success."
- "OBE creates a level playing field."

The above sales pitches for outcome-based education (OBE) function as slogans. They are easy to remember, contain only a few words and vastly oversimplify the issue of learning. The facts surrounding these particular slogans were analyzed in Chapter 18. You can use the arguments in that chapter to question (not directly contradict) such statements as the ones above. Remember that your aim is to encourage all members of the group to question the presenter or provocateur, not to be labeled a "naysayer." Posing counter-arguments in the form of questions often will plant seeds of doubt in other listeners, and that is what you want. If you have to do all the contradicting yourself, then you can also be easily isolated.

Another way to avoid the "naysayer" label is by working to phrase your beliefs as often as possible in positive, rather than negative, terms. Instead of stating, for example, that you are against fornication, adultery, pornography, and illegitimacy, say that you are *for* sexual purity, marriage, uplifting art, and two-parent homes. You may be against sex education, but a unit on reproduction that was equal in length and importance to those on, say, the digestive or respiratory system might be okay, providing it was kept within the bounds of age-appropriateness and good taste (i.e., no graphics on homosexuality and sexual perversion).

As opposed to denouncing multicultural studies, globalism, and diversity requirements (how can anyone be against something that sounds so pleasant?), assert that you are for accurate, chronological world history, and foreign language courses that include information on the customs and culture of the country in question. Instead of denouncing "critical thinking," which comes across as "not wanting children to think," you want to be able to say something like the following:

See here: This *Brief Handbook of Rhetoric* by Gerald Levin² will teach my child to communicate his views when he grows up a

whole lot better than some silly show-and-tell exercise, or encounter session passed off as "critical thinking." This text, and many others like it, demonstrate proper word order, effective and ineffective use of repetition, balance and parallel sentence construction, and the importance of tone in conveying a message. It provides examples and exercises on how to avoid burying or obscuring your subject in a sentence; how to subordinate ideas logically to one another; and how to use a thesaurus effectively. This is how my child will learn critical thinking skills, Mr. Jones. He'll get something to think about. I want him examining the intricacies of good writing, not examining his navel!

Oversimplifications are generally recognizable by their sweeping nature. But some are difficult to spot without any knowledge of the subject. For example: *The Civil War was fought to end slavery.* This is a sweeping statement, especially inasmuch as it describes an entire war, which generally has multiple causes. Slavery was, of course, one cause of the Civil War. The larger, economic cause, however, is missing from the statement. Without any facts the subject tends to end there.

That is what happens in the classroom. The child is given few facts (some of them dubious) and no context about most historical matters, especially controversial ones. Consequently, the student has no means of debate; he or she is left to soak up oversimplifications like the one above, as though they were slogans. As a rule, any comment that appears "too simple" probably is.

Fallacy #2: The Hasty Generalization. There is nothing wrong with generalizing *per se*. But, like the oversimplification, generalizations are often too broad and sweeping and require only one exception to be proved wrong. The generalization becomes a fallacy of argument when it goes beyond evidence that would support it. Giles St. Aubyn, in his 1962 book, *The Art of Argument*, provides the wonderful example: Charles Darwin's "discovery" that "all white cats with blue eyes are deaf."

Darwin based his conclusion on the fact that all white cats with blue eyes *he had studied* were deaf. He could have stated that many white cats with blue eyes are deaf. But he went beyond his own experience and made a sweeping statement that was meant to apply to all white cats with blue eyes now, in the past, and to come were deaf and in so doing made a hasty generalization based on scanty evidence.

The following comment by OBE guru William Spady is similarly flawed: "The Bell Curve is designed for failure and should be eliminated." Couldn't it also be argued that the Bell Curve is designed for excellence? Or even for mediocrity? The Bell Curve, after all, is equally small at the top and bottom ends, with a large middle in between. Thus it is as easy to argue one way as another. It is relatively easy to debunk the hasty generalization. Just find the exception.

Fallacy #3: False Analogy. The analogy, or comparison, forms the basis of a large part of our thinking. In argument or debate, it goes like this: situation X has certain characteristics in common with situation Y; therefore, situation Y must also be related to "c" because situation X is related to "c". False analogies can be hard to spot if they are implied or disguised. It is necessary to distinguish between similarities that are accidental and those that are inevitable.³

False analogies often generate the same sort of irrational convictions that slogans do. People latch on to the vivid mental picture that is created using an analogy without thinking to ask just what the similarities are between the two things being compared. Many comparisons have no logic behind them but depend entirely upon an energetic imagination. Be on your guard against arbitrary analogies—that is, those that assert similarities but don't establish them, or which encourage you to accept solutions to complex matters on the strength of simplistic comparisons. By itself, an analogy proves little. It is not the same as experimental research. Analogies are largely passive exercises in observation.

Let's take an example of a false analogy that appeared in a pamphlet used in a required education administration course at Iowa State University in Ames, Iowa. The course, "Principles of Education Administration" (Ed. Ad. 541), was aimed at prospective school administrators, former educators, all of whom had been screened by four professors simply to be admitted into the course. The pamphlet in question, "The Attack by the US Religious Right on 'Government Schools' or 'Who was that masked man who stole our school reform?'" by Richard P. Manatt and Joe Drips, comprised about one-half the class notes for the course. Let's key in on one of their many false analogies:

The Christian coalition has a number of allied groups dedicated to "taking over the public school system." None is more influential than Citizens for Excellence in Education (CEE) based in Santa Ana and headed by Robert Simonds. Two publications, *Educating for the New World Order* (1990) by B. K. Eakman and *A Critique of America 2000: An Education Strategy* (1991) explain the Christian Right's reason for targeting schools. According to the doctrine espoused by Simonds, Eakman and their followers, parents have given permission to *teach academic subjects only*.

First of all, there are several outright errors in this passage. The wrong date of the book *Educating for the New World Order*, for example, is a minor one; it should be 1991. Nor is the title exactly right, the quotation marks around 'New World Order' are left out in the text, which changes the meaning somewhat. Then there is the fact that no author is given for the *Critique* book named above and, therefore, it is implied that both books are by B. K. Eakman. When one gets to the reference/bibliography page, the error relating to date and the missing author for the *Critique* book are repeated, along with one other key mistake—the publisher of *Educating for*

the 'New World Order' is named as Citizens for Excellence in Education in California. The publisher was, in fact, Halcyon House in Oregon.

Look closely, for the faulty analogy is probably the cause of the other mistakes:

- Simonds says parents have given permission to *teach academic subjects only*;
- Eakman (supposedly) says parents have given permission to *teach academic subjects only*;
- Therefore, both Simonds and Eakman must be members of the same organization and the Religious Right.

The authors of the pamphlet were so set on making this point that they overlooked important facts that would have cast doubt on their argument. Forget about anything else in the quoted excerpt that you might find objectionable and focus only on the analogy: Situation X (Simonds) supposedly shares a characteristic of situation Y (Eakman). Therefore, "c" (the label Religious Right and the organization CEE) applies to Y because it applies to X.

That *Citizens for Excellence in Education* (CEE) may have *distributed* or recommended Eakman's book in no way suggests the organization *published* it, if indeed the writers of the pamphlet were even aware that CEE recommended the work to its members. The pamphlet's authors may not have known. They also did not quote from Eakman's book. Was the statement attributed to her on academics ever made? The students in the administration class won't know.

That point aside, the analogy above is hidden and, therefore, hard to spot. But because the pamphlet's authors had already spent 12 pages smearing their opponents, they could pretty well bank on the fact that the carefully screened pupils in their course wouldn't pick up on the deceit. Which leads us to the next two fallacies: the smear and the distraction.

Fallacy #4: Smear Tactics (a.k.a. Black PR). A favorite device used by professionals and nonprofessionals alike to bias a group against an individual or organization that is proving troublesome is to attack the person or organization, either directly or by implication, thereby distracting others from the subject of the debate. A systematic smear campaign over a period of time, usually through several venues such as magazine articles, slanted news stories, and television advertisements, is called "black PR" (public relations).

Together, the two approaches are often known as "poisoning the well." If someone "poisons the well" (i.e., negatively stereotypes or labels an opponent), no one else will "drink from it" (i.e., take seriously anything the opponent says). Even though this strategy is often obvious, even to the untutored, it is amazing how many people fall for it. Part of the reason is the increasing influence of "group-think," which is another term for "mob mentality." Few will risk "drinking from a poisoned well." Even those who agree with the negatively labeled person or organization on an issue will keep it to themselves for fear of ostracism or ridicule. Such is the effect of

group-think and the reason why schools shouldn't be promoting it by emphasizing team lessons over individual learning.

The smear, of course, is strongly aligned with the use of emotionally charged language. Thus, it is not a technique to return in kind. In other words, if you return the favor, it will probably backfire.

The reason smears often work well for professional manipulators is because (a) they take pains to set up the smear, and (b) they know the right terms and expressions that are sure to have the desired effect on the rest of the crowd. They also, in many cases, have the media for backup. They know that the media will repeat terms in the same manner the provocateur defines them and thus perpetuate the ruse.

Take, for example, the term "cult." Even though its dictionary meaning is "devoted adherents," the term has come to connote fanaticism and weird ritualism. Thus the term has gained a negative connotation. The same is true of the words "fundamentalist" and "fundamentalism," particularly in the wake of the dual crises in Iran and Iraq. Therefore, today, it is no stretch for religion-bashers to link the two terms, as in "fundamentalist cult."

Similarly, "right-wing" is a hot-button term, even though its literal meaning has been changed from its fascist-Nazi origins to mean just about anything that is politically incorrect, or "conservative." Thus we have "conservative/right wing fundamentalist cults." Inasmuch as there aren't many fundamentalists in this country representing one of the strict Muslim sects or other predominantly Middle-eastern religions, provocateurs have been able to get away with adding the term "Christian" to the hot-button string above. Although people will say "orthodox Jews," for example, to refer to those who practice strict adherence to Judaism, constant reminders of the Holocaust have so far kept that term from sliding into "fundamentalist Jews," which would, of course, be decidedly negative. Nobody, however, says "orthodox Christian," although occasionally you will hear "Greek Orthodox church" or "Russian Orthodox church," which specifically refers to churches transplanted from those countries. But there is no "Christian Orthodox church" *per se*. Thus the strict Christian sects are aggressively marginalized, while orthodox Jewish sects may be merely ignored, even when the two agree on issues.

Indeed, many religious and philosophical groups tend to share certain views of orthodox Christians—among them, Scientologists, the Unification Church (or so-called Moonies), and the Mormons. If you look at news stories from an historical perspective, you will notice that these sects have been marginalized as well but not because of their religions *per se*. They have been so stigmatized for their political views, which have been particularly supportive of the "conservative" outlook in areas like family, education, and social/cultural values.

Along comes the *Cult Awareness Network* (CAN), co-founded by three-time convicted felon Ted Patrick, pretending to operate in the public interest while in reality indulging in religious terrorism. Predictably, more religions were added to the list of "cults": Seventh-Day Adventists, Christian

Scientists, Church of Christ, Southern Baptists. Eventually, even the organization which Patrick founded had to distance itself from him because of his penchant for violence—in particular, kidnapping, assault and battery—and our government, which once relied on CAN judgments, is now distancing itself from the organization, too. But because the term “cult” became so ingrained and useful to the political elite, CAN and its cohort hate organizations were legitimized, and religions which indulged in “political heresy,” especially the stricter Christian sects, were delegitimized.

So even though CAN is losing followers, its cause has managed to sustain itself. Today, it need only be implied that a person is affiliated with, is a member of, or connected to something loosely defined as a “cult” and that’s the end of him or her. Nothing else that person says will make any difference. What’s odd is that even CAN’s primary targets, political conservatives, have fallen for the bait. Instead of taking the approach of “getting our message out to anyone who cares to listen, and maybe making a few converts along the way,” they accept the charge of cultism at face value and distance themselves from the accused for fear of being perceived as political heretics. Thus does the word “cult” function like the word “bigot” or “racist.” All debate is ended. Moreover, the smear has been a hugely successful tactic, very possibly the most successful ruse in America.

Is this to say, then, there are no “cults”?

There no doubt are dangerous movements that use the banner of religion. The “Heaven’s Gate” group in San Diego, California, that committed mass suicide awaiting the Hale-Bopp comet in 1997 is a case in point. There are also dangerous groups that work under the umbrella of politics, medicine, law and other fields. It is up to individuals to be discerning about the people or organizations they become involved with. But a catch-all label is not the route to discernment.

A hot-button term (like “cult”) is often used to camouflage a smear. A smear includes name-calling, stereotyping, and labeling. Reverse McCarthyism. But it also may occur when a person’s character, motives, background, or associations are called into question. One needs to ask: “Why is this relevant to the discussion?” If it turns out to be relevant, and it may, then well and good. But most people never ask, and that is why we need to spend time analyzing the more subtle forms a smear can take.

For example, the provocateur may or may not refer to you directly as a “cultist,” a “right-wing Fundamentalist,” or whatever. He or she may use one of the following ploys (the portions in brackets can be filled in with something else):

- Even a child would see that [seat-time in a classroom doesn’t equate to proficiency in subject matter];
- A person who really wanted to improve education would [agree that all children need a chance to succeed];
- Everyone on the committee understands why [you are opposed to OBE];
- Even you would admit [that AIDS is a problem].

Study the lead-in lines (before the brackets) so you will learn to recognize these implied smears in a hostile situation.

The best way to approach a smear presented in one of the above formats is to treat it as a distraction. A distraction is an effort to change the subject, or to divert people's attention from the real issue. It will remain your constant task to remember what it is you are arguing about or discussing, not just in general terms, but in specific ones.

This sounds easy and obvious, but it isn't. For example, if you are talking about outcome-based education (OBE), chances are that when the smear—or any other fallacy, for that matter—is committed, it will be to divert other listeners and the opponent from the actual topic. Indeed, the real issue may be more narrow than OBE; for example, the content of “outcomes” or goals, the interdisciplinary approach to subject matter, psychological surveying and testing, different formats for report cards, children as problem-solvers and decision-makers—all these are specific issues, related to, but not the same as OBE. You absolutely must keep track of which specific issue you are on to avoid being trapped into debating a related or different one.

In the first example above—*“Even a child would see that seat-time in a classroom doesn't equate to proficiency in subject matter.”*—you have been called childlike. The implication is that you are naive and inexperienced. An appropriate response might be: “Well, perhaps children don't have the maturity of judgment to understand that indulging in a lot of frantic activity doesn't necessarily equate to proficiency.”

Then proceed to address the subject, without hesitating: “I will concede that in the past seat time frequently has translated to automatic promotion, and if not promotion, then to endless repetition without any remedial help. But I do not agree that OBE trades-in seat time for real, measurable results.” And then present your reasons.

The thing you must avoid is stopping the discussion by allowing the group to be diverted from the subject to the charge of “childish.” Move on.

Another approach is humor, as long as the accusation is direct and the situation is in a group setting rather than a one-on-one confrontation:

- *“Even a Right-wing Fundamentalist would admit [that seat-time in a classroom doesn't equate to proficiency in subject matter.]”*

- “Yeah, I know our friend here just called me a wacko right-wing Bible-thumper. She would probably call Mother Theresa a cultist. But before we get too carried away with all this stereotyping, let's get back to the subject at hand.”

Under no circumstances, even if you're an atheist, should you deny the charge the attacker has made about your being a Right-wing Fundamentalist. That would constitute a defensive position and you will never be permitted to discuss the real issue under consideration. All your time, and the time of the other group members, will be taken up arguing religion and/or religious bias. The term “Right-wing Fundamentalist” is bait, pure and simple.

The next example is a little tougher:

"A person who really wanted to improve education [would agree that all children need a chance to succeed.]"

The smear is by implication, but it is more than a smear. In fact, this is a very versatile attack, because almost anything can be filled in after the word "who." But it is also tricky, because inasmuch as you haven't been labeled outright, you run the danger of looking stupid if you jump to the bait and say something to the effect that you "do so care about improving education." The comeback to that kind of remark will undoubtedly be: "Miss Smith, I don't recall having said *you* didn't care about improving education."

Another poor response would be the question: "And what kind of person would not want to improve education?" Normally such a question would put your attacker on the spot. But you don't want to give this person a forum. Best to defuse the attack and go on.

A good response in this instance is an easily memorized catch-all for emergencies:

Provocateur:

"A person who really wanted to improve education would agree that all children need a chance to succeed."

Parent:

"That makes sense."

Say it in a completely neutral tone of voice. Now, you may be wondering: why should I agree with this jerk? Because, by implication, you are also denying that you are "the person" the jerk is referring to. You have defused the hostile situation for the moment and bought yourself time to think.

At this point, the provocateur has to change tactics. Either he or she has to change the subject entirely and accuse you then and there of being against educational reform, which would make the provocateur look worse than you, or he or she has to get back to the subject. Let's try this again:

Provocateur:

"A person who really wanted to improve education would agree that all children need a chance to succeed."

You:

"That makes sense. The problem is deciding the form which that "chance" should take."

Another example:

Provocateur:

"Everyone on the committee understands why [you are opposed to OBE.]"

This kind of comment will be said either in a patronizing tone, as if talking to a child, or in a harsh, attacking tone. The purpose in either case is to demoralize you. The smear, again, is implied: that there is something wrong with you. If this is said in a patronizing tone, you are also supposed to be grateful that everyone is so understanding! Consequently, you must not take the bait by saying something like:

"If you're implying I'm a Christian fundamentalist, and using that as the sole reason for my objections to OBE, then you are not only being a bigot, but you're trying to taint every objection to suit yourself."

The above may be true. But you must not say it. If you do, the provocateur will smile knowingly and maintain control of the situation. You may even be booed out of the room unless more than half the people on the committee not only share your views, but are Christians. Mob mentality, remember? As in the reaction to the word "cult," people are going to distance themselves from you in order to save themselves. Nor should you say something like: "Whaddya mean, everyone understands?" and proceed to argue. A better response is: "How nice of everyone. I'm touched."

Suzette Haden Elgin, in her book, *The Gentle Art of Verbal Self-Defense*, says: "A response of this kind leaves your attacker in a curious position—if you do it properly; that is, if you sound sincere, calm and mildly interested in what is coming next."

You have now subtly planted the notion that you, the provocateur, and "everyone" in the group share this "secret" about whatever is wrong with you. To paraphrase Elgin: you have maintained polite neutrality and thanked everyone for their good manners. In fact, depending on your ability to stay completely composed, and your skill at judging the limits of what you can get away with, you can have a little fun with this and lay the compliments on thick:⁴

"How nice of everyone. I'm touched. (Then, looking at the facilitator:) It is a credit to your leadership that this kind of team spirit has been generated."

If this is done right, it will be a discussion-stopper. The attempted smear will be so transparent as to hit everyone between the eyes. After the inevitable silence (and don't let silence throw you by suddenly looking down or looking away), you can pick up and say, "Now, if we might, I'd like to go back to our discussion." This gives you back control of the debate.

We have already alluded to the more vicious forms a smear might take:

"Even you [would/should admit that AIDS is a problem.], or

"Even a Right-Wing Fundamentalist [would/should admit that AIDS is a problem.]"

The good news is that these statements give away the fact that the speaker is frustrated. Again, the best way to handle this is to avoid rising to the bait. Instead, return the provocateur to the subject. A good response would be something like this:

"You're right. AIDS is a problem. The question is [should the problem of AIDS be addressed by six-year-olds.]"

Again, you are forcing the provocateur to get back to the subject while refusing to play your opponent's game.

Moreover, smears should be handled as stereotyping and distractions. One way to recognize the tactic is that your specific statements, arguments, or principles are never addressed. The targeted individual or group is instead attacked for what he/she/it supposedly represents.

Fallacy #5: Irrelevance. A variation on the distraction theme is the insertion of irrelevancies, known technically as the *non sequitur* ("irrelevant reason"). Consider the following exchange at a school board meeting:

Parent:

"I think sex education ought to be scrapped. It desensitizes a personal subject, much of the information itself is wrong-headed, and the children don't learn anything worthwhile."

Board Member:

"That's a little extreme, don't you think? It's the responsibility of society to see that children learn about sex. Surely you'll agree that children need information that doesn't come off the street."

Parent:

"Of course, but the schools are not providing that."

Board Member:

"Sex is a very important topic and an integral part of life. Don't you think that sex is important for every child?"

Parent:

"Of course, it's important. That's why the schools shouldn't teach it!"

The parent isn't falling for the bait here. The parent is not going to let that Board Member draw him or her into an irrelevant conversation about the responsibility of society or whether sex is an integral part of life. The Board Member is going to have to talk about the parent's topic, not a subject of the Board's choosing.

Here's one that's a little harder:

Parent:

"A budget agreement that calls for even more federal funding for education is absolutely wrong-headed. No matter how much money is appropriated, it is never enough, and too much is spent on non-academic matters."

Facilitator:

"But it is vital that children have state-of-the-art equipment to be well-educated in this day and age, and that's expensive. This is the Information Age, after all."

Parent:

"High-technology is no more vital to elementary reading, spelling, addition and subtraction than a lamp shade."

Facilitator:

"High-technology is vital to everyone. Don't you have a computer at home?"

Parent:

"What's that got to do with it?"

Facilitator:

"Well, don't you think most children will also need one in the future?"

Parent:

"Many will. But, first of all, high technology is not the primary thing educators are spending money on; and secondly, basic school subjects do not require them. In fact, computers can be a distraction."

The facilitator is losing this battle, even though the parent misstepped. When the parent said that high technology was no more vital to reading, spelling, addition and subtraction than a lamp shade, he or she could have been accused of making a false analogy. But the facilitator probably will be busy concentrating on the Information Age and go on to make the point that most people will need computers in the future, which is completely off the subject. The parent forced the facilitator back to the subject by reminding everyone that the topic was money spent on basic education.

Now let's try a really difficult one:

Situation:

The local housing authority is placing a drug abuser rehabilitation center (halfway house) in an upper-middle-class suburb. Angry residents converge upon the town meeting in force waving a report that states property values are already depressed by 30%. The housing authority calls the report invalid, stating that there is in fact no drop in house prices because real estate agents say that houses are selling like hot cakes, even better than they did last year and three years ago.

Is anything wrong here? Examine this again before you go on.

Answer:

Yes, something is wrong. The housing authority has changed the subject. It is distracting the group by changing the subject to pace of sales instead of the one residents were angry about—depressed property values. Indeed, the lower property values (house prices) could be the reason for brisk sales! People that once could not afford a house in the neighborhood can now do so. While both parties are discussing houses, what the housing authority is using to rebut the residents' claims is irrelevant to the argument.⁵

One of the biggest problems in arguing against a known "expert," or "authority," is that most citizens in a group situation like the one described above take a subservient position. Suddenly, any expertise or professional titles the citizen may have in his or her own field evaporates into thin air, and the confidence, too. As a citizen, most people become less critical-minded: They don't expect an "authority" to make a mistake; instead they believe they are just not following the argument. If, while listening, you have the nagging feeling that something is wrong with an expert's argument, something probably is.

Fallacy #6: Distortion and the Straw-Man Argument. Basically, a straw-man argument is one in which a position is attacked when there is no one there to defend it. A non-existing or non-present entity is attacked, so there is little chance of being proved wrong. Exaggeration and distortion are typical giveaways. Take the following exchange:

Gregory:

"What do you make of those 8,000 parents in Texas who kept their children out of the National Assessment on test day?"

Patty:

"I think they're a bunch of nuts who want to run the school system."

Gregory:

"How so?"

Patty:

"Teachers and administrators should have a say in how the school is run. Throwing out all the tests just because you don't like multicultural studies or something is crazy."

Gregory:

"Well, I don't think they should throw all the tests out, either."

Gregory bought into Patty's straw-man argument. Things start getting out of whack when Gregory asks "how so?" Patty is entitled to her opinion that the 8,000 parents in Texas are "a bunch of nuts," but she is on thin ice about their wanting to run the school system. Since none of the 8,000 parents is present, there is no one to challenge that assumption.

Then it gets worse. Does every one of those 8,000 parents want to do away with tests? They may have protested the *National Assessment* (NAEP), but the NAEP is a far cry from "every test." Perhaps these disgruntled parents simply are protesting the NAEP test. Are the parents trying to send a message about multicultural studies or some other particular subject when they kept their children home from the NAEP? Well, Patty thinks so, but again, no one is there to respond to her charge. It is a straw-man argument. Gregory winds up agreeing with Patty on a topic that has nothing to do with the 8,000 parents, the original subject of his query to Patty.

A question to ask yourself when confronted with arguments in which the target has no way of responding: how many of the target population really hold that opinion? If you can't tell, you are probably facing a straw-man argument. Most of the pamphlets and handout materials given to teachers by the *National Education Association*, *Education Commission of the States*, *People for the American Way*, and other entities trying to bias educators against anyone who might call school policies into question are filled with straw-man arguments. Generally, the people being attacked cannot possibly defend their positions because they aren't present.

Here's another example that highlights distortion:⁶

OBE Proponent:

"Grades should be discouraged. Every student should progress at his or her own pace. They should either pass or get remedial help. That way no child will be pressured by senseless competition but will be encouraged instead to just understand the material."

OBE Critic:

"Great! Let's just let children stay in their fourth grade math classes until they're 30 years old!"

OBE Proponent:

"Come on. I didn't say that a pupil should stay in one class indefinitely, I just think grades are counterproductive."

OBE Critic:

"How do you expect this nation to be competitive if children don't ever compete for anything?"

OBE Proponent:

"What are you getting so uptight about? I don't want to do away with all competition; I just think making school subjects boil down to grades is a mistake."

OBE Critic:

"Competitiveness is key to our economy. When you undercut the competitive urge, you risk this nation's economic survival, unless you're so in love with the idea of interdependence that you've lost interest in economic survival."

OBE Proponent:

"Who said anything about interdependence? You're twisting everything I'm saying."

The critic's point about the length of time proponent's no-grade idea would add to the learning process may be well-taken, and even effective with some members of the group. But because the critic's position becomes so exaggerated, it is apt to be a turnoff to most members of the group and come off as cynical. It's also an oversimplification. A better comeback would be the following:

OBE CRITIC:

"This sounds like an updated version of the old 'readiness' concept of the 1970s—the idea that children will understand the material as they become mature enough, or 'ready,' to handle it. Unfortunately, this is inconsistent with life and unduly prolongs the education process. People don't have an infinite amount of time to 'get' things in real life. And if they did, there wouldn't be a lot of incentive to make the extra effort. Grades provide that incentive and for that reason simulate real life."

The above response has accomplished three things: it rebuts the proponent's no-grades argument without resorting to exaggeration, distortion, or cryptic remarks. It speaks to another favorite theme of OBE proponents: making education more consistent with real life. It keeps the argument on a higher plane.

Here's another example of distortion. In one sense, it too is a straw-man argument, because no one is there to defend the cases cited. But more than that, it invites an attack by distorting the issue and making generalizations based on that distortion:

Lynn:

"I think all this self-esteem stuff is garbage."

Bret:

"What do you mean?"

Lynn:

"Well, for example, inventing historical facts to pump up African-American egos. According to the Afrocentric curricula who's cited by Mary Lefkowitz, a respected scholar of classical Greek literature and

history, the roots of Western civilization are in Africa: Egypt was a black African civilization whose philosophy and achievements formed the foundations of Western civilization; Napoleon deliberately shot off the nose of the Sphinx to alter its facial features so people wouldn't know it was African; and Cleopatra supposedly was described as 'black' in a chapter of Acts in the Bible. But Mary Lefkowitz points out that Cleopatra is not even mentioned in Acts and, in fact, died about 60 years before that book of the Bible was even written."

Bret:

"Well, I have to admit, those examples seem a little off base."

Lynn:

"Like I said, all this self-esteem nonsense is absolutely nuts."

Bret:

"Hold it. I agree with you on the examples you cited. But I didn't say I thought all self-esteem was nuts. Surely Afrocentric curricula don't comprise the entire self-esteem movement."

Lynn started off well. Her hypothesis was broad and could have been knocked down if she hadn't immediately come up with examples that related directly to the subject of self-esteem based on viable sources (which Bret obviously hadn't read). But then she generalized. Emotion got the best of her. She distorted her own argument and tried, in effect, to stick words in Bret's mouth. She wound up with a fight on her hands instead of an intelligent discussion.

Now, for the sake of argument, suppose that instead of agreeing with Lynn on the part about Afrocentric curricula being "off-base" that Bret had responded:

Bret:

"Well, don't you think it's important not to demoralize children in school?"

What should Lynn's next comment be in that case? Think about it for a minute and then see if your answer matches the one below:

Lynn:

"Who said anything about demoralizing children? That's another subject. Demoralizing someone means going out your way to embarrass and belittle a person."

Bret's question about demoralizing children is a distraction to avoid commenting on the examples Lynn gave to back up her objections to self-

esteem. So even though she may end up having to qualify her statements about all self-esteem being “garbage,” she may well win the argument.

Here’s one final example of a distortion you might hear after a PTA meeting.

Marty:

“Not one penny more should be spent by taxpayers on education.”

Dan:

“I suppose we ought to just let our children grow up illiterate, right?”

Marty:

“Don’t be absurd. I’m not anti-education. I just don’t think existing funding is being used wisely or in the best interests of children.”

Dan:

“Look, if we don’t have a strong education system, our democracy is going to go down the drain.”

Marty:

“Okay, okay. Lighten up. I didn’t say anything about eliminating education. I just think the price tag is way out of synch with the results.”

Dan:

“You know, I’m sick and tired of all these attacks on the public schools. Whenever you give public education short shrift, you lay the axe at the roots of democracy. Unless you don’t think a democracy requires people to be educated.”

Marty:

“Oh, for Pete’s sake. You’re completely distorting what I said. I never said anything about not wanting children to be educated or that education wasn’t important to democracy.”

This conversation is going nowhere. Dan is not at all interested in what Marty is saying. Dan changed the subject, distorted Marty’s comments, and implied that Marty was typical of all critics of public education, critics who were not there to defend either Marty’s or their own positions. The usual cause of mistakes like the ones Dan made are over-emotionalism and not enough well-considered facts to bolster his view.

Fallacy #7: Circular Reasoning. Circular reasoning, also known as “begging the question,” occurs when the reason given for something sounds just like the question. The reason presupposes whatever it is suppose to prove. Here’s a simple example:

Question:

"What makes you think that just because this curriculum is government-backed it is useful or appropriate for the classroom?"

Answer:

"The curriculum comes out of the *National Diffusion Network*, and everything in there is screened by a government-appointed board."

In other words, the respondent is saying that the government-sponsored curriculum is good because it is screened by the government. It doesn't matter that the board is appointed. No one said anything about such appointments being *independent* of government, which they are probably not.

While the above fallacy is fairly easy to spot, the respondent might have left it at: "Because the curriculum is screened by the *National Diffusion Network*." Obviously if most members of a group do not know what the *National Diffusion Network* is or who sponsors it, this comment will pass muster. It pays, therefore, to be well-informed.

Here, now, is a harder one. Don't be put off by the volatile nature of this subject:

Parent:

"These curricula on homosexuality are wrong, destroy morals, undercut parental teachings, and have no place in the public schools."

Principal:

"Why do you say that?"

Parent:

"Because they specifically run counter to the Bible."

Principal:

"That's a pretty narrow view. What makes you think the Bible is any authority on curriculum?"

Parent:

"The Bible is the inspired word of God and it specifically condemns homosexuality, that's why."

The parent's heart may be in the right place, but not his/her argument. The principal in this exchange is not at all impressed by the Bible, so the fact that it condemns homosexuality does not answer the principal's question as to why the Bible should be an authority on curriculum. Since the principal obviously does not agree that the Bible is the inspired word of God, the parent's argument comes across as the fallacy of circular reasoning. Let's try this exchange again:

Parent:

"These curricula on homosexuality are wrong, destroy morals, undercut parental teachings, and have no place in the public schools."

Principal:

"Why do you say that?"

Parent:

"Because most religious and ethical systems running back for thousands of years of civilization have taught that homosexuality demeans the human spirit, is physically and emotionally unhealthy, and is not in the best interests of society."

Principal:

"Well, there's a lot of argument today on those points."

Parent:

"Exactly. That's why young children should not be getting curricula that bolster one view. In fact, given the immense debate surrounding the causes and ramifications of homosexuality, the entire subject is inappropriate for children."

Much better. But let's throw in another possibility. Suppose the principal comes back with the following:

Principal:

"Well, children are maturing a lot faster these days, and that makes homosexuality an appropriate topic for the schools."

Consider what kind of fallacy is represented by the above statement? Consider what your response might be before examining the one that follows:

Parent:

"Are they? That's a pretty sweeping generalization: just because youngsters can draw more spectacular pornographic pictures on their desks, or because they know more four-letter words than you and I did as youngsters, hardly makes them "mature." Girls in the Middle East, Latin America, and Asia typically have started menstruating at younger ages than white Anglos, and it is true that this is now changing. But early menstruation and secondary sex characteristics, again, do not translate to maturity of judgment, and most other nations have always been aware of that by being careful that young girls are

chaperoned and so forth. I challenge you to come up with any evidence that American youngsters, or youngsters anywhere, are maturing earlier now than they ever did."

Fallacy #8: Hypothesis Contrary to Fact. There are several variations on this type of fallacy. Basically, it is an argument that may contain kernels of truth but, more often than not, those kernels are either grossly exaggerated or biased, don't align with the conclusion drawn from them, contradict each other, or contain dubious evidence. Thus the variations: false cause, misaligned cause-effect, biased argument, dubious evidence, and contradictory argument.

As the reader has probably surmised, one of two formats comprises a basic argument, or position:

	reasoning (inc. evidence)	
Hypothesis (theory or fact)	—————	>> conclusion
	Or:	
	reasoning (inc. evidence)	
Cause	—————	>> effect

Every hypothesis is based on one or more premises, or "givens." If one's premise(s) or "given(s)" is/are false, off the subject, biased, or exaggerated, then the conclusion(s) will suffer accordingly. Professional provocateurs, as well as amateurs, often begin with mistaken or deliberately misleading premises. They dive right into the conclusion or a lot of extraneous "reasons" before they can be challenged on their opening assumptions. Sometimes, if you are quick, you may be able to stop them cold on their assumptions, but more often than not, it is a better approach to wait and let them finish. The important thing is to keep your attention fixed on that first premise. While the reasoning may be just as poor and contain numerous fallacies, if you can challenge that first wrong premise, you will be ahead of the game.

Sometimes, however, the "effect" simply does not logically follow the "cause," as in a hasty generalization, even if the premise is correct. The key to nailing any of the above-named variations on the false hypothesis theme is to come up with a reasonable "cause" or "given" that is different from the one named or implied. For example:

Since the cause of AIDS and sexually transmitted diseases (STDs) is lack of protection during intercourse, children should learn early to use a condom, and condoms should be made easily available through the school's health clinic.

Where is the "premise" in the above statement? It is: "the cause of AIDS and STDs is lack of protection during intercourse." If the speaker had changed just one word—"A cause" instead of "the cause"—that entire statement would have been harder to refute. That one small change means allowances have been made for other possible causes. A different response would be required in that case. Let's take version Number 1 first: "The

cause of AIDS and sexually transmitted diseases (STDs) is lack of protection during intercourse." The response in this instance must be directed at the hypothesis immediately:

Response 1:

"I question your assumption. The cause of AIDS and sexually transmitted diseases is promiscuous sex and dirty needles used by drug abusers. The cause is risky conduct. The best "protection" during intercourse is monogamy or abstinence."

Now you have forced the speaker to focus on your subject (cause of AIDS and STDs), not his (condoms).

However, had the speaker used Version Number 2, "a cause of AIDS and sexually transmitted diseases (STDs)" then you would have to go after the speaker's reasoning and conclusion, being sure to draw attention to the fact that he has qualified his hypothesis:

Response 2:

"I will grant you that *one* cause of AIDS and sexually transmitted diseases is lack of protection during intercourse, but how does legitimizing promiscuous behavior and pretending that condoms are infallible reduce the activity that is primarily responsible for these health hazards? Doesn't your approach imply acceptance of unhealthy lifestyles that produce irresponsible behavior?"

Again, the speaker will have to focus on your topic, promiscuous behavior, not on condoms *per se*. Notice in this scenario that you also have given the group additional concerns to think about—the "implied acceptance of unhealthy lifestyles." If the speaker insists on returning to the topic of condoms—for instance, by giving statistics on reduced instances of HIV and STD transmission using condoms—your comeback should be:

Comeback:

"What makes you think that promiscuous individuals are going to bother with condoms? In the past year alone there have been numerous newspaper stories pointing out that homosexuals and promiscuous teenagers are not moved by the scare stories on AIDS and STDs. The statistics you gave say nothing about curtailing promiscuous sexual contact. And where are the statistics on failure rate? Aren't the statistics you gave based on people who have used condoms successfully—i.e., when they don't break or come off?"

It's a small point, and the comeback above is somewhat tricky. If you put the last two sentences first, reversing the order of the comeback, you

will probably be interrupted before you are permitted to back up your position with evidence. The evidence is the newspaper accounts, such as the *Institute of Medicine's*⁷ much-publicized report, "The Hidden Epidemic," which quotes extensively from the *Centers for Disease Control*. Reference to these (among many other accounts) is vital to keep this comeback from being seen as an oversimplification or a change of subject. Also the order shown provides an easy lead-in for questioning the validity of the speaker's statistics.

Notice also, you are asking, using a negative interrogative format ("Aren't the statistics you gave?"), whether the speaker's statistics take breakage rates and defects into account. You are not telling him. Unless you know for sure that the statistics he cites do not take breakage and defects into account, you must not word this charge as a statement. You must broach it as a question. Chances are good that the speaker has no idea whether the statistics take breakage rates and defects into account or not, much less what types of individuals were included in the study. The speaker may well be "blowing smoke," as they say. But since you can't be sure, you must practice comebacks and responses that make it difficult, if not impossible, for the speaker to discredit your concerns.

Now let's go a step further in this discussion of condoms. The most likely retort for the speaker at this juncture, if he can't debate statistics and won't debate lifestyles, may be the following old standby:

Health Clinic Rep.:

"Look, we're talking about raging hormones here. There's no point in injecting pious morality into this."

Parent:

"In other words, their instincts. As though they have no control over their behavior."

Health Clinic Rep.:

"I told you I wasn't going to debate morality. We are talking about drives that are common to all animal species."

Parent:

"If that is so, then perhaps you can explain to me why all the 'other animals' don't need condoms."

This is a sure-fire conversation-stopper. Notice you didn't suggest that animals can't get AIDS or even STDs. Researchers seeking cures inject experimental animals with various viruses to induce or simulate these diseases, so you don't want to imply that animals can't get them. What you have to do is to foil two favorite beliefs of the condom crowd:

(1) That humans are merely advanced forms of animals with no higher calling;

(2) That condoms are viable options to address the problem of AIDS and STDs.

A word of warning, however, to emphasize the necessity of practice: don't play around with the wording on the example above. If, under stress, you had said: "Then perhaps you can explain to me why animals don't USE condoms" instead of "... why animals don't NEED condoms," the entire group would have dissolved into gasps of laughter and the meeting might even adjourn. The obvious comeback to the former statement would be: "Because animals can't get them on!"

Let's move on to the following example of a misaligned cause-effect:

"Verbal scores on the Scholastic Achievement Test (SAT) have plummeted by 'x' percent, while hours spent watching TV have soared by 'y' percent. Therefore, TV watching is a cause of poor SAT performance."

There may well be a correlation between hours spent watching TV and poor performance on the SAT. But stated this way, it is a fallacy. How do we know that? Because other reasonable factors besides TV watching can easily be substituted: poor teaching methodology, less emphasis by the schools on academics as opposed to social concerns, lowered expectations, and so on. If the last sentence in the comment above had contained a qualifier—"may be a cause of poor SAT performance" instead of "is a cause of poor SAT performance" it could then have been debated on its own merits instead of being considered a fallacy.

Now, let's try the following remark: "Inadequate information about sex results in unwanted teen pregnancies."

Notice that in this instance the "effect" is placed at the beginning and the "cause" at the end. It doesn't matter that the usual cause-effect format is inverted. The implication in any case is that young girls either don't know how they get pregnant (a patently ridiculous notion in this day and age) or don't know how to avoid it (also hard to imagine). Although we recognize this argument as rather absurd, we can't say something like: "Garbage!" "Nonsense!" or "That's ridiculous!" Such comments are too strident for a group setting (although they often work well in a talk show format—i.e., entertainment—which is a whole different matter). Actually the above remark is rather easy to respond to. Just one word needs to be inserted to make your point: "inappropriate." "You mean, *inappropriate* information about sex results in unwanted teen pregnancy, don't you?"

Now the person who offered the original comment has to answer "yes" or "no" and give reasons. By wording this as a question, you have instantly reframed the debate to your advantage.

One way to highlight for other listeners the faulty relationship between two sets of data and/or the presentation of dubious evidence is to introduce a third data point. Take the teachings of some substance-abuse programs, in which caffeine, wine, and cigarettes are equated with heroin, cocaine, and amphetamines. The rationale for doing this is two-fold: (a) It is believed that children will consider all of them to be mind-altering substances, and (b) the school avoids singling out any youngster as "bad," since caffeine is ingested in one form or another by most of the population.

Upon examining a text or handout that lumps these substances together, many parents understandably become livid and go to the school to complain. What is the best way to handle this?

Okay, we understand the above rationales, whether we agree with them or not. But neither rationale is presented to the children. What children are told is that starting with minor drugs leads to experimentation with heavy drugs. The publication may even cite a statistic: "x' percent of individuals who drink many caffeinated beverages, [smoke cigarettes, etc.] go on to use hard drugs."

This is one of those areas where there is a kernel of truth. Experimentation with various hallucinogens, including marijuana, do correlate to some extent with the decision to try harder drugs later on. Even if they didn't, do we want our children experimenting with marijuana? No. But to equate soft drinks, coffee, and wine—not to mention cigarettes, which are bad for one's health for other reasons—with hard drug usage is misleading and mistaken, and most children will take the whole subject less seriously than they should because these comparisons are so transparent. Your objection should, therefore, be worded this way:⁸

The conclusions being drawn from these statistics is misleading. For example: Has anyone correlated the number of people who binge on ice cream to the number of alcoholics or drug abusers. No doubt if we did, we would find a high correlation since most people binge on ice cream now and then. No one, however, would be influenced by such a statistic, nor should they be. Your publication/handout trivializes drug abuse by comparing it to caffeine and alcohol consumption or to smoking cigarettes. Each of these must be discussed independently, the first two in the context of "excess" and cigarettes in the context of specific health risks.

The next pair of statements are examples of inadequate, or dubious, evidence: 1) Crime is caused by low self-esteem, 2) Low self-esteem contributes to delinquency.

What would be another reasonable cause of crime? Idleness, lack of adult guidance and supervision, lack of religious/moral training to encourage conscience, grinding poverty (as distinct from "low income"), and so on. The first statement, then—"crime is caused by low self-esteem"—can be debunked outright.

The second statement contains a qualifier: "contributes to delinquency." The statement is being used to bolster support for self-esteem programs. Therefore, you might want to address the comment in the following manner: "Perhaps self-esteem is a factor in some children. But more likely candidates are. . . ."

You have been polite and non-strident, but you have changed the focus of the debate. Instead of continuing to play up the merits of self-esteem, the person who made the remark must now address the causes of

delinquency and, hopefully, that will provide an opening for offering alternatives to self-esteem programs.

Or, you could ask: "How many people with high self-esteem are criminals and delinquents?" Your opponent will not know, because nobody has tested the hypothesis. Because you have phrased this as a question, no one can accuse you of coming to a hasty generalization.

Another version of the same fallacy—the biased argument or "stacked deck"—is a staple of newspaper and magazine articles as well as pamphlets written for the purpose of biasing readers for or against certain ideas, causes, organizations, or individuals without actually presenting hard evidence. In other words, hearsay evidence, gross paraphrases, and out-of-context quotations predominate over full quotations, hard facts, and in-depth analyses. Materials tend not to reflect the research of more than one independent source. All this makes it relatively easy to "stack the deck" against an opponent or an opponent's position and to unfairly bias an argument. The rationale is to bias the evidence to support a particular slant, or angle, on an issue.

Here's an example of built-in bias from a handout we have already examined briefly. It is filled with various fallacies. Although the following quotation doesn't appear in the format of an argument—because it is a hand-out document and no discussion is being solicited—it nevertheless demonstrates the strength of a built-in bias which will later be used to construct a thesis and response strategy:

The Moral Majority, led by fundamentalist preacher Gerry [sic] Falwell, vowed to bring "atheist" public education to an end. The plan was to replace it by a free enterprise, Christian school system. Falwell, Pat Robertson, Mel and Norma Gabler (the text book censors from Longview, Texas) and Phylis [sic] Schafley [sic], to name a few, objected to no prayers in school and secular humanism, which they contended was the "religion" of the public schools that teachers were indoctrinating in the nation's children. They defined humanism as the belief that "man" is in control of his own destiny instead of being put on earth to carry out a divine plan.⁹

Aside from the fact that many names above are misspelled and that later pages contain numerous grammatical and punctuation errors (all immediate indications of sloppy research), there is a wealth of misinformation in this paragraph along with small kernels of truth. The paragraph, along with others of similarly dubious quality, is used to bolster support for the authors' later theses: page 30, that "[c]onservative groups and their issues represent an extreme point of view"; page 34, that "... conservative groups [comprise] a movement founded by religious zealots intent on destroying public education and founding a theocracy instead of a democracy"; and also page 34, "... you are dealing with an 'enemy' "

Now let's analyze: The kernels of truth include the fact that the indi-

viduals named believe that humanism qualifies as a religion (because of *Torcaso vs. Watkins*) and that the individuals named object to prayer being removed from the public schools (because they feel that this action removes one of the incentives for children to think about their conduct). Now go back and see if you can identify the fallacies before reading below:

- There are no quotations to prove that any of the individuals named said they wanted to replace public schools with a "Christian school system." While they have implied, and often, that Christianity ought to be at least acknowledged and dignified, as it once was, to say that Rev. Falwell and Mrs. Schlafly want to turn public schools into carbon copies of Christian schools—private schools—is both a generalization and a hypothesis contrary to fact.

- Mel and Norma Gabler are smeared with the term "censors." No reason is given for the smear, but the term "censor" is commonly used by groups like People for the American Way to describe anyone who even questions the use of a particular curriculum or book. (Of course, those who wish to remove religious allusions, illustrations and references from materials are somehow not censors.)

- The objection to and definition of humanism attributed to the individuals named are in error.

The real objection to humanism stems from the two *Humanist Manifestos* (1933 and 1973, see Part II) and the magazine, *The Humanist*, put out by the *American Humanist Association*. The three publications routinely trash Christianity, and indeed all theistic religions, and call for their elimination from the public dialogue.

Whether or not "most teachers and school administrators" have actually read the Manifestos, as the Iowa handout quoted above goes on to insist they have not, is irrelevant. Had they done so, their skin might have crawled with revulsion and today children might not be play-acting ancient pagan rituals, as in Michigan's *Egypt Game* and Oregon's Winter Solstice Program (Chapter 21).

Fallacy #9: The Appeals: Fear, Popularity, Expertise, and Common Practice. Another popular fallacy is the appeal—appeal to fear, to expertise, and to popularity. St. Aubyn notes that appeals are based primarily on the power of suggestion, and that's why they work: "Our suggestibility involves us in a great deal of illogical thinking because it encourages us to accept ideas and opinions uncritically, without examining the evidence for or against them."¹⁰ Fortunately, most appeals are fairly easy to spot once you know what to look for, and you can nail your opponent on them.

An excellent example of the first, appeal to fear, is found in the pamphlet, "How to Deal with Community Criticism of School Change," put out by the *Education Commission of the States* and the *Association for Supervision and Curriculum Development*. The publication is aimed at school boards, administrators, teachers, and others who are experiencing increasing hostility to various endeavors such as self-esteem, guided imagery,

whole language, and so on. It is also intended as a guide to help build support for "school change." The pamphlet seeks to identify detractors and critics, who always happen to be conservative, religious Right, and extremist. The reader is to assume, of course, that nobody else ever complains.

On one page of the pamphlet (the pages are unnumbered) it states: "If your personal safety becomes an issue, call the police immediately. Do not attempt to handle potential violence on your own." This is a good ploy. It promotes fear and implies that conservatives and religious Christians are dangerous. This makes dismissal of their concerns even more justifiable.

Appeal to popularity (*argumentum ad populum*) is self-explanatory as well. Its roots are found in the inclination to conform and respond to the crowd. For obvious reasons, this is a favorite ploy today of those who would denigrate parents and their sincere concerns. Inasmuch as it has already been made fashionable and "enlightened" to heap contempt upon values such as sexual purity, national pride, and self-discipline, it is not difficult to whip up a frenzy over the possibility that the "enemies of education" (notice the slogan) might get on a school board or overturn OBE.

When you hear the phrases "everyone knows," "it's common knowledge that," or "we are all aware of," it signals an appeal to popularity. Most people do not want to be the only person who "doesn't know" something or "isn't aware" of something. Gilbert reminds us that "[t]his fallacy does not depend on our ignorance for its success, but on our fear of seeming ignorant." He points to one sure-fire method of recognizing this kind of appeal: "If your opposer says that everyone knows something . . . and you don't know, then what he said was wrong."¹¹

Advertisements that claim a certain product is "Number One," "first," "a best-seller," or "the best" are appealing to popularity, although it may be true. Perhaps a book is a best-seller. But it is still an appeal to popularity as far as advertising goes. The appeal to popularity becomes a fallacy, for example, when it invokes provincialism or familiarity *to augment* popularity. For example, an appeal may be made to purchase a product or even sell a political issue on that basis: Chanel is geared to consumers who are likely to be impressed by anything French; Elizabeth Taylor lends her name to AIDS benefits as well as to a new perfume.

Citing expertise is another variation on the "appeal." Gilbert defines an "expert" as "anyone who knows more than we do when we want to know it."¹² And because of the aura surrounding the term "expert," it is easy to be misled. We have already seen how psychiatrists and psychologists have been deified by government, the courts, and the media—to the point the words "most psychiatrists think" sanctifies whatever follows.

Openers like "most psychiatrists agree that," "most educators say" are appeals to expertise. This does not mean that most psychiatrists or educators don't say the things that are attributed to them. They may or may not. As we noted in Part II, sometimes one can find an equal number of individuals in a field to take either side of a question. But the primary problem with the above opening lines, especially when facilitators use them,

is that the appeal to supposed expertise is going to be used to justify, or build support for, whatever is coming next. The audience has no way of knowing at that moment whether "most educators say" whatever-it-is or not.

Sometimes an expert in one field is suddenly cited as an expert in another, especially if he or she is well-known. Gilbert cites the case of the late Dr. Benjamin Spock, a well-known "expert" on baby care, who suddenly, during the Vietnam War, became a spokesman for the anti-war faction. He was treated as an expert on foreign affairs, which was not his field. Now, you can hold any views you like on the Vietnam War, but the point here is that Dr. Spock's achievements in baby care and pediatrics did not make him an authority on foreign affairs.

The same is true of Jane Fonda, and both her anti-war and anti-nuclear activism. Why should anyone care what she thinks in these areas for which she has no background? Who cares that Lauren Bacall supported the Kennedys, or that Frank Sinatra supported Nixon? These are appeals to popularity as well as appeals to a supposed expertise which these entertainers do not possess.

Again, this can be tricky. A thesis of this book has been that "experts" in education are not experts. Many people have Ph.D.s in some field or other, but it is still okay to question their expertise as long as you base it on something. For example, the dubious results of various educational methodologies, such as "whole language"/"look-say," both of which were conceived by supposed "experts" in education over the past 30 years are questionable. In addition, many "education experts" are behavioral scientists, not educators. So it is fair to ask what field of "expertise" a person speaks from.

Another common appeal is best reflected in the statements "everybody does it," and "he/she/they did it, too." This is called "appeal to common practice." But the fact that "everyone" does something is not necessarily relevant even if it's true.

Fallacy #10: Ill-Defined Terms. This is more a strategic mistake than a fallacy of argument, but it should be mentioned here: frequently the reason provocateurs get the upper hand at the outset of a discussion is because no one forces them to define their terms. For example, OBE guru William Spady says his scheme focuses and organizes "all the school's programs and instructional efforts around clearly defined outcomes we want all students to achieve when they leave school." This sounds like a statement with which one cannot argue. If one defines "outcomes" as *academic standards* and "we" as *average community parents*, then OBE proponents like Spady are home free. By the time parents and even teachers figure out what they really have, full-blown OBE is entrenched.

Again, it is important to question the premises. In this case, the premises are that "standards" mean real, academic benchmarks and that "we" means us. In fact, "standards" mean whatever Spady wishes them to mean—primarily beliefs, opinions, and values. "We" means the promoters

of OBE, not just parents. Of course, Spady has no intention of saying that, but you can take up a lot of time pinning him down. Again, remember that one of the tenets of psychological warfare is to weary and confuse your opponent. A principle of verbal combat is to reframe the debate. By forcing Spady to defend his definitions you are wearing him down *and* forcing him to debate your topic, not his.

PRINCIPLES OF VERBAL COMBAT IN SUMMARY

I. Know when you are under attack.

A. If you cannot spot verbal aggression when you hear it, you will be a perfect target;

B. Do not assume you are "oversensitive," "paranoid," "reactionary," "narrow," or that you "just don't get it." If something doesn't sound right, there is probably a reason.

II. Know what kind of attack is being employed.

A. Learn to identify the basic structures of fallacious reasoning;

B. Learn to gauge the skill of your adversary and any other participants.

III. Make your defense appropriate to the attack.

A. Remember that a stock response, geared to type of fallacy, is not always the right one to use;

B. Frequently the best defense is a good offense.

IV. When targeted, always question the opponent's basic assumption(s) rather than taking the bait.

V. Follow through and play to win; do not feel guilty about fighting back.

PATTERNS OF ORAL COMMUNICATION

Elgin lists five typical patterns people use in communicating.¹³ These definitions are modified here somewhat since we are primarily addressing hostile group situations. Nevertheless, the following patterns tend to reflect personality types, although all are used by most people at one time or another. Ask yourself as you examine each of these whether you tend to favor one particular mode under stress.

1. **PLACATER**—The placater tries always to be amenable and not displease anyone. Example: "Whatever you want to do is fine with me."¹⁴

2. **BLAMER**—The blamer tends to attack without thinking, frequently comes across as irritable or angry, and is quick to find fault with others. Example: "Why do you always insist on your own way?"¹⁵

3. **DISTRACTER**—The distracter comes across as unsure and insecure. He or she skips around from subject to subject, interjects irrelevant points, and in a hostile group seems anxious to be heard even without any well-thought-out comments to make.¹⁶ Note, however, that the deliberate use of distraction is another matter entirely.

4. **COMPUTER**—Calm, cool and collected. Limits use of the word "I." Never uses an excitable tone of voice. Employs lots of qualifiers in his

or her statements. Comes across as highly logical. Remember Mr. Spock of Star Trek fame?¹⁷

5. LEVELER—Totally sincere, or seems to be. A person of few words. Lays his thoughts on the table. No one is in doubt as to what he or she thinks—unless, that is, the person is faking it—which is typical of professional change agents and agitators, making them particularly dangerous adversaries. Seems totally in control. Doesn't worry about use of the word "I." Can be a good strategy once sincere negotiation gets underway.

The following is an exchange between five people, representing the five different patterns. Each is trying to photocopy something, but the machine isn't working:¹⁸

PLACATER: Gosh, I hope I didn't put my papers in wrong or something. I'm really sorry if I did.

BLAMER: Probably some bozo who fed a stapled page into the feeder!

DISTRACTER: Oh, I've done that. That's an easy mistake to make, you know. When was the machine serviced last? Oh, that's Sheila's job, isn't it. I wonder if she's had any trouble with the machine. How about the "Clear" or "Reset" buttons. Did anybody hit the "Interrupt" key? You already tried that? Oh, why do these things always happen when I'm in a hurry!

COMPUTER: I suppose it's possible that someone hit the wrong button, but since the screen says the copier is jammed, it might be better to open it up and look for papers. I'm sure there's a logical explanation if we just take it a step at a time.

LEVELER: You know, I'm really tired of this machine screwing up.

Elgin says the safest mode is "COMPUTER." I call it "being clinical." The goal is to get the other person(s) to level with you.

CLIMATE CONTROL: KEY TO THE DELPHI AND TAVISTOCK STRATEGIES

Recall again the section in Chapter 10 on the "science of coercion,"¹⁹ in which we discussed psychological climate control. The chapter touched on manipulative strategies like the *Delphi Technique* and *Tavistock Method* that utilize specific processes to generate a false agreement, or a phony consensus, especially on issues that involve principle. The *Delphi Technique*, you may recall, was launched by Rand Corporation and later modified for use in various small-group situations where consensus needed to be engineered. The *Tavistock Method* was refined by J. R. Rees (under the influence of Kurt Lewin) for use with larger groups.

It is usually through one of these two strategies, *Delphi* or *Tavistock*, that the impossible happens. For example, curriculum committees that

would never do so otherwise, somehow wind up approving outrages like the distribution of a special Yellow Pages to high school students featuring phone numbers for two pro-homosexual support groups, the *Sexual Minority Youth Action League* and the *Families of Lesbians and Gays* (Frederick County, Maryland, 1997).

What happens is that somewhere in the consensus-building process lies a switch that confuses, numbs, and freezes normal responses. Aware that something is going wrong, and unable to explain or define what it is, a person becomes incapable of articulating any comment that will shut down the process. Linguistics professor Dean Gotcher, Director of the *Institute of Authority Research*, explains that there appears to be a trigger mechanism that cuts off one's awareness of impending danger and suppresses the ability to resist, resulting in indecision, or, worse, in capitulation. Part of the numbness one feels, he says, comes from the fear of potential alienation and loss of respect—including, but not limited to, ridicule and ostracism by one's peers.

The key, especially in highly charged, well-organized situations, lies in controlling the *environment* of thought. What is an "environment of thinking?" This kind of environment is what determines what a group of individuals is going to think about, and for how long. Whoever controls the debate, or agenda, or even our entertainment, controls the substance of what is going on, be it a discussion or political issues to be addressed (as in a campaign). What news is read and what is "spiked," what music goes out over the airwaves and what gets no airtime: even these comprise the environment of thought. If such control is engineered by an experienced professional in a group setting (a meeting, focus group, committee, etc.), no questions will be asked and no views will be aired that deviate from the pre-decided area(s) of debate, or agenda.

Keep in mind that there are "honest facilitators" and "agitator-facilitators." An honest facilitator functions more like a moderator. This person's role is to keep the discussion moving along without getting side-tracked. He or she works to make sure everyone gets to comment and participate, but does not try to skew or influence the discussion. A moderator will not try to get participants to make lists, nor does he or she make a pretense of being anyone's buddy. An "agitator-facilitator," on the other hand, is a provocateur, the kind we are discussing in these chapters.

We have learned that the "provocateurs" who guide discussions relating to education issues are acting as salespersons. They have, in a sense, a product to "sell"—in the form of a program, a curriculum, an activity, or a process. They are not there to help the community, school or group decide what to do. They are there to get you to do what they, or their employers, want you to do. To accomplish that, the professional facilitator—in this case an agitator or provocateur—will attempt to trick the group into believing that the program, curriculum, activity, or process *was the group's own idea in the first place*. From there, the facilitator will manipulate the group so that those who are still saying to themselves subconsciously, "Wait a

minute, this isn't my idea," are either convinced to change sides or are overwhelmed by the other members of the group.

Another tool of the trade in psychological manipulation is the ability to make "facts" and "truths" interchangeable. Think about that for a moment. What is the difference between a *fact* and a *truth*? This is a difficult concept for most people, but suffice it to say that the method for making the two interchangeable involves easing individuals—with the help of strategically placed social (peer) pressure—away from thinking about how they *personally* will handle a situation in the context of their own experience. This is accomplished by placing members of the group into a hypothetical environment that is essentially foreign to their experience, but which requires their involvement. If this is done correctly, each individual in the group will move from traditional (or "fixed") beliefs to a transitional mode of thought in which the facts become murky, and "truth" or "principles" wind up in conflict or doubt. From there, the various "views" held by the group can be reworded by the facilitator for the "benefit" of the group, generally by adding so many qualifying terms that real opinions become either watered down, exaggerated, distorted, or ill-defined.

So what do we have to do to counteract someone else's psychological environment?

As always, first determine what is the real issue. The facilitator will probably advertise ahead of time some theme for a meeting, for example, which later may turn out to be quite different from the issue actually under discussion. Once you get there, the facilitator will get everyone to make lists and talk. The goal is to "feel out the group"; get a handle on where everyone is coming from. So the thing to do is stay quiet for awhile. Don't give the facilitator what he or she wants. Don't be a blabbermouth. Don't give him or her anything to work with until you have a good idea why you are really there.

After you have determined the issue, look at it this way: every person of principle has what is called a *thesis*. Your thesis is your basic position on the actual issue. Remember it.

Let's take a simple example of a thesis that Dean Gotcher often uses: "It is always wrong to lie." The *antithesis* of this view will be the opposite: "it is okay to lie." More likely, however, a person will seek a compromise position that appeals to pragmatism (i.e., what feels good and seems practical): "It might be all right to lie to get out of a bad situation." This compromise position technically is a synthesis of two positions. A synthesis of the two positions represents a way of finding unity despite the diverse opinions so as to resolve a mutual problem. In that light, a synthesis can be viewed as a justification: "It is okay to lie providing it can be justified in light of the situation, be beneficial to others, and doesn't hurt anybody." This is what the facilitator wants: A synthesis of two or more positions.

Let's take a more sophisticated example: a proposal to get a sex education program implemented at earlier grade levels in your school district. What is the first thing you do? Determine the issue.

Will the issue, the group's reason for meeting, be presented as in the proposal above? Probably not. It will be presented as the problem of AIDS, teen pregnancy, youngsters' sexual activity. It would be helpful, therefore, before you go to the meeting, to know who the presenters (the facilitators) are going to be. Who are the vested interests; that is, who stands to benefit financially from this meeting? Is there a specific program that they may try to sell the district? Now, it's possible, of course, that the district might come up with an abstinence program, so you don't want to jump to conclusions. But even if it is, you can be sure professional agitators (perhaps from *Planned Parenthood*) will be among the crowd to ensure that such a program is never adopted. So your problem will remain the same.

Now, once you have decided what the real issue is, what is your thesis about it, regardless of what excuse was given for calling the meeting? Suppose your thesis is: "Sexual activity outside of marriage is always wrong." What is the antithesis of this position? "Sexual activity outside of marriage is acceptable." Or, as it will more likely be presented: "Teens will do it anyway whether you approve or not."

Toward what synthesis will the facilitator likely try to move the group or community—before there is any mention of a new program to be launched at your school? The desired compromise position will probably go something like this: "Inasmuch as teen sexual activity is unavoidable, we must make sure youngsters who indulge do so as safely as possible, without consequences, and without hurting anybody else."

Once the facilitator can get everyone to agree to this position, then he or she can go about garnering support for anything from AIDS posters for kindergartners to condoms on bananas for second-graders. It doesn't matter. Anyone who balks will be reminded about the group consensus over and over and over again, until eventually most people will "behave themselves," if not actually believe that the consensus makes sense and represents the real situation among young people. Nobody, it is hoped, will want to appear stuffy or out-of-it to the rest of the group, even though at the outset most of the group may have held the same thesis you did.

This is the key to the facilitator's success; this is controlling the environment of thought, holding on to the reins of the discussion. Your task is not to let that happen. Not at the beginning. Not an hour later. Not ever.

COUNTERING THE PSYCHOLOGICALLY CONTROLLED ENVIRONMENT

Here are some tricks to use to avoid being trapped. When you are in the room with other people, remember that because the facilitator is talking, you and the others cannot entirely concentrate on what you think or want to say. That is one test of whether you are dealing with a "moderator" type of a facilitator or a provocateur. A moderator doesn't say much. The provocateur will ask: what do you think about such-and-such, how do you feel about so-and-so, before getting down to the point of the meeting. This

is deliberate. The purpose is to get you and everyone else comfortable and draw you out, and at the same time disrupt your train of thought.

The provocateur also knows that you are probably thinking "me, and my concerns" and that you therefore are unconsciously classifying everyone else as "not me." This is important: because the group's *stake* in whatever is going to be presented will be described in terms of "us." Comments like: "now we don't want our youngsters to become AIDS statistics, do we?" and "we all know how devastating teen pregnancy can be." With comments like these, the provocateur is pulling you into a group mentality by using the term "we." The trained facilitator/provocateur wants you to feel that you have a stake in the big picture, in the "system," rather than in your own (presumably selfish) principles.

That your neighbor's daughter may be raised quite differently from your own—allowed to watch raunchy movies at 11 and play obscene video games at 12—is of no concern to the provocateur. Both you and the parent next door will be depicted as "in this crisis together" and therefore in the eyes of the provocateur, you both are lumped together as "us." As an upstanding citizen, you would like to think, of course, that you and all the other parents in the group can rationally come to agree upon what is generally true for everyone. This is the trump card the provocateur pulls out—that all of you would like to think that you are rational beings who can work things out. (This was also the basis of the Marxists' "one for all and all for one" slogan, where in actuality individual truth was always relative to the social needs of the many, and the truth of the many was subjugated to the personal needs of the few—those in control.)

This whole rationale is a far cry from the "individualism" of the Founding Fathers, frontiersman, and pioneers. In the new socio-political view, all is relative, changeable and, in Gotcher's words, "harmoniously deviant." It's what social psychologists call "heuristic." While you are sitting in that room mulling over your concerns (thesis), others are sitting there also ruminating about theirs. The task of the provocateur is to make everyone's concerns "our concerns." That is to say, you may not have come into the room with the least notion about your little Suzy engaging in sexual relations at the slumber party she is going to next Saturday night. You may not have given a thought to the children at the school across town, where there are so many unwed pregnant teens that day care facilities have been installed in the high school so these young mothers can continue with their so-called education.

The agitator-facilitator, however, is going to draw your attention to these things. He or she will influence your group more or less covertly, making sure you think about things you don't want to think about. The provocateur doesn't care one hoot that you may have taught your daughter right from wrong, or that your child's family and church experience will do more to preclude her engaging in unmarried sexual relations than anything the school or government can offer. He or she doesn't care that you may wish to preserve your child's innocence and childhood a little longer. What

the provocateur does care about is knowing where you're coming from—just enough to decide how to handle you. For that reason, you may get questions such as: "why do you feel that way?" This sometimes lulls people into believing the provocateur truly cares about their views. But it is a self-serving question and may well be used against the principled parent—to isolate him or her—at a later time.

The provocateur probably will quote statistics. He or she may show a documentary film complete with interviews from five or six unwed teen mothers. He or she may describe the effect of media influence on youthful sexual activity. Never mind that your family may not watch the programs described, or that you may have discussed, as a family, the negative implications of the sex-filled popular magazines found at the hairdresser's. The provocateur's message, nevertheless, will be: the sky is falling! Disaster! Crisis! We must do something!

You and the other people in the room will all be confronted with what the provocateur says is "reality." With "our concerns": media emphasis on sex, stalking sex predators, STD statistics, and more. Forget "your concern" that Suzy grow up to be a moral, modest, virtuous individual. Forget your preconceived notions, which the provocateur will view as nonprofessional and probably corny. *Remember that when the affective is heightened—that is, feelings and emotional reactions—reason and logic diminishes.*

What you need to do, is to word your response to the "how do you feel about" question in such a way as to involve the other people in the group. Don't answer: "I feel that way because I want my daughter to . . ." or "because I think it's important to. . ." Say instead: "there are many parents here who feel that . . ." or "most of us believe that . . ." or "we feel it is inappropriate to compare our children to those brought up on the street."

But suppose the provocateur does manage to get what he or she wants from most people in the group during the "how-do-you-feel" session. That is, suppose most group members have no idea what's really going on and tell the provocateur outright that they believe the best way to avoid unwanted pregnancy and STDs is abstinence. The next step the facilitator will take is to launch "the brainstorming group-think." He or she will offer: "what are the alternatives to handling this problem in the way you suggest?" In other words, the provocateur will try to get the group to "brainstorm" other solutions. The provocateur, if he or she is any good, will know by this time that it will do no good to argue with you about abstinence. A facilitator or change agent is trained to "involve all members of the group in the solution." What does that mean? It means making sure everyone feels that whatever solution they come up with was their own idea, not the provocateur's. But, of course, it will be the provocateur's idea, or more accurately, the idea of those the provocateur represents, the people who sent him or her there. Which, again, is why you should try to find out prior to the meeting just who or what entity that is.

Thus the provocateur will ask a different member of the group, preferably someone who hasn't said very much or who vacillates frequently: "what

can we do, then, besides (or in addition to) offering abstinence as a way to avoid unwanted pregnancy to our junior high school students, Mrs. Jones?"

Most people will just assume Mrs. Jones has been chosen at random. This will not be the case. The facilitator needs a break right now. He or she has watched every face during the discussion so far, possibly collected lists from group members. Because most people don't make any attempt to hide their feelings, the provocateur will have made a mental note of every nod, smile, frown and raised eyebrow—and done so accurately enough to take a chance on Mrs. Jones. Because of the way in which the question to Mrs. Jones was worded—"What can we do, then, besides (or in addition to) offering abstinence as a way to avoid unwanted pregnancy to our junior high school students?"—chances are good that Mrs. Jones will not mention abstinence. Why? Because the implication is that this option is already on the table and it is time to move on to other possibilities. Everyone will throw out ideas. The dialogue is now open. All that nonsense about modesty and childhood innocence is swept away.

A few people probably are sitting there gritting their teeth in fury. Everyone else is participating. They have gone along with the "process." You and your faction have suddenly become isolated. Why? Because it is clear as a bell now which people don't care to discuss anything except abstinence programs. The psychological environment is now clearly under the provocateur's control.

The provocateur will quickly zoom in with the next step: escalation of tensions. He or she will throw out such questions as "what would happen if we did this?" or "suppose we implement such-and-such program for, say, three months?" Parents like you will now be in the position of overcoming their personal convictions, setting aside their personal concerns for the sake of moving forward, for the sake of the collective. Despite your qualms, you can at least try something new, right? You're not inflexible, right? You and your colleagues are being empowered to solve your own problems, right?

Thus have all the absolutes been exchanged for social harmony. The paradigm shift has kicked in. The old standards are out. Now each group member will be manipulated into helping bring holdouts like you and your friends around. The subliminal message to you and your faction is "adapt to life in the gray zone for the sake of society, or be ostracized."

Talk about high-stress! In all the talk today about alleviating stress, rarely does one find any mention of one major source of that stress—being hoodwinked into accepting an environment where nothing makes sense anymore, where cause and effect no longer seem to connect, where reason seems lacking or absent, where unity and getting along are more important than doing the "right" thing. The main challenge for humanity becomes getting along with himself.

This, in a nutshell, is why you don't give away the psychological environment. Control of the psychological environment is what makes professional agitation and change agency work. That's how communities are hoodwinked into accepting a whole range of programs and activities

they never would have, if left to their own devices. No one can say, afterward, that they were forced to do it. No, the community—you!—decided to do it of your own free will.

How could the outcome in the scenario above have been different? Let's go back to two of the *Principles of Psych-War* listed in Chapter 23:

- *One must make the opponent see one's strengths as weaknesses and weaknesses as strengths, while at the same time causing the opponent's strengths to become weaknesses and discovering where he or she is not strong.*
- *Listen to your opponent carefully and learn where his strength is abundant and where it is deficient. Recruit persons who are highly intelligent but can appear to be stupid; who may seem to be dull but are in reality strong; who are vigorous and energetic, but can appear to weary easily; who are well-versed in earthy matters and able to endure humiliation in order to succeed.*

Once the provocateur realized there was a significant abstinence-only contingent within the larger group, he or she took "the next best action: to disrupt the opponent's alliances." Had this contingent been as well-versed as the facilitator in the *Principles of Psych-War* it would have recruited (before the meeting) several persons who were highly intelligent but capable of appearing weak and vacillating, individuals who can appear to be dull, but in reality are strong, people who can endure humiliation in order to succeed. When Mrs. Jones got the call to speak out, the tables should have been turned, to the great surprise and horror of the provocateur!

A harder-to-recognize, modified version of the tactic employed above is used to cause people to question their carefully reasoned, as well as unconscious, beliefs. This strategy is not based on heightening tensions. If anything, the manipulators want to lull their subjects into a false sense of security.

The goal is still to control the environment of thought, but to do so in a way that will encourage participants to succumb to "process." Process in this context takes precedence over substance. If you don't participate in the process, you're out. You will be replaced by someone who will.

Professional manipulators in this instance are not simply interested in the information *per se* which they, or others, impart, but in how that information is received and how it relates to the person giving it. This has a major impact, professional manipulators have found, on how you (or, for that matter, your children in a classroom situation) "internalize" information. That is, how the information becomes a part of you, like an automatic response. If the job is done right, the manipulator expects to alter the subject's view of authority and challenge (debunk) any traditional "stereotypes." This calls for a carefully controlled dissemination of information, in just the right amounts at just the right moment, so that the subject's perception of his own role in the scheme of things is altered. The media are often masters of this technique, infiltrated as they have been since the Frankfurt School's *Radio Project* days in the 1940s, when the first wave of Leftist political strategists in America hit our airwaves. A personal example here will be instructive:

Out of curiosity back in 1985, I answered a blind ad in the *Washington Post's* want ads. It was at the *World Population Institute*. They needed a writer and PR assistant. I was interviewed by the president of the Institute, Werner Varnos. He explained the purpose of the WPI was to encourage worldwide population control, to raise awareness among industrialized nations of the tragedy of unwanted children. Then he told me what my duties would be.

"Remember 'Meathead's' vasectomy?" he asked, referring to Archie Bunker's son in the 1970s sitcom, "All In the Family."

"Well, not really," I mumbled. I rarely watched the show, which was probably a dead giveaway that I wasn't right for the job. But it would have been difficult in those days not to have had a passing familiarity with the characters. So I said, "But I heard about it."

"Well," Varnos announced proudly, "that was ours. We worked with the writers of the show to come up with that segment. It's all part of our effort to help mold public opinion."

"What an interesting idea," I chirped.

"Oh, our PR people work with script writers and producers all the time," he said. "That would be part of *your* job. Remember 'Maude's' abortion?"

Mr. Varnos continued along cheerfully in that vein, and we went on to finish a more or less cordial interview. Actually, I learned a lot that day. I never again wondered why I sometimes got the feeling TV plots were staged to influence my opinions. Because they *are*. Politically correct, well-heeled interest groups strike deals with producers and networks all the time. It's all part of somebody's job.

Now, behavioral psychologists will tell you that a majority of viewers will "buy" these sales pitches. Most people will concentrate on a show's special effects or "laugh lines." Many viewers—particularly those without firmly entrenched beliefs of their own—will soak up the hidden political and attitudinal messages without thinking about it; they will internalize the messages. Why? Because most TV shows don't challenge thought on a rational level; TV generally functions on the emotional and subliminal levels.

Professional manipulators in group situations sometimes operate in a similar fashion. TV panders to the viewer's natural inclination to feel superior. So may the facilitator or change agent. Those who watched Archie and Edith Bunker's antics in "All In the Family," for example, were supposed to see themselves as more enlightened than the bigot and dumb housewife on TV.

Modern education, like television, also discourages logical thought by placing children in the same kind of hypothetical, either-or situations that TV viewers get in sitcoms, instead of being taught anything substantive. For example, either you're naive and believe in nonexistent, supernatural beings; or you're enlightened and take all that religious stuff with a grain of salt. What actually happens in the case of the trumped up situation com-

edies like "All In the Family" is that while Mr. or Mrs. Couch Potato are busy laughing at the antics of Archie, Gloria, Meatball, and the rest of the cast of characters, the viewer's perception of himself and his role is altered. Viewers are supposed to get so caught up in the show that they never realize what they are absorbing—for example, in "All In the Family" the idea that authority is stupid. Most people, if they considered the undertone of this particular sitcom at all, thought the main message was racial tolerance. It wasn't. The primary purpose was to dash the notion of authority figures, particularly male authority figures.

ADVANCED COURSE: LARGE-GROUP MANIPULATION

On a bit more sophisticated level, for those who care to go into more depth, there is another strategy that is in many respects the inverse of the *Delphi Technique*. Be advised, the remainder of this section in the chapter is for those who wish to get into a more theoretical aspect of the subject. Those who do not may wish to proceed to the next chapter.

Based on the *Tavistock* approach, the following method is used primarily with large groups, while *Delphi* concentrates mainly on small-group situations, like committees. The two techniques are similar only in that they both control the environment of thought—that is, people tell you, in effect, what you are going to think about, and for how long.

Did you ever wonder why the same buzz-words suddenly appear on the scene at the same time, over and over in different contexts—*diversity*, *multiculturalism*, *outcomes*—in the Junior League, at the Rotary Club, in both political parties, in comic strips, in sitcoms, even in church? Do you suppose each of these entities came up with the terms independently? Of course not. What they were doing is copying a *meme*—and they probably weren't even aware of it. Some background is in order:

There's a book by Richard Dawkins, an Oxford zoologist, called *The Selfish Gene*. *The Selfish Gene* is a kind of informational virus that replicates, and Dawkins used the term "meme" to describe it. It pulls everything toward itself. Eventually, it kills its victims. Those readers who have studied music may have been exposed to the term "memetics." In that context, a *meme* is a song hook. A catchy series of notes. The musical version of a slogan. It's designed to be replicated. A *meme* is what makes you keep playing the same song in your head all day.

Rap music is a more blatant example. These combine tune-like ideas and phrases that are deliberately designed and packaged to be carried somewhere: "safe sex," "love glove," and "Cop Killer." (Alliteration and rhyme help, of course.) In the context of psychological coercion, memes are designed to be replicated once people return to their homes and communities, where they are adopted almost zombie-like by all sorts of organizations and repeated in the local media. But in essence, it's just one song, one agenda—and as in Dawkins' "selfish gene," it will do in its victims.

Suffice it to say the implications here go beyond mere audience gullibility, or what we used to call brainwashing, or even subliminal advertising.

Here again you have a strategy aimed at manipulating agreement on issues and ideas on which there really is no agreement, and doing so, of course, without bloodshed, except in highly contained situations, planned to look like random acts, as in the well-engineered campus riots of the sixties.

Taken to another level of sophistication, this catchy phrase, especially if it is tune-like, will work in the manner of a song hook. Different musicians, or actors, each get a measure, but in this case the various musicians and actors don't know the whole piece. They don't know who the other players are or their own purpose in the overall work. They don't know who is producing the piece, even if they know some of the writers. Together, however, what they have comprises the score. A lot of "practice" takes place in different locations by different players, all pushing different aspects of the complete package (or "score" in musical terms). But by the time the conductor taps his baton, the orchestra will be ready to play.

This happens frequently in a bureaucracy. Often, the group—in this case, the various bureaucrats—are scattered and have no idea that what they are doing is part of a larger effort. It happens on Capitol Hill, too: some lobbyists from special interest organizations such as SIECUS may not even be honest about whom they represent. They can run circles around people ill-equipped to argue according to the *Principles of Psych-War*. The large group—i.e., government policymakers—may come to believe that "the majority" agrees with certain programs, concepts, and "solutions" which, in reality, only a few favor.

In education, you can think of the total piece as the "strategic (or long-range) plan"—or the adoption of the *Goals 2000/OBE/Workforce 2000* package. You can see it coming, in every town and city (orchestra) in America: When the conductor (somebody highly visible, like a President) is ready to tap the baton, everything will be in place, and the "package" will be accomplished.

You and your children—and to a large extent their teachers—are part of a meme. What's going on in education (and for that matter, in entertainment, the economy, and politics) today is the ultimate audience participation theatrical production, a kind of virtual reality. The catch is, if you don't participate in the production (the agenda), then you can't play at all.

If you wonder what has suddenly happened to the Republican Party, which never seems to know a winning issue when it sees one, despite the grand talk about a "Contract With America," it is probably that Republican leaders have discovered the paradox—i.e., if they don't participate in the production (the agenda) according to the process established by the heavily financed counterculture, they will be marginalized and not be permitted to play at all. Thus: a 1997 budget deal that actually increases both the deficit and spending, but both political parties are "happy" with it.²⁰

To summarize, the key to psychological manipulation, be it applied to a small group, a large group, or an individual sitting in the classroom, is "climate control": the manipulator controlling the psychological environment. In a prisoner-of-war camp that is easy. In a school, which is a captive

setting, it is somewhat more difficult, because brute force is not an option. In a committee or small group, it takes a certain degree of sophistication and skill, because once people catch on they will get angry at the facilitator. The facilitator doesn't want that. If members of the group are angry at all, the facilitator wants them mad at each other. In a large-scale environment, such tactics require the help and support of key institutions, such as the print and electronic media, trusted associations like church federations, labor unions, well-endowed foundations and philanthropic groups, and, if possible, the major political parties. Dean Gotcher points out that on a mass scale, whenever an entire society is brought to a pivotal point of doubt and manipulation by group consensus—producing, in effect, a mob mentality—it becomes a train with no brakes. History has shown, says Gotcher, that once such a train really starts to roll, “there is no stopping to get off.”

That is, whenever group-think is engineered to the extent that social pressure and process is valued more than principle and all the things people once knew to be right or wrong, rescue frequently comes only from the outside. The United States rescued Europe twice—in effect, by wrecking it. Now, if the United States boards this train, who will be left to rescue us, and at what cost? It becomes imperative, then, as we work through this maze of strategies and counter-strategies, that we as individuals and citizens of our communities become more adept at recognizing and thwarting professional manipulation. We must still operate from a position of principle rather than from one of popularity or peer pressure, while at the same time recognizing that this is a war, where “the rules of etiquette do not apply.”

NOTES

1. Excerpted from a lecture delivered at Baudoin College. Also published in *Reader's Digest*, August, 1960.
2. Gerald Levin, The University of Akron, *A Brief Handbook of Rhetoric*, Harcourt, Brace, & World, Inc., New York, 1966.
3. Giles St. Aubyn, *The Art of Argument*. Emerson Books, Inc., 1962.
4. Suzanne Haden Elgin, *The Gentle Art of Verbal Self-Defense*. Prentice-Hall, 1980, 112-113. Elgin's comments have been modified for a confrontational education setting in a group situation.
5. Adapted from a scenario by Michael A. Gilbert, *How To Win an Argument*. McGraw-Hill Book Co., 1979.
6. Adapted from a scenario by Gilbert, 55.
7. Adapted from another scenario by Gilbert, 110.
8. *Ibid.*, 110.

9. Richard P. Manatt with Guest Writer Joe Drips, "The Attack by the US Religious Right on 'Government Schools' or 'Who was that masked man who stole our education reform'?" International Journal of Education Reform, September/October 1993 (pre-publication), used as required reading for education administration course (Ed. Ad. 541) at Iowa State University, Ames, Iowa, 7.
10. St. Aubyn, op. cit., 57.
11. Gilbert, op cit., 74.
12. Ibid., 77.
13. Elgin, op. cit., pp. 7-13. Elgin devised her list from the observations of Virginia Satir, a world-renown family therapist, and called them *Satir Modes*. These patterns appear to be fairly representative of typical approaches to oral communication, as several communications professionals have come to the same conclusions independently, although they may be labelled differently.
14. Ibid., 8.
15. Ibid., 9.
16. Ibid., 10.
17. Ibid., 9.
18. Adapted from Elgin, 11.
19. Christopher Simpson, *Science and Coercion: Communication Research and Psychological Warfare 1945-1960*, (Oxford University Press, 1994).
20. The much-touted Budget Deal, otherwise known as a "balanced budget plan," calls for \$50 billion in tax increases on airline passengers; additional revenues from businesses that, in effect, will add another \$20 billion in taxes to the cost of capital; increases spending by \$270 billion over the next five years (that's some \$30 billion more than was spent in the last five years); adds almost \$70 billion to domestic spending in 1998 alone; fails to make the structural, market-based reforms necessary to avert Medicare insolvency; the largest increase in education spending in 30 years (an additional \$3.2 billion over 1997 levels for the Department of Education; \$620 million for *Goals 2000*, which represents a 26% hike, and another \$260 million for the new and very phony *America Reads* program, which seeks to recruit a million "volunteers" who are paid \$25,000 each!) and provides only \$85 billion in net tax cuts out of nearly \$10 trillion in revenues over the next five years (\$1.692 trillion in 1998 alone, which is \$5 billion more than the President requested and \$70 billion above 1997 spending).

FAVORITE ATTACK STRATEGIES

The “good will” question is one that should be used with all public groups . . . : “Are you a person of good will working for the common good?” It is a question that must be asked of all groups that approach the public school and its (sic) programs with questions . . . If a group, or its representatives cannot answer in the affirmative, they are the “enemy” of public education. They are a group you must fight. They will leave you no option. . . . Knowing that ahead of time provides protection in your response.

—Richard P. Manatt with Guest Writer Joe Drips,
 “The Attack by the US Religious Right on
 ‘Government Schools’” *International Journal of
 Education Reform*, September/October 1993

Several publications have come out in recent years to help schools rebuff increasing criticism of the schools and their various so-called reform packages. The *National Education Association* (NEA) and its spinoff, the *Association for Supervision and Curriculum Development* (ASCD), the NEA’s state chapters, the *Education Commission of the States* (ECS), and *People for the American Way* (so-called) have been among the more prolific sources of pamphlets, manuals and booklets aimed at deflecting criticism, stereotyping detractors, and ensuring consensus. Inasmuch as there are so many “attack publications” in circulation, we will concentrate, for the most part, on four representative ones in this chapter:

(a) Survey mailed to New York State Superintendents by the New York Coalition for Democracy;

(b) “What’s Left After the Right? A Resource Guide for Educators,” by Janet L. Jones, Ed.D., for the Washington Education Association, a state chapter of (and funded by) the NEA, 1986, (195 pages), hereafter referred to in abbreviated form as the NEA manual;

(c) “The Attack by the US Religious Right on ‘Government Schools’ or ‘Who was that masked man who stole our education reform?’” by Richard P. Manatt with Guest Writer Joe Drips, *International Journal of Education Reform*, September/October 1993 (pre-publication), used as

required reading for education administration course (Ed. Ad. 541) at Iowa State University, Ames, Iowa, hereafter referred to as the Manatt/Drips pamphlet (also quoted in the previous chapter); and

(d) "How to Deal With Community Criticism of School Change," a publication of the NEA spinoff organization, the Association for Supervision and Curriculum Development (ASCD) and the Carnegie Foundation spinoff, the Education Commission of the States (ECS), 1993, hereafter referred to as the ASCD/ECS handbook.

This chapter provides a frame of reference for parents, citizens and taxpayers who may have to take on "City Hall." The publications we will examine are noteworthy not only for what they state, but for what they omit, for their use of "black PR," and for their blatant distortions of fact. But these materials are significant for one other reason: they help us—occasionally, when they reflect what their writers honestly believe—to comprehend our opponents' logic and the gaps in their understanding. For example, in a glossary of terms, the Manatt/Drips pamphlet quoted at the opening of this chapter also states that the so-called Religious Right (which, essentially includes everybody who takes exception to a school policy, curriculum, text, program, or activity) opposes "global education" on the grounds that it promotes vegetarianism and tells children that their country isn't the best. The prospective school administrators who read this text as part of their preparatory course work were told that the real definition of global education is "the study of cultures, economics, languages, governments, and ecosystems, worldwide." Needless to say, there were no references to materials that would back up this claim. There were no tomes by globalist James Becker, or John Goodlad's *Schooling for a Global Age*, or Benjamin Bloom's *Taxonomy* were avoided, lest they provide a different view of "globalism." Nothing about challenging "children's fixed beliefs" and so on. Thus, either the writers really didn't know what the criticisms of global education were, or they knew but didn't care to present the facts, preferring instead to inculcate by default a negative reaction toward any critics of global (multicultural) education.

WHO YOUR OPPONENTS THINK YOU ARE

The Manatt/Drips pamphlet summarizes the education establishment viewpoint with regard to criticism when it declares: "There is a tendency to believe that everyone can be won over to reason. This is a dangerous assumption when dealing with conservative groups."¹ (The terms *conservative* and *Religious Right* are interchangeable in this publication.) Nearly all publications aimed at helping communities and schools deflect criticism contain descriptive passages characterizing critics for their readers and listing the organizations, political persuasions, and philosophical or theological perspectives their critics represent. In general, education's critics are characterized as "special interest groups who seek to misinform the general public or advance a narrow agenda."² Critics are categorized as out-of-touch individuals who believe that "all we have to do is to go back to the way we did

things in the 1950s.”³ Most of these “attack publications” end up declaring all critics “enemies of education,” a blatant oversimplification. Their accusations run the gamut from occasionally accurate to highly biased to totally false. For the most part, the manuals’ writers base their smears on the writings and presentations of the most strident and least articulate critics of school “reform,” using these individuals as a sort of catch-all stereotype. Well-spoken and highly respected critics eventually fall into the same mold by association, but they are rarely quoted or debated openly.

The blanket terms used to describe education’s critics are:

- Religious Right;
- Far-Right;
- Right-wing;
- Radical Right (replaces the older terms “New Right” and “Moral Majority”);
- Conservative and/or Ultra-Conservative;
- Christian and/or Christian Fundamentalists;
- Censors;
- Lunatic Fringe.

As per the Manatt/Drips pamphlet, individually critics are viewed as seemingly “[g]ood, salt of the earth, concerned parents and/or community members,” absolutists in beliefs, usually members of “ultra-conservative, fundamentalist, charismatic or Pentecostal faith,” someone who has ties with the listed “Far Right” organizations, and people who are “[w]illing to devote days, weeks, months and years to their cause” (as if our adversaries are not). Some of the more highly criticized aspects of education are identified directly with Christians—the “Look-Say,” or “whole language” approach to reading, for example. By identifying phonics with Christians, the method is immediately marginalized in the minds of readers who have already been “prepped” to view anything Christian as stupid.

You will notice there is rarely a careful, reasoned response to any of the critics’ charges. Conspicuously absent from the various “attack” manuals, pamphlets and handbooks is any analysis or research bibliography discussing the pros and cons of a teaching methodology. Readers, it is apparently hoped, will be too overwhelmed by the mudslinging to notice and too lazy to seek out such information on their own.

This kind of stereotyping, of course, is based on fear. The purpose is not only to delegitimize specific criticisms and to silence critics, but to scare larger, so-called mainstream organizations, such as the Republican Party or Presbyterian Church USA. Thus, many high-profile, well-known public figures are going to go only so far in their criticisms. After all, they have bills to pay, children to send to school, and mortgages just like everybody else. While their hearts may frequently be in the right place, marginalization may be seen as too high a price to pay for outrage.

Below is an abridged, consolidated list of those most frequently included in the manuals, pamphlets, and handbooks as “enemies of educa-

tion" (those mentioned only in passing, or found in only one of the many publications available are not listed here):

National Association of Christian Educators/Citizens for Excellence in Education

Christian Coalition

Concerned Women for America/Beverly LaHaye

Norma & Mel Gabler, Researchers ("Censors")

Samuel Blumenfeld, Author

Dr. Robert Simonds (President, NACE/CEE, above)

Eagle Forum/Phyllis Schlafly

Family Research Council

Right to Read Foundation

Heritage Foundation

Columnists Walter Williams, Armstrong Williams, Thomas Sowell (all "conservative" African-Americans are targeted, regardless of credentials or field of specialty), Robert Holland, Donald Lambro, and many others

Cato Institute

Dr. William Coulson, ethnopsychologist and lecturer

Dr. Paul Vitz, professor and lecturer

Oliver North

G. Gordon Liddy

Patrick Buchanan

The Washington Times newspaper and a few local newspapers here and there

Hillsdale College

Liberty University

The Leadership Institute/Morton Blackwell

The Free Congress Foundation

The Right to Work Foundation

The Pro-Family Forum

Rutherford Institute

American Enterprise Institute

Empower America

Promise Keepers

The American Taxpayers Union (and state affiliates)

American Family Association

Various known publishers of "conservative" products, such as Regnery Publishers

Many state or local affiliates of the above organizations

Various US Senators and Representatives

Thirteen major colleges and universities that have resisted "political correctness," with another seven specific departments of other colleges and universities whose heads have been outspoken.

These groups, in turn, are falsely linked by our adversaries to Neo-Nazi groups, like the *Ku Klux Klan*. Be very wary of group-linking. Forget whether the group to which an organization is being linked or likened is a

bad one or a good one. The real question is: are they truly linked? If so, how? Did a couple of members of both groups just happen to attend the same college? Did one organization purchase some materials from the other? If the "link" is based only on this kind of loose, circumstantial evidence, it's time to investigate further.

The reader will note that some of the entities on the list do not equally share all political beliefs, not even in education. Unfortunately, if they share even one belief with others on the list, they will be categorized as Ultra-Right, Radical Right, Far-Right, etc., with the rest.

WHAT YOUR ADVERSARIES THINK YOU BELIEVE

The various tactical manuals put out by our opposition to help school district staff, community leaders, and so forth, thwart critics of their phony reform efforts focus on the least professional critics to make their case. For example, the manuals do not focus on the thoughtful research frequently found in *Heritage Foundation* publications or books by former Undersecretary of Education Gary Bauer, now head of the *Family Research Council*, or the writings of columnist Armstrong Williams and Thomas Sowell. Instead, they seize upon the sometimes hysterical and ill-thought-out presentations of little-known local individuals, take bits and pieces of what they say out of context, and consolidate those in a haphazard fashion so that it comes across even more disjointed. The result is called "representative." Take, for example, the Manatt/Drips pamphlet.

The pamphlet focuses on a talk by an author of a booklet on the *New Age*, which was passably well-written, though not exceptional. It was published locally by a small religious organization. For obvious reasons, the author shall remain unnamed here. For although some of this speaker's concerns may have been on target, unfortunately the individual's strategy, grasp of the larger subject, and presentation were not.

First of all, the booklet apparently was intended to go along with a slide presentation on the *New Age Movement*, and most people bought it. But the publication was rarely referred to throughout the three-hour presentation. The speaker seldom referred to the slides even though the remote control was in hand the whole time. The promised question-answer period following a mid-presentation break never occurred. Nor did the break!

The presentation rambled on topics non-germane to the New Age—*Total Quality Management*, *Parents As Teachers*, OBE, homeschools, the Federal Reserve Bank, and more. Had his presentation been billed as an overview of educational issues, some of these topics might have had passing relevance. But the whole presentation as delivered is a classic Distracter Mode (for "Distracter Mode," see Chapter 24, "Patterns of Oral Communication"):

Let's look at what they're doing! Parents As Teachers—Laura Rogers was active in exposing this. The idea was that parents would be able to do more at home with their children. How-

ever, they forced children to take Ritalin. If you don't give it to your hyperactive kid they will fine you \$1,000 or put you in jail. They said, "Give your child the drug or we will remove your child." They have all kinds of codes to label your child at risk. Who's to know what's what? They suggest that if the child has slow growth, if the parent is unable to cope—that the parent as a teacher program is a smokescreen for *teachers* as parents.

It is hardly any wonder that an entire presentation in this vein would seem "disjointed." The drugging of children with Ritalin, for instance, is a problem, but it is not related to the *Parents-as-Teachers* (PAT) project. The \$1,000 fine is not accurate. The comment "Who's to know what's what" simply doesn't fit; the at-risk label in the PAT project applies to the parents, not to their children in this case. The only relevant sentence was the last one about the smokescreen, which should have been the speaker's thesis sentence if he was going to discuss PAT. Unfortunately, that was not the title of the seminar, the *New Age* was; so PAT was out of place in this context. Page after page of transcription from this talk was just like the paragraph above. For example: "What are the problems with the public schools? First, mass indoctrination. Second, they are a breeding ground for liberalism. Liberals are against the voucher system. We are paying \$4,500 for school."

Where does the speaker get off the track? "Liberals are against the voucher system." This tells us nothing about the thesis sentence: "What are the problems with the public schools." It is another subject entirely. Indeed, liberalism is not a proper topic here. Then there were out-and-out distortions of fact that could be easily debunked: "The NEA is financed by Rockefeller and Carnegie to get world government." Such a statement is an appalling stretch. It would have been accurate to say that the *Carnegie Foundation* and the NEA set up UNESCO with equal monetary contributions in 1947; that much can be independently verified. UNESCO is interested in world government, and the *Rockefeller Foundation* certainly has its faults. Both entities have financed all sorts of projects that have been detrimental to US education and favorable to socialistic restructuring schemes. But in no way did the *Rockefeller Foundation* "finance" the NEA.

This kind of thing goes beyond "mis-speaking." It is sloppy. And the unfortunate part of it is, our adversaries seek out material like this to stereotype and label all of education's critics, which is also sloppy and inaccurate, but our opposition is in a position to get away with it. The undiscerning (and busy) individuals and groups who take these "attack" manuals to heart lump all critics together as "crazies" because of passages like the ones above. This is who they think we are. The writers and other leaders of our opposition may know better. But they are not about to convey such insight to their would-be army of disciples, whom they are training to deflect criticism from the "enemies of education."

As to what our adversaries believe to be our "issues" (pro and con), below is a partial list, consolidated from various of our opposition's publica-

tions. (Remember that these represent our adversaries' views, not necessarily our real stands):

For	Against
Home Schooling	Public Education
Traditional families	Alternate Lifestyles/families
Christian-based Constitutional interpretation	Any other interpretation
Creationism	Evolution
Peace through strength	Nuclear freeze/unilateral disarmament
School prayer	"Secular Humanism"
Phonics only	Whole language/look-say
Patriotism/nationalism	Pluralism
Supply-side (market) economics	"Comparable worth"
Curriculum "basics"	Situation ethics/values clarification
"Right to Life"	Abortion
Heterosexual/monogamous relationships	Gay Rights
Christianity only	New Age//Occult
	"Critical thinking"

WORLD GOVERNMENT

Our opponents focus on the resistance to one-world government schemes, which they describe as "paranoia." When confronted with quote after quote, book after book, and document after document since before the end of World War II, by persons they themselves hold in high regard, insisting on the necessity of "global governance"—US Supreme Court Justice William O. Douglas in *Toward a Global Federalism*; the NEA's *Toward International Understanding*; speeches by Rees, Chisholm, and Cameron; Becker's *Education for a Global Society*; NWRL's *Global Education: State of the Art*; Goodlad's *A Place Called School*, and all the others iterated in Part II of this book—they shrug their shoulders and claim we are taking words and phrases out of context.

On and on it has gone, despite the fall of communism, the failure of socialism, even in homogeneous countries, and failure of a corrupt and expensive United Nations to secure either peace or order anywhere. Yet, education establishment operatives continue their empty pronouncements about "paranoia" whenever critics of current teaching methodologies or curricula dare to mention the facts.

"NEW AGE CONSPIRACY THEORY"

Our adversaries feign incredulity that anyone might believe there exists school curricula or activities that "glorify/promote Satan" and/or witchcraft; and they scoff at allegations of attempts to push a so-called universal, or "one-world," religion ("Gaia"). While some of our adversaries' responses

contain kernels of truth, much is distorted. It is difficult to know whether the distortion is deliberate (again, keyed to the least inarticulate among us), or simply the result of misperceptions brought on by their own laziness in research.

As we noted in Chapter 12, we traced the so-called Age of Aquarius to the 1930s and the term coined by poet Hilda Doolittle. The *New Age*, we discovered, was a "religious" stew consisting of Buddhism, Brahmanism, reincarnation, multiple "lives," fatalism and pessimism that originated in Europe as the Theosophy movement, in which A. J. Orage became a major player and influence. Once the fanatical anti-Semite, Major General J. F. C. Fuller, and occultist/satanist Aleister Crowley got hold of the *Theosophical/New Age* movement around 1933, they took it into the nightmare world of LSD and "alternate states of awareness," which included rituals of hate and terror. So there is good reason for parents to be concerned about the introduction of *New Age* symbols and writings into the schools, because they are rooted in the racial fanaticism of Nazi Germany, the rituals of hard drug-users, and the activities of avowed occultists and self-described satanists. A state-supported school that bans Christianity and Judaism has no business bringing anything as vile as *New Age* "religion" into an education setting.

Objections to "New Age" curricula are linked to allegations about schools attempting to promote a universal religion. Our adversaries sometimes suggest we made up the term "New Age," or took it out of context, perhaps from the music industry. But it was *Newsweek* that referred to Bill Clinton as the first "New Age President." It was the *New York Times* that referred to the President's annual "Renaissance Weekend" (attended every year since his college days) as a "New Age Retreat." It was Bob Woodward (of Watergate fame) who exposed how Hillary Clinton and self-described "New Age researcher" Jean Houston (the former Director of the Temple of Understanding) "clicked" during a 1994 weekend retreat; how Jean Houston "put people through trances and used hypnosis" and "in the 1960s . . . conducted experiments with LSD;" and how Houston coached Mrs. Clinton through various visualization exercises, including the infamous ones with Eleanor Roosevelt and Mahatma Gandhi. Woodward stated that "Houston virtually moved into the White House residence for several days at a time to help" with Mrs. Clinton's book, *It Takes a Village*. And it was Woodward again, not "conservatives," who wrote that Houston worried "what might happen if her role as advisor and friend to the first couple became public. 'If I ever get caught,' Houston asked Hillary, 'what should I say?' 'Just tell the truth,' Hillary replied, 'just tell them you're my friend.'"⁴

One section of the *Education 2000* "Designing for Our Future" document out of Eugene, Oregon, entitled "Education for a New Age," suggests replacing "fragmented, task-specific curriculum . . . with a more generalized curriculum that identifies and focuses on major concepts and skills to be developed." The recommendations turn out to be three curriculum strands adapted from the *World Core Curriculum* by Robert Muller, former

Undersecretary General of the United Nations and founder of the “School of Ageless Wisdom,” a *New Age* think tank in Arlington, Texas. The three strands center on nature and diversity, interdependence, and global community to be integrated into “traditional” social studies, health education, and the arts.

Four hallmarks of *New Age* writings and thought today are:

Nihilism:

the rejection of existing political and social institutions as well as traditional religious and moral values; also the doctrine that there is no basis for knowledge or truth. This is similar to humanism;

Narcissism:

excessive, often infantile, fascination with oneself and/or one’s body;

Futurism:

an evolving movement that began in Italy in the early 20th century in art and literature, rejecting traditional forms to concentrate on the “modern” and “mechanical” which today has expanded into a morbid fascination with the sexless and “scientific,” replacing religion with parapsychology and the occult. Parapsychology focuses on extrasensory perception (the unexplained ability to perceive and/or manipulate external objects, thoughts, and events); the occult centers on secret (often dark or violent) supernatural rituals and powers.

Eastern Mysticism:

Eastern philosophies such as Zen Buddhism and Shintoism that emphasize collective responsibility and loyalty to the group or “nature” as opposed to individual responsibility or any personal relationship with the Creator. Concepts about sin and salvation are absent, inasmuch as individual responsibility has no meaning.

Thus, it is not particularly surprising that parents tend to equate educational scams like OBE with New Age doctrine and even with humanism, especially inasmuch as classrooms today are rife with role-playing activities involving pagan rituals.

THE ANTI-PUBLIC EDUCATION GAMBIT

“Homeschooling versus public education” is presented as a black-versus-white issue by our adversaries. If a critic approves of home-schooling, then he or she is automatically characterized as anti-public education. Never mind that in many situations—for example, in neighborhoods such as those

in the District of Columbia, having large numbers of killings, drugs, rapes, and other atrocities occurring on school grounds—the public school is no longer a viable option.

Even the most liberal Senators and Representatives who have families living in the Nation's Capitol admit that much. But to say that the only other option being pursued is homeschooling is a gross exaggeration. No place, other than possibly New York City, has more private school options than Washington, D.C., where there is literally a school to fit every learning preference, from unstructured and free-spirited to highly structured and strict. (That's the way it should be. Parents are still in the best position to decide what is appropriate for their own children, and if they choose the wrong approach, they can always change their minds later.)

PARENTAL INVOLVEMENT

Those activities that most parents would view as responsible parental involvement, our adversaries characterize as criticism and demands. Manuals like the ASCD/ECS publication warn readers about what they perceive to be our main “strategies” against them: (a) requesting “reams of information—such as copies of books, policies, and curriculum guides—from the schools themselves, the school board, or the state”; (b) taking complaints or issues to the media; and (c) making appearances en masse at school board meetings or at the offices of state officials as if speaking for the whole community. The ASCD/ECS manual implies that we do these things only to intimidate school officials and education policymakers. On the positive side, the particular manual in question does suggest making multiple copies of certain materials available in a room at the school for anyone who might want to look at them, take notes on them, or even photocopy them at the requester's own expense as opposed to tying up employees' time. This, at least, makes sense.

Of course, our adversaries' response to any effort on the part of parents to take their complaints to the media is less positive. Indeed, the ASCD/ECS manual advises its readers that such “attacks” are “coming from an organized group trying to impose its values on the schools” (good slogan), and that offensive, as opposed to defensive, action is therefore warranted. School staffs and officials are to get as many of their supporters as possible to write their own letters-to-the-editor, speak at forums, and so on. From other manuals on this subject, we find that this frequently means getting the teachers' union involved; that is, pulling in the heavy hitters, who do this kind of thing for a living.

The same is true of literature put out by school critics to promote respect for family privacy, good teaching practices, and parent-school communication. These are treated as “extreme.” A case in point is the *Eagle Forum's Students' Bill of Rights*, which contains nothing extreme, only common-sense approaches that, in fact, used to be taken for granted. One might quibble with the tone of the 10-point list, written in the manner of a demand on the part of a child ordering his elders about. But this ap-

proach is understandable, as it parodies documents such as the United Nation's *Children's Bill of Rights* which comes across in exactly the same way.

In keeping with our adversaries' usual tactics, none of the specific issues or concerns in the *Eagle* document are addressed, such as learning to read in the English language, or the right to privacy in matters of religion, family attitudes and feelings, sexual matters, and political attitudes. Because it is an *Eagle Forum* document, all the foregoing issues, regardless of merit, are dismissed out of hand. No taking the concerns one at a time and producing a well-thought-out rebuttal.

WHO DO THEY THINK THEY ARE?

Our nation is a rich land, and much of that wealth is concentrated in the American version of nongovernmental organizations, or NGOs, discussed briefly in Chapter 20. The list of them is endless. They range from trusts and endowments for research into numerous subjects (many totally obscure), to centers for policy studies, popularly called "think-tanks," to groups promoting or stopping this and that, councils for the advancement of whatever, and a mind-boggling list of foundations, a few of which, like Carnegie and Rockefeller, we have already discussed.

Some NGOs are dedicated to discussion or to charity; others are devoted to single-issue propaganda, lobbying, publicity, enhancement of public awareness, or some combination of these, depending upon what kind of tax structure they want (or what they think they can get away with). As an example of what these entities can accomplish when they join forces, consider a 16 October 1997, Associated Press report stating that 22 major corporations had joined with 16 existing foundations to fight "a national crisis in the quality of early childhood programs," an announcement timed to coincide with the White House *Child Care Conference* the following week and scripted to bolster the Administration's push to get more children away from their parents and into "quality" daycare, despite the insistence of many professionals, including some psychiatrists and psychologists, who say that it is too much child care, as opposed to not enough, that is doing children harm. But the announcement sounded good to the uninformed. Among the foundations jumping on the bandwagon were, of course, *Carnegie Corporation*, the *Rockefeller Brothers Fund*, and the *Ford Foundation*.

The Nation's Capitol is the headquarters of some 1,200 NGOs; New York has around 1,000. They all have funds. Big bank accounts. Many, or most, are tax-exempt. Some are even funded by tax dollars. They may be set up by a long-deceased philanthropist or some nutty millionaire. Others, like the *Robert Wood Johnson Foundation*, are funded by a private industry, like *Johnson & Johnson*. In any event, NGOs are the nesting places for academics, politicians, former ambassadors, do-gooders, busy-bodies and even the occasional maniac.

As the novelist, Frederick Forsyth, notes in his hit novel, *Icon*, in a democracy like ours, power equals influence. Only under dictatorships does

raw power exist within the law. Consequently, non-elected power in a democracy lies in the ability to influence the election process, especially, as we have already noted, in the ability to mobilize public opinion through a combination of slick marketing, lobbying, and that most sophisticated form of bribery known as the charitable "donation" or "contribution" from which some sort of recompense is expected. If an NGO becomes powerful enough, its influence may require no more than what is known as "the quiet word"—a piece of well-placed advice to an office holder or policymaker.

First and foremost among our immediate opponents—that is, the ones most likely to involve us in a direct confrontation and put out "attack" manuals such as those we have been discussing—are those who fathom themselves "Friends of Education." They may happily refer to themselves as "liberals," but never Leftists (or for that matter, extreme Right-wing, as per certain cooperating geneticists' organizations, examined in Part II). A partial list, most of which will not surprise anybody, includes:

The National Education Association and its state affiliate chapters;

People for the American Way;

The Council of Chief State School Officers;

The American Civil Liberties Union;

Americans for Separation of Church and State;

Americans for Religious Liberty;

The National Coalition Against Censorship;

The Carnegie Foundation for the Advancement of Teachers;

The Rockefeller Foundation;

The Danforth Foundation;

The Aspen Institute for Humanistic Studies;

The Kettering Foundation;

The Association for Supervision and Curriculum Development;

The National Council for Social Studies;

The American Library Association;

The American Association of School Administrators;

The Freedom to Read Foundation;

The National School Boards Association (which is why school boards often do not reflect communities or the wishes of parents; the deck is stacked against any perceived "enemies" of education once local educators or the local NEA affiliate gets a whiff of trouble in the air).

The World Population Council;

The American Eugenics Society (a.k.a. *Society for the Study of Social Biology*, 1972);

State coalitions such as the *New York Coalition for Democracy* which, in turn, includes such organizations as the:

Coalition for Choice;

the *Anti-Defamation League*;

the *Humanist Society*;

the *Empire State Pride Agenda* (homosexual lobbying group);
Family Planning Advocates;
 behaviorist colleges like *Esalen Institute*;
National Women's Political Caucus (militant feminist group);
AFL-CIO (not always included in every state);
Planned Parenthood and *SIECUS*;
New York United Teacher's Union.

A note of caution: it is important to recognize that not all of our adversaries, including many of the "friends" listed above, are "conspirators." They have been drawn into the Illiteracy Cartel via many routes—either because they truly believe the erroneous stands on education spouted by the real conspirators, such as the leaders of the *Carnegie Foundation*, ECS, and one or the other behaviorist factions—and/or because they are not as well-educated on the specifics as they would like to think. For example, most of the entities on the list above probably couldn't tell you the background or works of John Dewey, what he stood for, or any of his alliances and supporters. They probably couldn't tell you much about Benjamin Bloom, Ralph Tyler, the *Carnegie Foundation*, much less about Antonio Gramsci, Herbert Marcuse, or the other individuals and organizations we examined in Parts II and III. Most have no idea there is a truly far-Right (Nazi-inspired) as well as a far-Left (Marxist-inspired) cadre of behavioral scientists operating together with impunity both here and abroad. Most have no incentive or desire to learn about the roots of their so-called beliefs.

Like the majority of Americans in towns, cities, suburbs, and rural areas nationwide, the folks on the above list are busy with their lives and prefer to leave the specifics of educational decline to those they have learned to trust, such as the local teachers' union, whether or not that trust is deserving. It's as if they were "born and raised" on the other side of the fence, and they perceive no need to look farther. Even if they had the desire, most people today—more so in America than in Europe—have no idea, really, how to go about pursuing an accurate, independent investigation of facts; they wouldn't know where to begin. Thus, it's easier to rely on what the "side" they're accustomed to tells them. One could say they have helped to construct a psychologically controlled environment by default. Of course, there are always a few converts—we have mentioned psychologists Steven Kossor and William Coulson, for example—but they are few and far between, and the media declines, of course, to proliferate their research.

It is important to remember that the opponents you are likely to encounter in meetings, forums, panels, committees and so on are not going to be "the big guns." They may, however, be well-trained. If an issue reaches a boiling point, or is even expected to cause a furor, these adversaries may represent or report to "the big guns."

In general, our opposition sees itself as the "voice of reason," as per the following quotation from a manual put out by the NEA, which we shall continue to examine:

[p]ersons with a . . . moderate perspective [who] believe that public education is an essential societal entity through which children of all ethnic groups and religious (or non-religious) persuasions, learn to think creatively, productively and critically . . . [and] who promote a diverse curriculum that provides children with the mental tools by which they may survive and compete in a highly technical and rapidly changing world.

This comes across as sensible, upbeat, and progressive. Never mind that many children don't "survive" the public school at all, either physically or mentally, that the NEA downright abhors competition in education; that the public school actively promotes non-religious persuasions; and that, in any case, the basic tools for survival, such as reading, writing and math, are not even mentioned in their literature.

Most significantly, perhaps, our working opposition sees itself as "committed to excellence . . . educat[ing] the whole person to be a caring, involved citizen of a global society."⁵

TACTICS OUR OPPOSITION TAUGHT US

As indicated in the introduction to this chapter, our opponents have dozens of how-to manuals advising how to counter education critics.

The *Wall Street Journal* recently got hold of a "snoop survey" and published it on their editorial page. The survey had been mailed to New York State Superintendents by the *New York Coalition for Democracy* (one of the pro-behaviorist groups named above that is also politically liberal). Below is an excerpt of the coalition's April 1997 mailing, which turns out to be fairly typical of the introductory material of all the manuals in our review:⁶

First the survey listed 29 supposedly ultra-Right organizations and asked survey recipients whether they were aware of any materials or literature emanating from these sources. Then specific information was requested, mostly revolving around how the recipient became aware of "conservative" materials. Possibilities include supermarket flyers, voters' guides, letters to the schools, letters to the editor in local papers, and so on. Red-flag terms were listed for the recipients' review. (This was by no means a complete list; others have been more lengthy and definitive.) Terms like "family values" and "dumbing down" were among the terms that were supposed to come under immediate scrutiny.

The survey went on to ask whether there had been any known attempts to "censor, remove, or relocate," especially in a religious or sexual context, materials from school libraries. Questions followed regarding any letter-writing campaigns, protests, or anti-funding threats relating to school speakers, plays, the arts, programs, or exhibits. Then there was the capital offense: "Are there any faith-based churches who have endorsed school-board candidates or questioned the Constitutional separation of church and state in your District. Please be specific."

By using the term “faith-based churches,” rather than the typical ones—“fundamentalist” or even “Christian Right”—the writers headed right for the jugular. “Faith-based religion” is the pariah. How interesting that Congress even considers taking China to task over the issue of religious persecution when we blatantly permit it at home!

The “snoop survey” is a typical tactic, and unfortunately, most of the groups on the side of substantive academics are unable or unwilling to accumulate any such information about the activities of its adversaries. Too many activists leading the charge for academic excellence are forever preaching to the choir and only mail out opinion-style surveys on topics and questions that their recipients are bound to agree with, usually as a means of obtaining contributions, as described in Chapter 1. This doesn’t influence anyone new, of course.

Meanwhile, the “attack manuals” from the opposition ask readers to review their snoop survey questions, stating that its accompanying how-to publication is needed by school staffs if any of the survey situations have occurred in their district or community.

The NEA manual is a hefty 195 pages—longer than most how-to’s of its kind. Like most, however, its stated purpose is “to assist school personnel who have experienced, are experiencing or who project they will experience the conflict and trauma of a censorship controversy.” Again, good slogan: “censorship controversy.” From our earlier crash course in rhetoric, you may notice a tell-tale strategy in these words. The real censors, the NEA and the writers of the manual, are utilizing the “appeal to fear.” The key words are “project they will experience” and “trauma.” The implication is that all schools can expect to be approached by a bunch of nuts who will throw their entire school or school system into turmoil. A sense of urgency is imparted so that school personnel and others will anxiously dive into the rest of the publication.

Several states have modified the NEA manual for their own use, such as the State of Washington, from which the following excerpts are taken. In typical fashion, the work begins with a list of interchangeable terms that will be used to describe the “censors”: *Ultra-Right*, *Far Right*, etc. It is followed by the section “Background and Update on Censors vs. Public Education.” Right off, the stereotyping, labeling, and smearing begin. The idea is planted that it is not merely “opponents” whom school personnel will be dealing with, but religious and political fanatics.

This is always, you will find, the primary message. Thus, when you show up at the school or forum, there will already be one strike against you, whether anybody says so or not—the label “religious and/or political fanatics.” The idea is to “stack the deck.”

“Background and Update on the Censors vs. Public Education” on the document’s page 13 is reminiscent of what we learned in the crash course on rhetoric. What methodology (besides a smear) is employed in the above subtitle? Don’t look ahead, and forget about your outrage. Instead, just focus on this question: what methodology is employed in the subtitle?

Answer: Framing the debate. Your opposition, in this case the writer of the manual, has in effect framed the debate as follows: How to make sure education critics in your community are ostracized as "Censors."

Of course, such a tactic is maddening. But it's a lot easier to keep a cool head if you are focusing on the tactic instead of reacting to emotional "bait." Always focus on the method, not the emotive language. Eventually you will have to teach your children to do the same.

On page 16 of the manual we learn in a side-note at the margin another tactic our adversaries favor: "[P]romote what we do rather than react to our criticism . . ." In reality, this doesn't happen very often, as their side gets caught up in emotion the same as we do, at which point it moves to the attack mode when it should stay focused on its mission. That's good news for you. You can make use of such lapses, provided you keep a cool head.

The *NEA Manual* notes, as do the other two documents we are examining, that education critics tend to run for school board positions as well as local and state political offices; push for the recall and/or defeat of those who do not represent their beliefs and campaign for those who do; make every attempt to serve on state and local curriculum committees; participate in telephone blitzes and other informational campaigns; lobby for certain types of legislation, such as homeschooling bills and "baby Hatch Amendments"; file lawsuits; and try to serve as classroom aides.

The response to all of this should be: so what? Their side does precisely the same thing—and with a lot more money behind them, ACLU-support for lawsuits and NEA-backing in school board elections being two cases in point. So any offensive on these points by our opponents should be met with the *blasé* remark: "So, it's a draw. We both do that. Tell us something we don't know. Let's talk about something else."

The *NEA Manual* attempts to provide an overview of "Ultra-Right rhetoric," the idea being to prejudice readers against certain terminologies. Again, gross oversimplification, distortion, and misrepresentation are the order of the day. For example, in discussing the oft-cited *Humanist Manifestos*, the NEA says they were written by "a small group of nontheist intellectuals," lending respectability to the publications and to atheism. Can you imagine tomes about "creation theory" being referred to by the NEA as written by "a group of *theist* intellectuals"? You will never hear the word "intellectual" equated with anything emanating from the religious side, no matter how meticulously documented, expertly researched, or well-thought-out.

The *Manifestos* are further characterized as "the alleged 'Bibles' of the alleged religion of secular humanism," then are shrugged off because, says the manual, most educators haven't even seen them, much less read them. This is probably true. But the leaders of the educational restructuring and behaviorist movement as a whole have read them quite thoroughly, and even possibly signed the 1973 version. The tenets of the manifestos have clearly been incorporated into as many "reform" measures as possible, not

to mention curricula. Our point has never been that teachers or, for that matter administrators, have read, studied, and approved these works; the point has always been that policy has been built around them, although we frequently neglect to articulate this properly.

Some of the manual's perceptions about critics' arguments against humanism (and, by extension the *New Age*) are true; for example, the humanistic view that humans are on the same level as God (i.e., that we are our own absurd little gods). Mind-altering techniques, especially hypnosis are frequently presented as viable options to religion, making it appear that humans in reality are as powerful as God. The frequency with which this message is purveyed on the screen is troubling to parents of young children, as is the overemphasis on ancient, pagan ritualism (which the manual sarcastically characterizes as "heathen religions," implying that every religion which is non-Judeo-Christian is on some kind of "hit list"). Again, the facts are distorted, but when you analyze them carefully, there are kernels of truth. The manual suggests that education's critics believe the New Age movement promotes Satan and that at times it even claims that Christ is Satan. This is true in some curricula having an occultist emphasis.

While some song lyrics, especially of the hard rock variety, do in fact, trash Christ (singer Marilyn Manson comes to mind), the actual complaint by most parents is that too much time is spent on literature about the occult, much of which focuses on satanic ritualism. For example, the story "The Lottery," cited earlier, by author Shirley Jackson concerning ritual killings in a small farming community. At the college level, used for the purposes discussed in Chapter 21, it might be justified, but not with junior high school students, who frequently get the story as well. Ritual killings fall into the category of "satanic" and "occult."

The surreptitious message children are getting is: "Your Christian or Jewish faith is no more 'real' than stuff about witchcraft and ghosts." That is why most parents are objecting, not because they believe the teacher/clinician is really interested in witchcraft. But in characterizing our objections as "promoting witchcraft," our adversaries have worked another semantic miracle: They have equated critics objections to "Salem witch hunts."

The NEA manual claims that our side objects to such educational techniques as visual imagery, values clarification, "deep thinking" (when does that ever occur in today's halls of academia?), meditation, stress management, relaxation therapy, situation ethics, psychotherapy, group counseling, and role playing, as if all of this goes back to *New Age* phobia. Nothing about the fact that maybe youngsters' time is being misdirected. Never a word about the concern that perhaps such endeavors are not a function of the schools. No allowances made concerning the experimental aspects of such activities. Just *New Age* hysteria. These deliberate distortions allow our adversaries to avoid addressing the subject.

Our adversaries, including the writer of the NEA manual, claim the *Hatch Amendment* (a.k.a. the *Protection of Pupil Rights Amendment*) has been incorrectly used by our side to force the eradication of certain curricu-

lar and testing materials that violate student privacy and/or that deal with disclosure of personal political and sexual details. That is correct. The *Hatch Amendment* applies only to *federally funded* materials (which is why the law needs to be strengthened). For obvious reasons, our opponents object to any attempt to establish "baby Hatch Amendments," meaning state copycats of the law.

Many materials that are not federally funded do, nevertheless, receive *state* funding. However, in advising local educators to politely inform angry parents who cite Hatch Amendment violations that they are "misinformed" as to the scope of the legislation, our adversaries conveniently overlook the fact that considerable creative effort goes into hiding the existence of federal funding. Sometimes it is not deliberate, but just the convoluted nature of government grant and contracting arrangements that makes it hard to find. Occasionally, the federal funding is not found in materials at all, but in the dollars used to promote or launch a program, activity, test, etc. All this counts. And it is up to critics to do the necessary legwork to locate these sources. Frequently, the ERIC⁷ and related federal computer networks may shed some light, especially if one uses key words that relate to the subject and just keep keying in on the "matches."

Also accurate is the NEA manual's assertion that education critics are unhappy with the focus on negativism—in particular, the emphasis on violence, hate, and unhappy situations. Even when this author taught in the public schools, back in the late 1960s and again in 1979-81, stories about killing helpless animals, drug addiction, running away, and other social pathologies superseded offerings of a more uplifting nature—and these were just in the school texts, never mind the supplementary materials that were brought in. How much this "coping" literature, as it was called it then, eventually moved to become the "realism" of today's streets is open to debate, of course, but it certainly didn't help.

The NEA manual makes another strategic gaffe in the section on *Reading Method*. If it had stayed with the assertion that *Whole Language* was perceived by critics as being inferior to phonics, that would have been at least accurate. But when the manual declared that "the old *McGuffey's Readers* are touted because the readers are phonics-Christian oriented," the true motive behind the entire NEA manual was given away. Anything critics prefer is automatically linked to Christianity. That certain materials might be preferred due to their technical superiority is overlooked.

Obviously there are plenty of texts that have emphasized phonics over other methods down through the years, not merely McGuffey's Readers. Some of the stories in McGuffey's reflect a Judeo-Christian morality, which was a "given" at that time. But to equate the phonics method with Christianity is a tremendous leap, which reveals, by implication, that the NEA's objection to phonics is based on the assumption that Christians like it, as opposed to any more scientific reason. Go back to Chapter 24 and decide how you would verbally attack a position like this.

In the section entitled "The Typical Censorship Scenario," which con-

tains 16 points, the NEA manual gives away what our opposition fears most: lawsuits, loss of school funding in elections, mounting legal fees for school districts, new slates of school board candidates "representing a different philosophy" (heaven knows they can't have that! So much for "pluralism!"), and continuing confrontations. The horrible results, the manual warns, include loss of momentum for educational programs, undermining of trust in educational staff throughout the community, deterioration of school-community relationships, revolving-door staffs, self-censorship of staff (imagine!) to avoid further confrontations, and school boards that are "mouthpiece[s] for the Religious Right."

For these reasons, states the manual, school districts cannot afford to allow a criticism to get off the ground, especially when it takes the form of an organized complaint. All literature, films, and speakers that criticize education are automatically labeled "anti-public education," to be sure readers get the message.

One interesting fact the writer of the manual let slip was that 30% of the resistance comes from within the school staff. This says a lot about what is being done to teachers and the extent of disagreement within the profession itself, despite NEA public relations to the contrary.

On page 75 of the NEA manual, there is a questionnaire entitled "Circumventing Censorship or Your Radical Right IQ." The respondent is supposed to mark "yes," "no," or "don't know" beside each entry. Among the most interesting items are:

7. Has your district actively defined and promoted the concept of intellectual freedom for both the staff and community?
8. Is there an academic freedom policy or negotiated academic freedom clause in the teachers' contract?
9. Would you say, currently, that the vast majority of the teaching staff, administrators, and board of directors agree on a definition of academic freedom?
10. Has your district kept track of those community organizations who (sic) are most likely to be influenced by Far Right literature, speakers, tactics and pressure groups?

What do we know from these four questions? How is the issue going to be framed for (a) the complainant and (b) the media? What appeal is at the basis of the questions above? What other tactic is being used (implied)? Why does the writer think these approaches will be effective? Think about these questions for a moment before reading below.

First, the debate will be framed as "academic/intellectual freedom versus censorship." The appeal is to "professionalism" and "expertise" (i.e., educators are the experts and parents/community resisters are irrational). The secondary (or implied) tactic is a smear (i.e., resisters are not-very-bright censors). This approach is expected to be effective because (a) "academic freedom vs. censorship" makes a good slogan or sound bite; and (b)

everyone wants to believe they are "enlightened" so they will likely take the side that boasts "professionalism."

Another significant (and telling) suggestion from the manual is that school districts set up a resource center or rolling "Far Right Cart" that "will make . . . censorship resources available to staff" complete with easy loan/check-out instructions. Can you imagine what would happen if education critics set up in each district a far-Left cart (complete with tactics such as those described in these chapters) and made it available for reference? Indeed, if you discover such a cart in your district, this question wouldn't be a bad response. Just be sure you have enough money to follow through with the sure-to-come lawsuit if you actually set up a far-Left cart!

At page 95, the manual has a lengthy section on (surprisingly) fallacious arguments. With the exception of the basic definition of a syllogism, and examples tailored to deductive reasoning, the entire section is written so poorly that it will be of very little use to any reader. There is no attempt to teach any underlying concepts, and the few fallacious patterns that are listed—appeal to force, authority, and ignorance (the latter of which technically is not part of the established "appeal" patterns)—amount to a hodgepodge of potential "situations" calculated, once again, to smear the opposition more than impart any knowledge. None of the issues presented are analyzed. There is no "transfer value"—i.e., information that can be applied to a similar situation.

For example, in Situation #2, page 110-112, a primary school library assistant (a school staffer) approaches a teacher, Board member, or Administrator about removing a set of books called *Inner City Nursery Rhymes* that contain profanity. The Board member looks through them and notices that they do, in fact, contain some profanity, and is offended. A check with the other elementary school across town reveals that they have the books also. What to do?

At this point, the manual adds a zinger: "... the offended library assistant," it states, "belongs to the local *Eagle Forum* group." That is enough right there to decide the approach to be taken. Even though the Board member, or some other teacher may be offended by the books, the manual advises that the books not be removed since doing so "implies permission for self-censorship to occur any time, by any person." The proper response, under "Helpful Tips" (their page 112), is fairly typical of rebuttals by school officials to any complainant, staff or not:

1. "Let the complainant know you have heard the concern and that you will assist in every way possible to have the issue addressed. . . ." (In other words, be polite and pretend you care).
2. "Refer [the assistant] to the district's policy and procedure for consideration of controversial materials." (*Procedure*, otherwise known as red tape, makes for an excellent method of gaining both time and control. It wastes the complainant's time, frustrates and tires him or her.)

3. Explain that the concern must be submitted in writing. (How many times have you heard that?)
4. "Do not suggest that the book be removed."
5. "Inform the building and central office administration, or whomever in the district has . . . designated as the one responsible for handling curricular controversy issues." (Pass the buck and prolong the process.)
6. "Initiate the process for reconsideration . . . [b]ecause the book 'appears' . . . to be inappropriate, but ALWAYS follow the process." (Process over substance tends to solve all problems.)
7. [T]ake time to refamiliarize yourself with the appropriate and related district policies. (Look for loopholes.)

Needless to say, this in no way has anything to do with handling fallacious arguments, but such is the essence of the NEA manual's chapter on argumentation. *However, it does reveal our adversaries' seven-point working strategy for addressing complaints:*

- Be polite and pretend to care;
- Waste as much of the complainant's time as possible;
- Maintain the upper hand and, therefore, the psychological advantage;
- Don't give in, even if you suspect the complainant is right because it sets a dangerous precedent;
- Pass the buck and prolong the process;
- Cover your behind, just in case, and place process over substance;
- Review and re-review policies for loopholes you can use.

Under another "Helpful Tips" section (their page 110), it is suggested that complainants be warned that any "free floating accusations will not be tolerated and legal action against them may be a consequence."

Under "Countering Far Right Tactics" (their page 121), one finds additional guidelines:

- (a) "Challenge the credibility of the attacking group";
- (b) "Attempt to resolve confusion regarding misstatements, . . . clarify";
- (c) "Avoid giving legitimacy and emphasis to Far Right charges."

From these, one can add the following three abbreviated versions to the seven-point strategy above:

- Stereotype and label the opposition;
- Promote the activity or curriculum and call it "clarifying the issue"; and
- De-legitimize the critics.

The ASCD/ECS manual suggests two additional ploys:

- (a) Invite a group of critics to meet with you, listen attentively, then politely say that you will "take their comments 'under advisement' if com-

mon ground cannot be found"; and that your "job is to serve the greater good;"

(b) If any "national experts" are being brought in by the complainant group to talk to community members, find out who is paying for them to come, what interests they represent, and whether they represent the views of a vocal minority—then treat them accordingly;

(c) Make it clear to complainants, wherever possible, "that [the] community or state has decided that children should develop" the skills and abilities which the activity in question (supposedly) transmits.

For the sake of brevity, these can be broken out in the following manner, then added to the bulleted list of attack strategies above:

- Pretend to take criticisms seriously by "taking complaints under advisement;"
- Always claim to be "serving the greater good"—i.e., the collective;
- De-legitimize any experts representing contrary views prior to their appearance;
- If possible, claim decisions are set by state, or other authorities.

Thus, we have 14 bulleted tactics our adversaries will use, and these should be committed to memory. Whatever arguments a principal, superintendent, or teacher may use to rebuff your criticism, by whatever means a facilitator or change agent may "work" your group over, regardless of any fallacies you may be able to identify and counter, the thread that will run through them all is encapsulated in the above 14 points. Your opponent may or may not avoid a direct confrontation, may or may not go on the defensive, may or may not commit a fallacy, but if he or she is trained to any extent at all, you can count on the 14-point strategy.

THE OPPOSITION'S "LONG-TERM ACTION PLANS"

With the exception of allusions to permanent policies and procedures, we have concentrated on the short-term attack plans of our opponents. Our adversaries have recognized since the mid-1980s that they will have to take a pro-active approach to win control of the schools, something our side has neglected to do. For example, a New Jersey attack-seminar at Rutgers University on 20 June 1997, co-sponsored by the New Jersey ACLU, *People for the American Way*, the *New Jersey Lesbian and Gay Coalition*, and the state NEA affiliate (the *New Jersey Education Association*), was advertised as a summit to teach those considering running for school boards how to fight the so-called "Radical Right" on a wide range of issues.

All of the manuals reviewed here cite long-term action plans, whether they go by that label or not. The predominating theme is creating alliances, or partnerships, between themselves and various opinion-influencing organizations as well as with the public, the idea being that when trouble arises, there will be a certain familiarity—or for lack of a better term, familial feeling—between the education establishment and the community and local policymakers that will tend to ensure support. Toward that end, the

following activities typically are recommended by our adversaries as part of a permanent long-range action plan:⁸

- "Train a cadre of educators and community representatives to be process facilitators for panels, forums, and discussion groups;"
- "Conduct surveys and compile results to determine the 'real' issues that need to be addressed." (The manual's use of quotations marks around the word *real* implies that the statistics will be "cooked" and that questions on the surveys will be slanted in such a way as to ensure the desired response from most citizens, who are notoriously inattentive in such matters);
- "Develop an Academic Freedom and School-Community Cooperation Philosophy." (Several examples are provided from various localities. The idea here is to publicize and distribute the *academic freedom* slogan in an attempt to head off criticism of activities, curricula, programs, or materials);
- "Apply for grants to do exemplary projects. Look into . . . foundation funding. Tell the state department [of education] that with a little help, you'll give them a state wide model that will knock their socks off;"
- "Put in a 'Rumor Stopper' hot line where complaints and questions can be immediately addressed;"
- "Hire a full-time, high-powered public relations specialist."

This last recommendation is interesting. The NEA announced on 30 May 1997, the hiring of the Washington, D.C.-based Kamber Group PR firm to improve its image, which started falling dramatically, even among the "faithful," including teacher members, after it adopted a resolution in 1995 to establish a *Gay-Lesbian History Month*. That proved to be the last straw for many who were already equivocating, and even some staunch liberal supporters. The NEA's ongoing effort to market itself as the "defender of public education" has slid markedly since that time.

Needless to say, most so-called conservative groups, traditional educators, and local activist organizations, not to mention community parents, cannot begin to afford high-powered public relations image-makers or even "hot lines."

CAMPAIGNS AND ELECTIONS

Most manuals, including the NEA's, devote several pages to elections and campaigns, especially those related to school boards, their life's blood. In truth, most educators would be just as happy to see them all go away and to transfer all power to federal or state government education agencies. But since that has not happened (yet), considerable attention is devoted to these elections and campaigns, and unfortunately the teachers' union has been largely successful.

According to the NEA manual, the main purpose of getting involved is to ensure election of someone opposed to the "Far Right" education critics and someone capable of "withstanding censorship onslaughts." Thus

you will find that no matter how "local" you think an election is, incredible amounts of resources will be poured into the campaigns to ensure a pro-NEA/big government outcome. Indeed, in the second paragraph in the section "Participating in the School Board Election Process," the NEA manual states: "Every candidate for school board should be carefully interviewed by the education association and/or a patron committee early in the campaign regarding candidate views on educational issues."

Notice it didn't say interviewed by the community, parents, citizens, or taxpayers. The interview that counts is the one by "the education association" (the NEA and/or its state chapter—or the AFT,⁹ prior to the proposed merge). "Its patron" means a proxy/puppet organization. The following list of questions the manual recommends will serve as the litmus test. Fail that, and the candidate is in for a long, dirty haul. Sample questions are quoted verbatim below (beginning with the manual's third question—the first two are just "ice-breakers" to loosen up the candidate):

- What are your top five objectives if elected to the school board?
- What is your view of the purpose of public education?
- How would you define the concept of academic freedom?
- How much latitude should the individual teacher have in his or her classroom?
- What is your view of the proper role of the school board and its members in relation to selection and retention of instructional materials?
- Do you have any specific changes you want to make in the curriculum offered in our district? If so, what and why?
- How would you respond to a parent who wants the district to limit access to or remove books from the library?
- Who should determine broad educational objectives? Specific course objectives?
- What limits, if any, would you like to see for employees teaching controversial issues?
- Who will you look to for advice on instructional matters?

The first thing you must do is to take each question and decide what the preferred answer is going to be. At this point, that shouldn't be too difficult, but why not take a moment now to see if your predictions concerning the preferred answers coincide with those below.

How would you define the concept of academic freedom?

The preferred response will be "to teach or place into discussion any subject at all, without fear of interference."

How much latitude should the individual teacher have in his or her classroom?

The preferred response will be something to the effect that the teacher should be able to modify the curriculum to accommodate the developmental level of the child, but not to the extent that a curriculum or text is “shelved.” Teachers should be guided by the district’s policy.

What is your view of the proper role of the school board and its members in relation to selection and retention of instructional materials?

The preferred response will be that selection of materials is deferred to a carefully selected curriculum committee, and only that committee can remove them.

Do you have any specific changes you want to make in the curriculum offered in our district? If so, what and why?

The preferred response will be either that things are just fine the way they are, or that you would somehow strengthen academic and intellectual freedom.

How would you respond to a parent who wants the district to limit access to or remove books from the library?

The preferred response will reiterate the seven-point process used with the library assistant a few pages back, being careful to always refer to procedure and process.

Who should determine broad educational objectives? Specific course objectives?

The preferred response to the first part of the question will be “the state-established goals” (as in *Goals 2000*—which are actually federal, but don’t mention that); and the second part of the question will be the “designated state outcomes” for each course area (which are national, under the pretense of being local, but you can’t say that either).

What limits, if any, would you like to see for employees teaching controversial issues?

The preferred response will be “no limits except on materials that promote religion or Far Right themes.”

Who will you look to for advice on instructional matters?

The preferred response will be the state education agency, the NEA or its state chapters.

The ASCD/ECS manual suggests additional litmus-test-type questions for school board candidates, among them:

- “What criteria and process should be used to choose or ban curricular materials?” The preferred response will certainly include no banning of anything, unless it contains language relating to anything Christian. Even the Hanukkah holiday will occasionally be permitted a mention (very occasionally), but no stories related to Christmas, Easter, Good Friday, the Ten Commandments, and so on.

- “Should sex education be taught in the schools?” Anything but an enthusiastic affirmative on this question and your candidacy will likely come to an abrupt halt.

- “How do you describe your position on separation of church and state?” Again, the preferred response will, in effect, be to censor religious mention and allusions to religious practice in the school.
- “Where could the district spend less money? Where could it spend more money?” Preferred answers will be somewhat locality-dependent, but in general, less emphasis on academic materials and more on school counselors, psychologists, gym equipment, and so on will pass the litmus test.
- “Do you believe more education dollars should go to early childhood education? Why or why not?” A hearty “yes” is expected, together with copious politically correct verbiage about getting children “socialized.”
- “Are you familiar with open meetings and open records laws? Do you agree with them?” After some meaningless musings on the importance of openness and good communication, the candidate is expected to suggest that the laws need “tightening” or “reworking,” to accommodate today’s problems with “right-wing censors.”

Moreover, running for the school board is a matter of negotiating an enormous obstacle course, with the deck stacked against anyone critical of educators, the teachers unions, or the education establishment. The decision to run or not involves, first, assessing the degree to which *your* opposition is entrenched, how much support it has in the community, and the amount of money you, and/or your base of support, can afford to spend. If you do win, can you make a difference, or will you be standing alone on the Board? You will need to be a master of argument. You must have charisma. You must be “marketable”—i.e., come across well on television and radio. You must have some experience with media and handling large groups, including hecklers. You must have a gimmick, a catchy sound bite. You must be “thick-skinned.” You must know the issues of education backward and forward, even if your opponent does not. You must campaign on just two or three well-defined issues when you run. People won’t keep track of more than that.

Most importantly, you must be able to frame the debate, and be capable of forcing your opposition to play the game by your rules. You must be able to strike a balance between what your supporters need to hear you say—i.e., sticking to your principles—and avoiding the kind of strident talk that drives the media into a frenzy to ensure your defeat. The best defense against the latter is to maintain a sense of humor and be able to use it in public to your advantage under stress.

It is the job of responsible parents and activist organizations everywhere to find people with the above attributes and provide the support they need to run. Parents today are in the position of needing a lobby. For too

long, everyone thought that the tide would just turn by itself. It didn't, and it won't—unless we start acting like resistance fighters, because at this point, unless we are willing to say we agree with what education establishment has handed us, a “resistance force” is *Who We Really Are*.

WHAT ARE OUR LONG-TERM GOALS?

We have discussed the long-term action plans of our adversaries. But what are ours? Do we have an end-game? Or do we spend so much time fighting the battle of-the-moment (and each other), that we lose sight of the goal?

In examining the recent activities, surveys, and publications of organizations across the country, the following appears to represent a composite of the real educational expectations (goals?) held by most communities:

- academic-based education with backup and support (rather than arguments and opposition) from teachers and other school staff regarding discipline and moral teaching;
- curricula that are neither psychologized nor politicized;
- technology that is applied in a responsible manner, as opposed to undermining parental views and spying on their habits and lifestyles;
- safeguards on student and family privacy;
- the traditional right of parents to direct the education and upbringing of their children; and
- the once-presumed constitutional right to freedom of conscience.

Frustrated and irritated as parents often are in their attempts to work with schools, they fail to recognize that education didn't get into its present state overnight, and thus won't be rectified overnight, either. This means thinking in terms of phases: *Phase I Objectives*, *Phase II Objectives*, and so on. Think in terms of timetables, not only in a national context, but for each community and state by state. Pro-school choice legislation, protection for homeschoolers, emphasis on basic, academic subjects, a return to expectations of morality, decency, honesty, and so on may sound good, but none of that is going to happen unless we change the “culture” of education. In other words, unless the psychological environment changes, nothing changes. Our adversaries knew that long ago, and they succeeded, basically, in changing the culture. “Up” became “down,” and “down” became “up.”

One of the first things we should be wary of is another Ph.D. in education or psychology telling our elected leaders, school principals and teachers how to reform education. The courses these people take to earn their credentials are practically devoid of useful content. The message must be sent loud and clear to the behavioral science community that it has overstepped its bounds and that its credibility is now being called into question. Our elected legislators must be persuaded to take an active role in this.

Secondly, legal teams need to pursue a means of having schools de-

fined as "captive settings," and the use of psychographic instruments (including invasive, personal surveys, tests, and curricula) prohibited in such environments. This would put the brakes on psychological abuse in the classroom as well as to help remove the potential for illicit data-trafficking in personal information.

Third, we need to shift the focus in our social and domestic policy (including education) at all levels of government. As these pages have reiterated several times now, social and domestic policy has focused increasingly on the irresponsible, negligent and abusive. Policy, therefore, must be redirected so that it advances the goals of decent and responsible society first.

The overriding concern of policymakers and lawmakers today should be this: What can we do to help responsible citizens? Not: does this help people whom we want to act responsibly? There's a difference in assumptions here. If a measure doesn't help good citizens now, if it throws obstacles in the way of responsible people, then that initiative should be scrapped.

Fourth, expanding "mental health" is fast translating into legislating mental health, which means something else entirely. Legislators are going to have to read, very carefully, any new proposals to avoid bringing psychopolitical programs into the schools through the back door.

Take, for example, the new ACCESS Program,¹⁰ which links educational "restructuring" to Medicaid and permits children to be screened and "diagnosed" under the cover of "preventive health care" and "intervention"—all paid for with tax dollars. Once medical assistance funds, which so far are not subject to audit, are secured by schools through a state's Department of Education, these funds become state revenue—income—so that social programs and services can be aggressively integrated into the school and community. The effect is to further institutionalize psychosocial educational programming, including extensive psychological surveying.

Fifth, we must begin rejecting aid from the state education agencies, with a view to scrapping the US Department of Education entirely. Why? In ending the interference of the Department of Education and its errand-boys in the states, we will cut the influence of its funded "research" arms—the regional "labs and centers"—and reduce the monopoly over education. The only key to what we call "choice" is breaking the monopoly. If monopolies are dangerous to business, if the court can rule against the merger of stores like Staples and Office Depot and break up potential unfair competition-busters like Microsoft's "Browser," then there is no reason why the same logic cannot be applied to education.

Sixth, it is becoming evident that public education is imploding. Therefore, the local community should be a virtual gold mine of educational opportunities. Why isn't it? Regulations. So, the next target should be regulations which hamper the growth and proliferation of private schools.

Candidates for public office who do not specifically support privatization should not be elected.

Finally, if we fail to articulate what it is we really want, if all we do is mumble something-or-other about basics and get mad when an AIDS program or social science text goes too far, then our elected officials, who generally know little about education anyway, are not going to know what it is they are supposed to do. From their perspective, they see this morass of poor SAT scores, unhappy parents, angry teachers, arrogant unions, sloppy children, and drug-infested schools. They throw up their hands in exasperation and do whatever it takes to fill their coffers, usually with teacher union money.

Be specific. Give them a list of specific things you want them to do. Those who argue that we need more tax dollars for "safe" public schools on the grounds that not everyone can "afford" a private school, for example, can be challenged by pointing out that if "everyone" were not paying for the state monopoly, they might well be able to "afford" a private school. Encourage community forums where these issues can be discussed.

We have to do better than make bland pronouncements about returning schools to their academic function and supporting community values. Professional manipulators can tromp all over such idealistic proclamations, but they will have a much harder time dealing with specifics.

HELPING CHILDREN AVOID GROUP-THINK

Not only will you have to deal with the specific attack strategies used against you by the professional manipulators inside the education establishment, you will have to consider how to teach your child the pitfalls of misleading rhetoric. You will have to demonstrate to your child how words can be put together so as to deceive. The school will only teach them to question authority, not to identify fallacious arguments or statements.

In Tuscon, Arizona, high schoolers were asked in a health class how many of them "hate" their parents. The State of Oregon went farther, asking how many wanted to "beat up" their parents.¹¹ In nearly all of the courses that focus on so-called "life skills," "ethical judgment," and "human interaction" students are supposed to weigh the admonitions and values of their parents before coming to a predictably unanimous decision to adopt counterculture attitudes on controversial and personal matters, including those related to health. This is called "constructing a value system," the latest version of "discovering your own value system." All these activities are placed into a group-discussion setting, thereby encouraging the application of group-think, not individual thinking.

All you really need to know to help your child avoid group-think is the five-phase indoctrination process (below). If you see this process at work, you need to take action. As your child matures, you can teach him or her to recognize these five phases. Without making a scene, your child can learn to put up a mental resistance (i.e., block out psychological manipulation).

THE FIVE PHASES OF INDOCTRINATION

Recall the analysis of *The Egypt Game* in Chapter 21, and how this activity parodies Judeo-Christian rituals in such a way as to subtly bring all religions under suspicion. Inasmuch as it is easier to pull these kinds of pseudo-intellectual coups off with children than it is with adults, it is critical that the parent understand the five basic steps to the process of indoctrinating individuals, or changing their belief systems, so that they can help youngsters recognize them. We shall list them here, then analyze them individually:

1. Sweep away the subject's support base—his or her intellectual and emotional life raft;
2. Bombard the subject's senses with a steady diet of conflicting, confusing images and words in order to impair rational thought and discourage reflection (cognition);
3. Lead the subject to the desired ideas, concepts, and beliefs via trained intermediaries (facilitators, "clinicians," change agents, agitators, marketing gimmicks, etc.);
4. Condition the subject through repeated exposure to the "desired" beliefs using a wide variety of formats and activities;
5. Test, survey, or analyze market figures to ascertain whether the new beliefs have been internalized and accepted. If not, "recycle" the subject.

The first order of business for behavioral reformers is sweeping away the student's support base, the intellectual and emotional life raft a child reaches for when everything else is gone (including parental support). The second phase is to bombard the subject's senses with, essentially, non-sense—a steady diet of conflicting and confusing images and words that never seem to add up and leaves the individual feeling let down. This impairs rational thought and discourages reflection (cognition). The third phase involves leading the subject to the desired ideas, concepts, and beliefs. This is accomplished through persons trained as intermediaries (facilitators, "clinicians," change agents, agitators, marketing gimmicks etc.). That is the reason why teachers are no longer supposed to teach, in the literal sense, but, rather to "coach" the student.

The trick the "coach/clinician" must master is always to appear value-neutral even though the lessons presented are not. Thus does the "coach/clinician" avoid lectures, rote drills, and even textbooks, as much as possible, because "instruction" (knowledge imparted in a systematic manner) is not desired. What is desired of the "coach/clinician" is stated, for example, in a statement released by Ohio's Department of Education in its publication *Ohio: A Community of Learners* (1992):

... the cultivation of new understandings ... [which] requires the rejection of such notions as the delivery of instruction.

The message is clear: the teacher's role is neither to impart knowledge or to impose it, but rather to *interpose* and *interject* (*smuggle in*, as it were)

certain impressions, notions, attitudes, judgments, and conclusions into the vacuum created through cognitive dissonance. Thus, viewpoints that would once have been rejected by the subject (student) out of hand may appear plausible.

Phase Four is conditioning: repeated exposure to the same "desirable" beliefs using a wide variety of formats and activities—from the *Here's Looking At You, 2000* curriculum in which a character named Miranda tells children to check the cupboards in their households for "poisons" including alcohol and tobacco, and to divulge "problems at home" in the form of secret messages to the teacher. The fifth and final phase is testing to ascertain whether the new beliefs have been internalized and accepted by the pupils. If not, it is time to "recycle," which means either going through the whole process again, or utilizing a more direct and harsher approach, such as intervention, counseling, and therapeutic methodologies like encounter groups. Along the way, trust and confidence in parental or religious authority are shattered.

Moreover, the process that has emerged in the classroom under the umbrella of "critical thinking" is not aimed at inculcation of good habits or logic, but indoctrination and intrusion into the human belief system. The reason the method works is that the "lessons" bypass the conscious, intellectual mind and shoot directly for the more vulnerable subconscious that undergirds a child's feelings and emotions.

These are difficult concepts to get across to one's youngsters, and in any case does not lead to child-teacher trust. For that reason, even parents who understand the five phases of indoctrination are reluctant to further compromise the child's natural trust and innocence with such information. The best approach, then, aside from providing your child with a consistent moral and philosophical foundation, is simply to supplement the child's education with age-appropriate lessons and activities in logic, a subject which used to be taken in school as a matter of course. The idea is to teach youngster to be discerning and to avoid the trap of group-think. This approach takes time, but such training does pay off in lessening the effect of peer pressure in a wide variety of settings.

ESTABLISHING A PRINCIPLED SUPPORT BASE

Of critical importance is how entrenched the child's value system is prior to the intervention of trained professionals to change it. This will be determined by three factors: (1) the inherent stability of the child's personality to begin with; (2) the degree to which other individuals, such as parents, are able to interact with the child and inculcate positive values; and (3) the child's life experiences. The first is generally out of a parent's control, although a stable, loving, and consistent family environment is a definite plus. The second and third factors involve time, during which a solid foundation, or base, is established with consistent role models and carefully screened exposure to media entertainment. This means that institutional daycare facilities are generally not a good idea.

Finally, life experiences can be structured to be as positive as possible by a stable, united, and loving family and, if possible, private or home education. It also means doing things together as a family instead of shutting the youngsters off to provide their own entertainment.

WHEN ALL IS SAID AND DONE

The inevitable question always comes down to: why do community parents lose? What is going wrong? It is so obvious that there are more parents, and citizens in general, who are committed to principle than not, who adhere to religious precepts than not, who are involved in their children's lives than not.

The problem is that most of us don't think like marketing agents. Our adversaries do. We care about integrity; the end doesn't always justify the means. The opposition doesn't. We worry that our children might get hurt if we speak out. The education establishment doesn't give one hoot what they have to do to get their way or who gets hurt in the process. We don't want our families maligned, our privacy invaded, and our good names dragged through the mud because of our views. Mudslinging is our adversaries' stock in trade; no one knows better how to access or sling the mud than they do.

Our adversaries have learned an important lesson from totalitarian regimes. The one ace in the hole of bullies is that they don't care how many people they lose, except perhaps in the sense of foregoing some particular expertise they need in a key field. People of principle, however, always care about human loss. If even one life is needlessly lost or ruined, then it is one life too many. That is why people of good will often wait until it's too late to save themselves or their way of life. Many of those who landed in the Nazi death camps (like the family of Anne Frank) could possibly have saved themselves, and perhaps their way of life. But they waited too long, believing the tide would turn.

We have reached that point. We are in a different kind of war but it is born of a familiar frustration. We think because we aren't stepping over dead bodies in the streets that we are not at war. But, in fact, people are dying—physically, emotionally, and spiritually—in the schoolyard. The truth is our so-called "social problems" are every bit as deadly as if armed battalions had seized our towns and cities.

The war against authority, parents, and the American dream has now taken a blatant, and frightening, turn. Although police roam the school hallways and rooftops, they are helpless to protect our children and, for that matter, their teachers. Schools are not safe, facilities are not clean, children "buy" protection through gang membership. Clearly we cannot permit this situation to continue. The time has come to "stand and deliver." We can no longer afford to act as though all we have to do is "get the facts out," or be right, or ask God to do our job for us.

We must mentally become resistance fighters. We must concentrate on winning, not on taking pot-shots. Decent people must take back the

political and social reins of the country, and make it too expensive for the counterculture to continue its attack.

NOTES

1. Manatt/Drips op. cit., 33.
2. ASCD/ECS Manual, "How To Deal With Community Criticism of School Change," 21.
3. Manatt/Drips op. cit., 6.
4. Mr. Woodward's commentary comes from his much-ballyhooed book about the 1992 election, *The Choice*, and from a front-page article for the *Washington Post* on 23 June 1996. According to the *Encyclopedia of Occultism and Parapsychology*, Houston and her husband, a sexologist, developed a piece called "The Witches' Cradle." In March 1996, the NEA's *National Training Laboratory* presented a week-long seminar by Jean Houston and her staff entitled "The Myth and Mystery of Isis and Osiris: A Journey of Transformation," a subject on which Houston wrote a book about nine years later.
5. ASCD/ECS Manual, op. cit., 32.
6. Nancy Motley, "The Liberal Left's Little Witch Hunt," the *Wall Street Journal*, Editorial: "Who's An Extremist?" 20 May 1997.
7. *Educational Resource and Information Center*, a federal database.
8. The items quoted here are taken from the NEA manual.
9. *American Federation of Teachers*. Note here that the New York Times announced on 7 May 1997, the election of Sandra Feldman to succeed the late Albert Shanker as president of the AFT. Shanker's increasing moderation of Left-wing positions during his later years was sharply recanted by Feldman, who vehemently denounced vouchers, school choice, privatization of education, and "mindless budget cutting." Also, at this writing a merger of the NEA and AFT is imminent.
10. ACCESS stands for "Access to Medical Assistance Reimbursements," currently being used in Pennsylvania.
11. The latter three incidents were reported first in their home states and picked up in an article by nationally syndicated columnist John Leo, "Using Children to Retrain Parents," the *Washington Times*, 11 June 1997.

PART V

ESCAPE FROM THE SIEVE

ALTERNATIVE SCHOOLS

... historically it has been recognized that ... parents ... act in the child's best interest. ... The statist notion that government power should supersede parental authority ... because some parents abuse and neglect children is repugnant to American tradition.

—Chief Justice Warren E. Burger, written
for the majority in *Parham vs. J.R.* (1979)

Up until about 1930, American elementary and secondary schools performed an adequate job by today's standards. Armed with factual information, a child in the 1920s and 30s was expected to compare philosophies, ideas, concepts of government, handle finances, and in the process incorporate all those so-called critical thinking skills we hear so much about today. The national dialogue, the culture, and popular entertainment all reinforced this substantive level of educational attainment.

THE PRIVATE SCHOOL IN AMERICA

Aside from the fact that demand has vastly outstripped the supply, the rationale for the exorbitant costs of most private school educations today—somewhere around \$2,000-\$3,000 a year for kindergarten through third grade, and rising exponentially from there—is that it helps ensure small class size and homogeneous values. As costs become too high for most parents to absorb and budget for college, too, socio-economic stratification becomes a fact, and leads to the charge that private schools are “elite” schools for the rich. This was not always the case. In the 1940s and 50s in Washington, D.C., for example, prior to forced busing, many parents were paying for private schools with widows’ pensions and on secretaries’ salaries.

The increased demand for private schools is still linked to small class size, which is a drawing card for parents of young children. Certainly private schools want to increase their revenues, but they have found it is counterproductive to increase either the size of the campus or the size of the classes. Large, distracting campuses with hundreds of little bodies do not work well for young children. By college and university level, it doesn't

matter so much, but youngsters have a lot of trouble concentrating on their studies or getting the individualized help they need in crowded classrooms. Then there is the regulatory issue. So many regulations have been placed on private and parochial schools that it has become difficult to launch one. Increasingly, corporations have had to do the job rather than individuals or small groups. This has exacerbated the gap between supply and demand.

But, private education is not a panacea.

In 1995 in Hawaii, a \$10,000 per year private school, known for its academic excellence, suddenly, without any warning, went to the outcome-based education model. They did away with all grades, hours, and tied graduation requirements to the now-familiar list of touchy-feely "learning outcomes" for grades K-12. The parents who already had sunk thousands of dollars into their children's education in a state located in the middle of the Pacific Ocean suddenly had nowhere to turn, and no recourse save an even more expensive lawsuit. Similarly, Catholic schools in New York suddenly adopted the OBE measures, just like the private academy in Hawaii. A hasty meeting was called by school officials, ostensibly to discuss changes in the format of report cards. But when parents got there they were informed that the Bishop had adopted the OBE format, which, of course, not only changed report cards, but class structure, grade levels, hours, approach to competition, school goals, and curricula. Again, parents were provided no recourse except to remove their children and/or file an expensive lawsuit.

Since most parents select schools like these with the expectation that their youngsters will pursue a 12-year stint at the same institution, getting an academic-based education for their youngsters with others representing a fairly homogeneous group, such sudden changes without prior notice amount to consumer fraud. But what good is that if one hasn't the financial backing to pursue it? What about the children in the meantime? Officials who make these kinds of drastic decisions are banking on the idea that parents will give in to avoid de-stabilizing their offspring.

One must interview the private school just as thoroughly as these schools interview prospective pupils and their parents to determine whether or not there is a match. Even then, if one corporation or entity buys out, takes over, or merges with the controlling school authority, all the institution's policies may change overnight. All of which means a parent must become involved not only in the child's education and sit on key policymaking boards (which usually translates to large charitable donations to the institution), but become a virtual shareholder in the enterprise in order to be part of that inner circle which is privy to potential changes of management or ownership.

For example, many private schools have been enticed into accepting federal funding of one kind or another. The debate over whether federal funding should be permitted for reading/literacy programs in parochial schools is one more example of the subtle appeal of federal financial assistance. Perhaps some parents have children who develop certain disabili-

ties—not serious ones, but ones that require a financial commitment beyond the means of many of the school's parents to absorb. As a consequence, the school may apply for federal or state funding, which is usually granted. But the influx of federal or state funds inevitably will be followed by mandates that may hurt the school in the long run. The *National Cooperative Statistics Systems*, for example, was established by the *Hawkins-Stafford Education Improvement Amendments* of 1988 (P.L. 100-297) to produce state-comparable and nationally uniform data from public and private schools.

Moreover, Uncle Sam wants your school. Every conceivable ploy will be used to rope private schools into federal funding and mandates. Recall the words of J. D. Hoyer (Chapter 19), head of President Clinton's National *School-to-Work Office*, who, when asked specifically about the youngsters who were not in public schools, declared "We're serious. All means all."

Parents, believing they have spared their children from embarrassing and privacy-invading surveys and assessments, may discover to their horror surveys with questions like the following, cooked up recently by the *Centers for Disease Control* and being disseminated to students as young as 12 in private and even Christian schools:

Have you ever had "sex"? If you have ever had "sex" how old were you when you had "sex" for the first time? [The choices are 9 years old, less than 9, 12 years old, etc. . . .] How many people have you had "sex" with. If you ever had "sex," did you ever drink alcohol or use drugs before you had "sex"? If you ever had sex did you or your partner use a condom?

Parents of private and parochial school students may discover that the school library has failed to include publications that provide the viewpoints of certain categories of writers considered politically incorrect (such as columnists for *National Review*, *The American Spectator*, and *The Washington Times*, for example), while stocking up on gay literature. This is something parents will not notice unless they spend time looking around the school itself.

An additional concern is that some private schools are run by well-meaning people who have little background in the field of education *per se* and are duped into using the same ineffective teaching methodologies, such as whole language or sequential math, as the public schools. In an attempt to attract public school parents, they may sponsor school dances for 10-year-olds and anything-goes dress codes which, while popular with the young, are wholly inappropriate and against the wishes of most discerning parents. It is difficult for parents to say "no" to youngsters when the school legitimizes unwholesome activities because it sends double messages to the child regarding authority. These double messages contribute to cognitive dissonance which, again, plays into the hands of counterculture educators.

Accreditation of schools is another issue, and this one will soon get worse. Who accredits the school? The state. Who, specifically, in the state

calls the shots? The state education agency. Where does the state education agency get its money? In part, from the federal government, which provides powerful incentives—and the feds actually use that word, “incentives”—to promote policies and tax structures which ruin schools.

All this is not to say, of course, that many excellent private and parochial schools do not exist. Far from it. The fact is, one really *can* tailor the school to the individual. Some children do learn better in a less structured environment or in one that is highly creative, such as those that focus on the arts. Other children do better in a highly structured environment, one in which they know exactly what is expected all the time. One size does not fit all. Matching the right kind of school with the right child is the best approach. The parent, occasionally with the help of a trained, academic counselor, is in the best position to determine whether there is a good match between a particular school and a particular youngster.

These are not the “counselors” who psychoanalyze children or tell parents how they should raise them. A good education counselor focuses instead on which kind of school environment will be best for the particular child and will be most likely to satisfy parental expectations.

Because the parent of a privately-schooled child is also paying for all children who attend the failed public schools, it is in the interest of every private school to have a satisfied customer. A failing or unhappy child is a bad advertisement for any private school. For that reason, most private schools are built around a specific approach to education, have a limit on enrollment and long waiting lists. They know it is better to tell a parent honestly that the child probably will not do well under that school’s philosophy or approach, and forego the parent’s check, than to take the money and run.

VOUCHERS

Unfortunately, private schools are becoming less inclined to take public school transfers (or what they see as “rejects”). Students who transfer to a private school after years of public schooling are frequently several years behind, exhibit poor conduct, and/or are accustomed to lax discipline and a slipshod approach to education that the existing clientele find disruptive. It is difficult, though not impossible, to undo the damage public schooling causes, both psychologically and academically. Understandably, parents who have invested thousands of dollars into their youngsters’ education and been careful to monitor their children’s activities and friends from the beginning aren’t going to be too thrilled about having their efforts compromised.

Moreover, the concept of vouchers has merits and pitfalls. Ideally, the voucher option should be exercised as early in the child’s school life as possible, not after the youngster has already endured several years of chaotic public schooling, is discouraged, or failing subjects. Additionally, you want the child to be accepted by his or her peers, and the younger the placement, the better the chances.

Another problem with the voucher concept, to which this book has alluded previously, is that it indirectly mixes private and public funds. The public school child who uses a voucher to attend a private or parochial school—as opposed to another public school—is indirectly using tax dollars to make up the difference. Inevitably, this brings up the question of how many government policies and mandates must apply to private institutions. To “participate” in a voucher program, a private school may have to relinquish some of its autonomy in matters like testing, surveying, and discipline. For that reason, tuition tax credits are probably a better way to go in that it makes both parents and private institutions less vulnerable to the whims of establishment educators. Vouchers are better than no choice at all, but the byword is “proceed with caution.”

HOMESCHOOLING

With the dearth of private schools and their costliness, increasing numbers of parents, from Silicon Valley to Miami Beach, are teaching their children at home. Once a religiously-based phenomenon, homeschooling has moved to mainstream suburbia.

But homeschooling is a decision that often means not only one less income, but a major shift in lifestyle and priorities. At least half a million American children—one in every one hundred—are now taught at home, according to a conservative estimate by the US Department of Education. Since 1990, the number of US youngsters taught at home has grown ten times faster than public school enrollment. Many homeschoolers, however, do not report their status to the state for fear of repercussions.

In the San Francisco Bay Area of California, a homeschooling newsletter, “Homefires,” has grown to 400 families in just three years. Its editor, Diane Flynn Keith, says families feel the public school system “can no longer support their children’s education.”

Minorities who feel excluded and ghettoized in the public schools—in many cases exacerbated by the emphasis on diversity, which causes other youngsters to focus on their differentness and tease them—are forming homeschools, too. Asian-American parents find their youngsters no longer are given homework assignments, and are forgetting their rich culture. Minority role models and heroes worthy of their children’s emulation are another consideration. Those offered in the public school are usually restricted to rock stars and sports figures.

Gary Bauer, president of the *Family Research Council*, notes that homeschoolers face frequent criticism about being “socialized” in a homeschool setting—a strange charge given the socially destructive behaviors that abound with impunity at public schools. In a 3 December 1996, article, *The Washington Post* incorporated disparaging remarks about homeschoolers. For example, the article said that they “dress more plainly than students from public high schools,” to which the response should be *Hallelujah!* When one homeschooled girl told the *Post* she was shocked at her college peers’ use of foul language, the *Post* concluded that it was just

one more example of how homeschoolers failed to fit in with supposedly normal attitudes. Apparently being socialized (however vulgar and tasteless) was more important to the *Post* writers than being civilized.

PUBLIC SCHOOL OPTIONS

Nearly all teachers agree—as do many superintendents and principals—that more and more is being put on the teacher's plate which should be done in the home while things that should be accomplished in school, are being left to parents, such as spelling and math. A handful of public schools are trying to turn things around by focusing on academics. When they do, parents jump through every hoop they can trying to get their children in.

Take, for example, Baltimore's Barclay School, an inner-city, predominantly black elementary school located close to the prestigious Johns Hopkins University. The institution is so successful it is attracting attention in many other states. The heroine of this story is principal Gertrude Williams. She did not accept the logic that poor socioeconomic status equated to low achievement. After taking over the principalship in 1978, she formed a steering committee comprised of parents and teachers—not state or federal education moguls—and put them all to work examining the strategies employed by successful private schools. She believed that if private schools didn't do a good job, parents would take their children elsewhere especially in an area where private schools are plentiful. She seized upon the Calvert School, a pricey private school located fairly close to Barclay. She got Calvert School to agree to implement their program at Barclay, and she got the Abel Foundation, also located in the State of Maryland, to fund it.

Naturally Mrs. Williams ran afoul of the city's school superintendent, Richard Hunter. Superintendents always toe the establishment line or they aren't superintendents very long. Mr. Hunter told Mrs. Williams that Calvert was a "rich school" catering to a "rich man's curriculum." She retorted: "We wouldn't look for a poor man's curriculum. We already have that." A little slow on the uptake, Mr. Hunter was forced out of his job, and Mrs. Williams won the day—for the time being.

The Calvert-based school curriculum covers kindergarten to sixth grade, and includes something you rarely see in a regular public school classroom anymore: proper attire, workbooks, drills, dictation, written compositions, daily lesson plans. Predictably, achievement test scores (that's "achievement," not "assessment") are up, attendance has improved, referrals to the federal program for disadvantaged youth (Title I) are down, gifted and talented enrollments are up. Bob Embry, president of the funding organization, the *Abel Foundation*, says his organization is considering implementing the Calvert-style curriculum in several more city schools.

Unlike Joe Clark, the Marine-turned school principal, who in the early 1980s took a bunch of negative, glorified juvenile delinquents at the bottom of the educational heap and turned them and their school into a success story, using timeless strategies like "consistency" and "structure," Mrs. Wil-

liams may just pull this off permanently. Like Joe Clark, she is dealing with a predominantly black school, but she had enough foresight, or maybe it was insight, to seek funding for the project outside of government circles and to garner parent input and support *before* she launched the project. This will make it very difficult for federal and state officials to undermine and oust her the way they did Joe Clark. If she can let go of federal funding altogether, there will be nothing they can do.

"Legitimized" (state-approved) alternatives include magnet and charter schools. But these approaches frequently are not what they seem. Discipline is still lax, teachers are still primarily social workers, and often the carrot is political rather than academic. Take, for example, an incident in Montgomery County, Maryland's so-called language-immersion magnet program that was reported in the *Washington Post* in 1997: Ted Gup of Montgomery County, Maryland, is a well-to-do American Jewish white male who calls himself an "unabashedly liberal Democrat." He says he had never "been able to fathom others' paranoia about an over-reaching bureaucracy, or their ridicule of government's role in engineering, if not a Great Society, at least a better one." That is, until he tried to enroll his adopted son, a South Korean child, into a magnet school called Rock Creek Forest and found himself "in a bureaucratic maze where racial guidelines were mindlessly invoked and the well-being of a child—my child—seemed to be the last thing on anyone's mind." This man wanted his son, already confused by his heritage, to go to school where he would learn to read and write in English. But due to the "impact on diversity," more Asian-Americans were needed to boost the diversity profile of a language-immersion school where all the subjects were taught in Spanish. The fact is, there were plenty of families who wanted to send their children to a school featuring a Spanish-immersion program. But because of quotas, deceptively labeled "diversity," 59 families were turned away from that program, while this man's Korean-born son was placed into it.

Meanwhile, the English-immersion program was 90% African-American/Hispanic and, therefore, conducted in a way not particularly appropriate to the needs of white children. So, even though Rock Creek Forest was a magnet school in a fully integrated neighborhood that straddled socioeconomic lines, from affluent to lower middle-class, the reality was that white parents were avoiding the English immersion program in favor of the Spanish one. Confusing? Read on.

When Mr. Gup attempted to transfer his son to another nearby public school on the advice of a child psychologist, who said immersion in the Spanish program would likely be completely bewildering to this little boy as the only Asian in his class, Gup was turned down on the grounds that diversity required his child's continued presence in the Spanish immersion program! At length, Mr. Gup learned that the school to which he had been considering transferring his boy, Rosemary School, was interested in taking him to boost its own Asian representation! But because the overall diversity impact of the boy's transfer would have been negligible, Mr. Gup was turned down again.

After countless letters and calls—to Senator Barbara Mikulski (D-MD) to Governor Parris N. Glendening, the Montgomery County Executive, state Senator Christopher Van Hollen, Jr., County Councilman Michael L. Subin and school board member Alan Chueng—the case was reviewed and the transfer granted. Mr. Gup says he has learned a valuable civics lesson. His faith in the system has been shattered, and he sees in the word “diversity,” “an Orwellian transformation” that serves not as a “bridge but a barrier.” This kind of thing has tarnished the magnet school image and further compromised faith in public schools, even among those eager to support them in concept.

In another case, this one an orthodox Jewish public school designed specifically for the handicapped in New York, the institution was suddenly declared unconstitutional in 1996 because of its religious affiliation. As a result, some religious leaders who, earlier, were perfectly willing to let fundamentalist Christians take their lumps, quickly “got religion” on the issue and recognized that other types of public school options were potentially in the line of fire because of federal funding.

WHAT SHOULD WE TEACH AND HOW SHOULD WE TEACH IT?

The purpose of formal education is the transmission of factual knowledge, cultural literacy, and to build a disciplined mind.

—The Author

Some opponents of national standards have stated privately that they would not have found standard-setting quite so objectionable if the elements of instruction reflected substantive academics, and if teachers were knowledgeable in diagnosing and remediating legitimate learning problems. Leaving aside for a moment the important issues of local control, “paradigms,” goals and outcomes, we find nothing in any of the reform proposals about how teaching methodology can be improved in a particular subject.

We have already discussed a preferable approach to ability grouping, one that does not, and cannot, stigmatize a youngster, but which instead makes use of real scientific knowledge about how individuals learn—issues related to spatial reasoning, visual identification, visual and auditory memory, perceptual speed, depth perception, mental stamina/concentration, and hand-eye coordination (Chapter 15).

Without attempting to provide a prospectus on every subject in the following pages, we shall explore viable ways in which key disciplines of a rigorous academic curriculum can be structured.

LANGUAGE AND COMMUNICATIONS STUDIES

The catch-all described as English, or more recently, “communications” is actually a collection of proficiencies, ranging from basic spelling, grammar and punctuation to literature, writing, speech, and even drama.

“Communications” does, in fact, lend itself to an interdisciplinary approach. But in the hands of the OBE crowd, it winds up being a disconnected hodge-podge of activities with no glue to hold them together. Furthermore, report cards and other assessments typically fail to reflect the degree to which specific proficiencies have been mastered or capabilities developed.

This broad subject should, first of all, be divided into two separate disciplines—“written communication” and “oral communication”—with a

detailed list of sub-proficiencies under each, so that the teacher, the parent and the child can discuss performance gains and shortcomings within some sort of context. For example (without the written/oral divisions):

- Breaking the code of our alphabetic language, using a system of intensive, systematic phonics;
- Learning to enunciate words clearly by saying them repeatedly;
- Building a vocabulary, including the meanings and spellings of words;
- Learning, understanding, and applying the rules of composition and grammar;
 - Reading, understanding, and composing specific categories of nontechnical materials, such as letters, memoranda, and simple instructions;
 - Reading and interpreting charts, graphs, diagrams, and tables;
 - Learning to write from dictation, first, simple sentences, then moving on to correspondence and notes;
 - Practicing elocution through oral reading and formal speaking;
 - Researching a subject and locating a representative number of research sources for the subject in question;
 - Writing reports;
 - Mastering neat penmanship in print and in script form;
 - Learning to type (eventually learning to function in a word processing environment);
 - Understanding the difference between records, forms, and documents;
 - Learning to access and utilize various types of computer software;
 - Learning to edit and proofread one's own written work and the work of others;
 - Demonstrating the difference between simple questions, interviews, conferences, and surveys;
 - Entering information into a log or database;
 - Composing more complex correspondences: a science report, a complaint to a department store, a short story, a procedure, and a research presentation;
 - Understanding and using various argument techniques in oral and written communication, including deductive reasoning, syllogisms, etc.;
 - Reading a piece of prose or poetry, using proper enunciation, and appropriate voice inflection;
 - Giving a talk on a topic, using appropriate hand gestures, proper enunciation, and voice inflection (Note: This is considerably more than some silly Show and Tell activity or simply removing a few "um's" and "uh's");
 - Recognizing a syllogism and the elements of logic;
 - Learning the style and tone differences between correspondence, reports, articles, stories, presentations, scripts, and speeches as well as written guidelines and standards;

- Using various research tools and sources;
- Constructing a logical progression of ideas in written and oral communication;
- Mastering effective note-taking in both a conference (group) and lecture (as in a symposium) setting;
- Learning the art of persuasive argument, motivational speech and writing, and negotiation techniques;
- Practicing argumentation and debating strategies, including the principles of logic, and fallacies of reasoning (see Chapter 24).

Notice we didn't just list the above proficiencies as one-word categories like "phonics," "speech," or "rhetoric." The above list is composed more in the manner of a syllabus, which describes content areas rather than merely naming them. Obviously additional skills could be added, and each skill or knowledge component of "communications" can be broken down further, although sometimes educators tend to get caught up in such activities and over-dissect. OBE "outcomes" do this to the point where the whole educational experience looks more like an exercise in verbosity than substance.

The typical categories used to break English or communications into workable parts are "grammar and spelling" and "literature." But a look at the list above suggests that the terms "*written* and *oral* communication" are better because they signify the link that exists between thought (logic) and language, and these, in turn, should be broken down into the various skills, so that enunciation, which is a part of speech, for example, is separated from comprehension, which is important to an understanding of any kind of literature. If the child doesn't hear a word correctly, he or she is not going to pronounce it correctly, and consequently won't spell it correctly, either. Unsurprisingly, this child will not recognize the word when it appears in a piece of literature, or comprehend it when spoken using its correct pronunciation.

The development of speech and language is perhaps mankind's greatest achievement, but it is easily abused. Correctly employed, language ensures clarity; used improperly or with intent to deceive, it produces confusion. Young people today are neither taught nor encouraged to use language correctly. The more ignorant children are of its proper use, the easier it is for them to be misled and deceived as they become adults (which perhaps is why correct usage is not taught). Nearly an entire generation has lost its grasp of language. The concepts of nuance, subtlety, connotation and denotation have no meaning. The techniques of overstatement, understatement, and ambiguity have no relevance for today's youngsters. Dry humor is completely over their heads.

While analyzing and interpreting information occur farther up in the hierarchy of proficiencies—after, rather than before, basic fundamentals have been mastered—some communication skills, such as spelling, vocabulary and grammar, continue to be important throughout. Grammar and

vocabulary should become more sophisticated as the pupil moves through school. Powerful, persuasive, and spellbinding literature cannot be created without it. The differences, for example, between columnist Dave Barry's outrageous metaphors, Russell Baker's down-home humor, Mark Twain's dry, sardonic quips, and columnist Walter Williams' self-deprecating style are largely dependent upon a thorough grasp of syntax, plus a large working vocabulary.

LOGIC AND LITERATURE

It is foolish to purport to teach "critical thinking" in the absence of any training in formal logic, and philosophy including inductive and deductive reasoning, syllogisms, emotive language, and the most common fallacies of logic (generalizations, false analogies, etc.). Contrary to what behaviorist educators say, even children as young as 10 can successfully embark on such study. When teachers in the 1940s and 50s asked their seventh-grade pupils to produce a five-page analysis on one of the characters in *Othello* or *A Tale of Two Cities*, youngsters were at the same time learning something about their own character, all without the help of a psychiatrist. This is the true path to "critical thinking," and there is no other.

The 1996 flap at Georgetown University over whether students can graduate with a degree in literature without studying Shakespeare is typical of the general disinclination to demand study in classical English culture. It used to be that children as young as 13 and 14 wrote detailed commentaries on Shakespeare's plays, and entire term papers were devoted to character sketches. Today, they study themselves and work to put three sentences together that make sense.

Author and professor E.D. Hirsch, Jr., tells how his father used to write business letters that made allusions to Shakespeare in conveying messages to his associates, because, in his day, business people could make such allusions with the expectation of being understood. Often more could be accomplished in terms of persuasion, recalls Hirsch, using just four words from Shakespeare than with an entire paragraph of modern commentary. The point here, says Hirsch, isn't that reading Shakespeare will help the aspiring businessman. The point is that the disappearance of classical literature like Shakespeare from our institutions of learning contributes to the demise of a commonly shared, literate background which, in turn, is one reason why we do not communicate effectively.

Today, we are seeing the ramifications of this lack of training in the classical disciplines that once forced children to put ideas together logically on paper and in oral presentations. One result is political campaign rhetoric that is insulting, superficial, and shallow. Another is television programming, especially sitcoms, which have devolved into childish and crude mindlessness. With an ever-shrinking commonly shared knowledge base, where is the glue going to come from that holds Americans together? Obscenities and bathroom humor appear to be all that is left.

HISTORY, PHILOSOPHY, AND GOVERNMENT

The framers of the Constitution—Washington, Jefferson, Madison, Hamilton, Franklin, Monroe, and all the others—were people who knew their subject thoroughly because they had studied it profoundly. They were not just a group of people who started a casual fad. They studied the ancient civilizations, the medieval systems, and the various constitutions and charters in Europe up to that time. They were well acquainted with the classical writings about government—Plato's *Republic*, Aristotle's *Politics*, Machiavelli's *The Prince*, Sir Thomas More's *Utopia*, Thomas Hobbes' *Leviathan*, John Locke's *On Civil Government*, Montesquieu's *Spirit of Laws*—and they knew the results of most of the experiments in government that had already been attempted. They were determined to construct a Constitution that would prevent the kinds of tyranny that had occurred in Europe and Asia. Consequently, they took the best of what they found in the classical writings, and rejected others after long and arduous debate. Their goal was personal freedom for the individual and equality of opportunity—two things that had never been aimed at before—and the key was balance.

How did they know balance was the key? Because it is critical to individual wholeness, as per religious teaching. Why, then, shouldn't the same principle be applied to government?

The pre-Christian notion was that the life of the individual was insignificant, that it should be directed toward the good of the aggregate society. This wisdom was turned on its head when Christianity came along and introduced the radical idea that every individual had intrinsic value, and that the larger society existed for the sake of the individual, who, in turn, was to supposed treat his fellow beings as brothers. This dual ethic, which is never broached in public discourse today, much less in public schools, is central to the American Constitution, the Bill of Rights, and the American way of life: the uniqueness, importance, and responsibility of the individual. Most radical of all, however, was the idea that the individual had a right to pursue happiness (not to be confused, of course, with a *guarantee* of happiness, as per modern-day wisdom)! Most people today do not appreciate just how original and special that concept was. But with a knowledge base that juxtaposes philosophy, history, and government, side by side, a frame of reference on that point can be established.

The Constitution makes certain assumptions about human beings. By and large, we are good-natured, sensible, and can be trusted, even if we are also stubborn and sinful. All the politics of the ancient world, and of the Middle Ages in particular, were founded on the idea that mankind is naturally foolish, that unless people are watched and regimented, controlled and scared, they will get into mischief and damage themselves and others. It was believed that people are generally mean-spirited, dishonest, and operate only from the lowest motives. Only in the American Constitution is it assumed that the average person can be trusted.¹

The American Constitution is completely unworkable unless people are self-reliant, self-determined, resourceful, have initiative and common sense. But today's youngsters cannot possibly grasp the complete change American policy has taken—centered no longer on the good-natured, sensible citizen, but upon the scoundrel. Children cannot be expected to have the experience, much less the exposure to important literature, to permit them to recognize that America's values are backsliding toward a Medieval worldview, one in which people are watched and regimented, controlled and intimidated.

Our ubiquitous computers and assessments, used to track and monitor everything from our finances to our phone calls, are in some ways moving society backward, toward a medieval mentality, instead of forward into the spirit of balance that permits freedom of personal growth.

The eminent, theologian, the late Emmet Fox reminds us that "no one generation can do any work once and for all. Each generation has to do it anew for itself." What the Constitution and our laws provide concerning freedom of speech, free press, free conscience, or property rights are not nearly as important as what the spirit of the people of a nation provides. Revolutions have been waged in countries all over the world, not just hundreds or thousands of years ago, but in recent times, during which noble promises typically are made by revolutionary leaders assuring free press, freedom of association, privatization of property, and so on. But as with the Russian Revolutionary Party, once these leaders assume power, their declarations are never realized.

Some leaders lie through their teeth to gain the necessary following. They tell people what they want to hear while secretly amassing an army. In the early 1970s, the Khmer Rouge leader, Pol Pot, told Cambodians that freedom was coming, while he took illiterate young boys from the hill country and instructed them in the techniques of terror and torture. Still other leaders have the best of intentions when they first announce their noble aims, but once they become rulers they become so obsessed with the thought of being upstaged or replaced by someone else, that they move swiftly to suppress the same reforms they once praised.

David E. Lilienthal, in a 1949 speech to students at Michigan State College got it right when, speaking of the Soviet Union, he said: "The ethical feeling about hearing the other side wasn't deep within those revolutionaries. It wasn't part of the atmosphere of Russian life. It isn't enough to have principles in a written program or constitution—they must be in the heart and soul."

Will the American offspring of the Generation X-ers still have democratic principles in their heart and soul when they are finished with 12 years (or more) of schooling under *Goals 2000* and OBE? Remember, the goal under the *Goals 2000/OBE/Workforce 2000* package is one-fourth job skills and three-fourths changing the "spirit of the people."

There are those, of course, who find life a lot less cumbersome if they are directed and ordered about, if they are told what job to do and when

and how to do it. Children should understand that such people can sometimes accomplish great things through mass action, but they cannot operate under a Constitution such as ours. That is why, for example, a military court operates differently from a civilian court.

The American Constitution calls for people who want to take care of themselves. It is intended for those who prefer to manage their own lives, to take their own risks, fend for themselves, speak their mind, and be personally independent. The American Constitution is not for the "interdependent" personality or the individual for whom security is the all in all.

It is true that an independent way of life may entail a certain amount of suffering. If we are free to follow our dreams, after all, we are also free to make mistakes. Choice does not guarantee equality of fortune or fate, because human nature varies and no two have the same abilities, the same personality, or the same talents. What is guaranteed is equality of opportunity, equality before the law, and the absence of special privilege.

A person in prison, notes Emmet Fox, has little chance to make a mistake. A man or woman is told when to get up, when to go to bed, what to wear, and when to take exercise. Food is provided, and the prisoner is obliged to eat it. The prisoner can hardly go wrong unless he is extremely disobedient and uncooperative but, then, he never learns anything either. If he suffers—for example, at the hands of fellow prisoners—the suffering is wasted.

Youngsters need to anticipate that individuals and organizations both inside and outside of their own nation will find our liberties inconvenient, and that such opposition may take unexpected forms. Challenges to our freedoms can just as easily come from a person dressed in a white coat as in a pair of combat fatigues. If today's youngsters don't learn what makes our form of government different from others; if they are led to believe that the Constitution is endlessly flexible (a "living" document, as the late Justice William Brennan put it), yet are given no specifics as to the ways in which it is strict; if students have no inkling as to what assumptions about man, governments, and society had to be revised before any document could reflect the standards of personal freedom and individual opportunity we now enjoy; if pupils are unable to explain why the framers decided not to incorporate the philosophy of Thomas Hobbes ("the people are so readily moved by demagogues that control must be exercised by government over speech and press"), and instead accepted the wisdom of Renée Descartes ("a state is better governed which has few laws, and those strictly observed"), then their generation will be unable to win liberty "anew for itself."

The study of government, of course, is linked closely to history, just as history is to philosophy. An adequate course in government should take in some basic concepts of jurisprudence and law. Properly understood, government includes laws, legal codes, court procedures, precedents, legal practices, regulations, executive orders, bureaucratic organizations and functions, and the general political process (i.e., how the President, members of

Congress, and Cabinet are selected, which positions are elected and which are appointed, how congressional committees and subcommittees function, and so on).

Obviously, youngsters don't start out learning all these things at once. They begin with something more basic like the three branches of government, and the difference between a monarchy and an oligarchy. Unfortunately, today young people emerge from twelve years of schooling without even knowing the difference between a mandate, a law, and a regulation. This is unconscionable. To properly understand the American legal system, citizens need to know how a court works, how a jury is selected, what a jury foreman is, how and why executive orders are issued, what a legal precedent is, and much more. They need to be aware of some of the more important legal cases of our time and the issues and history surrounding them.

The "fruits" of educational neglect in the teaching of government are ever-lower voter turnout, and a deteriorating democratic process, which is increasingly remote from people's actual interests or lives. The well-publicized use of professional "handlers" and strategists; the obviously insincere pandering to this or that group during political conventions, in commercials and debates, and on the stump; the fundraising scandals, which today involve foreign and even hostile governments seeking influence in America: All this has failed to galvanize people because they don't really have a grasp of how the system is supposed to work; therefore people are demonstrating only indifference—which in some ways is more frightening. Moreover, today American voters sense that the election process is a mere formality, that the power lies in the lobby, not the vote.

"IT'S THE ECONOMY, STUPID"

It has long been the case that most high school seniors lack any basic knowledge of personal finance with which to manage their lives, much less produce an adequate retirement. A national survey on finance administered in March and April of 1997 revealed that out of 1,509 graduating seniors only 57% answered the 31 multiple-choice questions correctly. Significantly, 58% said they learned most about money management from their parents. The fact is, the majority of adults who understand the principles of market economics well enough to follow such television programs as PBS' "Wall Street Week with Louis Ruckeyser" and "Nightly Business Report" are sons and daughters of well-to-do and/or Ivy League parents who, in turn, learned it from *their* parents.

Today, schools teach by commission and omission that collectivism, big government, financial dependency, and welfare statism (or "free-market socialism") are as good as it gets. Youngsters leave school, even college not knowing just what a "welfare state" is, much less anything about the tax burdens they will face as working adults. Just because all the means of production—major industries such as coal and steel—are not owned (yet) by the United States government leads them to suppose that this nation has not, and will not, move further in the direction of the socialist state.

One of the greatest failings of American education, both public and private, has been a traditional lack of emphasis on economic, or free-market/financial, issues. If there is one thing that has set this country apart from others it has been the financial climate and a culture of individual economic determinism. But six out of ten Americans never learn anything about financial markets. Those on the lower rungs of the socio-economic ladder comprehend supply and demand only in terms of drug trading.

On the other hand, if youngsters are capable of understanding the law of supply and demand as it relates to the drug trade, they can certainly comprehend it in a non-drug-related context. Behaviorist educators say they want "relevant" education? How much more relevant can it get than one's own pocketbook?

This author once asked her eighth grade students what a "capitalist" was. Most believed it was someone who made money from the labors of persons who didn't benefit, who didn't get a share of the pie. When the same students were asked what a "free economy" meant, they responded only a bit more accurately: "Being able to buy and sell what you want." Terms like "supply and demand," "market economy," "monopoly," and "anti-trust" were unknown to the students. Asked where they had gotten the impression that a *capitalist* was, in effect, an undeserving "fat cat," these same pupils looked at each other, bemused, and said they didn't know.

No doubt they were telling the truth. After a couple of days of instruction, even the least-motivated eighth-graders had a grasp of investment, capital, profit and loss. But virtually no one else was introducing economics to pre-college students. University departments of teacher preparation certainly didn't encourage us to do so.

Syndicated columnist Walter Williams, who is also professor of economics at George Mason University, provides a splendid lesson on economics for young people in a June 1997 column, "How jobs engine is supposed to work," in which he explains what he calls the law of "compensating difference." It's a piece that should be shared with every junior high school student:

Most people prefer filet mignon to chuck steak. The reason chuck steak sells is because it offers a "compensating difference"—it's available for a lower price. If we made a law that chuck steak had to sell for the same price as filet mignon, chuck steak wouldn't sell. It couldn't offset its perceived quality differences by offering a lower price.

Williams uses the comparison between the price of chuck steak and filet mignon as a stepping stone to bolster his argument that when prices are controlled, the less-preferred items, people, skills, are always hurt. He cites the fact that both he and Nobel Laureate Milton Friedman are paid to do speaking engagements. Friedman's fee goes as high as \$30,000 for one engagement, a far cry from what Williams can command. But:

In the interest of fairness, suppose a law is passed that people had to pay me the same as Mr. Friedman. What do you think would happen to the probability of my being hired? . . . The reason I have speaking engagements is because I am free to say, "I'm not as good as Friedman, but I'm not as expensive, either."

What about the minimum wage? That's a law that says no matter whom you hire, you must pay them a minimum of \$5.15 an hour. That produces effects not dissimilar from any of the above examples. A person perceived to be worth only \$3, in terms of productive output, just won't be hired, though he would be if it were legal for him to offer a compensating difference, as I do when competing with Friedman.

So, just what kind of economics education should we be offering elementary and secondary schoolchildren?

Every graduating high school student should have read *The Wealth of Nations* by Adam Smith, father of modern economics, and *Free To Choose* by Milton Friedman. They should demonstrate an understanding of basic market terminologies; in particular:

- | | |
|-------------------------------|------------------------|
| • investment | • interest |
| • dividends | • portfolios |
| • market shares | • yields |
| • derivatives | • prospectus |
| • asset | • equity |
| • net asset value | • inflation |
| • stock options | • market fluctuation |
| • market volatility | • bonds, junk bonds |
| • debentures | • price-earning ratios |
| • dollar-cost-average | • cash value |
| • "listed"/"unlisted" markets | • premiums |
| • trust | • custodial account |
| • capitalization | • the Federal Reserve |

While the terminologies themselves are not difficult, forecasting trends is another matter. For information about the complexities of following the market, there are several sources available for educators, including parents, who wish to construct a program in elementary economics for young people. Among them are, PBS' "Nightly Business Report" video, "How Wall Street Works" (\$24.95) for beginners in the areas of investment and finance. Program #106 featured a segment that can be purchased called "Your Financial Future: Kids & Money." The toll free order number for both is 800/535-5864.

An excellent book for novices is *Why Money Was Invented*, put out by Silver Burdett Press (\$13.95). The famous *Kiplinger Newsletter* has a counterpart for children: *Kiplinger's Money-Smart Kids*, Random House (\$12.95). Stein Roe Mutual Funds puts out a series of children's kits under the

umbrella of *Liberty Financial Young Investor/Stein Roe's Young Investor Fund*. It includes two publications, *Dollar Digest Magazine* and *Young Investor Quarterly*, which features essay contests, letters from youngsters in a question-and-answer format, investment information and terminology. All the materials are written to appeal to children.

Another new resource for educators and parents is the *Jumpstart Coalition*. It provides a clearinghouse for personal-finance training, sponsors educational materials and lobbies for increased financial training. Peruse the materials, however, before you leap to be sure the wares the group promotes are right for your child. The toll-free number is 888/400-2233.

Learning programs that focus on investment and finance can also be accessed via computer. Among them are: "<http://www.parentsoup.com>", Stein Roe's "<http://www.younginvestor.com>", and the *Jumpstart Coalition's* "<http://www.jumpstartcoalition.org>."

One word of caution, however, for those following the Disney boycott by the Southern Baptists and other groups: Stein Roe materials, for obvious reasons, promote several funds that have money-making track records, from electrical equipment to retail outlets to entertainment. In the latter category, prominently featured, are Disney theme parks and Disney character memorabilia. To be fair, the booklets came out over a year prior to the uproar and boycott, so one cannot read too much into this. Most people, including this author, were not aware prior to the uproar that Disney theme parks were hosting "gay days," pushing porn, or catering to homosexual employees in their benefit packages. Naturally, the Stein Roe materials are centered only on wholesome generalities like "Mickey Mouse" memorabilia.

So, while one may take exception to some of Stein Roe's preferred investments on moral grounds (they also cite Eli Lilly, the drug company that heavily markets psychopharmaceuticals; Mattel, maker of not only Barbie and Ken, but the new homosexual "Billy"; and *Johnson & Johnson*, which supports the infamous *Robert Wood Johnson Foundation*), their vast materials encompass much more than these in the way of investment information and, therefore, still come highly recommended as a source for teaching about economics in general and investment in particular.

Parents and teachers might want to use the Disney, Lilly, and Mattel citations to teach another lesson: that investment decisions have a moral dimension. They can be viewed by others down the road as an endorsement of certain political and ethical positions, too. Recall the 1996 Presidential candidates whose investments were later discovered to include tobacco companies. That a tobacco company might comprise only a small part of a much larger investment "package" made no difference. It was still seen as hypocritical to be denouncing tobacco at the same time one was investing in tobacco company stock. Young people need to be cautioned that these are the kinds of risks one takes in turning over investment, and other monetary, matters to others, such as a broker, without keeping tabs on what they are doing.

One of the most important concepts youngsters will learn from lessons in economic investment is the principle of "long-term planning." The wisdom that short-term gratification is less important than long-term goals is more than a market term, but in a context of economics, the message becomes fixed in the child's mind.

The average family pays more for taxes today than for food, clothing, and shelter combined. Peter Ferrara, general counsel and chief economist at *Americans for Tax Reform*, wrote a classic on the subject in a Thanksgiving Day column that was published in the *Washington Times* in 1996. His explanation of the average American's tax burden taxes can be comprehended by even the most mathematically challenged individual:

[W]hen you get in your car to drive [to grandmother's house], you probably won't realize that 45 percent of what you paid for the car actually went to the government in taxes at the federal, state, and local levels, rather than to the car manufacturer [for the gas you use]. . . . 54 percent goes to federal, state and local taxes rather than to the oil producer. For the tires on your car, 36 percent of what you paid goes to taxes rather than to the tire manufacturer. Once you get to grandmother's house, . . . if you have a little rum with your eggnog, 72 percent of the price . . . goes to the government. The same goes for any other drink made with distilled spirits. If you have beer instead, 43 percent of what you pay goes to taxes. And even if you drink soda, 35 percent of what you pay for a can goes for taxes at all levels.

Ferrara went on to explain that "[o]nce you sit down to dinner, the tax man is still there with you." About 31% of what was paid for the bread in the turkey dressing goes to taxes. The same for the turkey itself, and all the rest of the food. Heat and light: 26% of the electric bill goes to taxes. It's enough to make one go to a restaurant instead. Oops! Bad choice: about 28 percent of the bill, says Ferrara, will go to taxes rather than to the restaurant. If you stay home, eat nothing, and just call Grandma, 50% of your phone bill will go to taxes instead of to the phone company.

Ferrara explains how some of the tax burden arises from direct assessments on the consumer, such as local sales taxes, liquor and telephone excise taxes, federal and state gas taxes, and food and beverage taxes. But that, he says, "is just the beginning." The producer in each case must use what the customer pays for a product in order to pay his or her own heavy tax burden, including federal, state, and local income taxes, payroll taxes, property taxes, use taxes, unemployment insurance taxes, workers compensation taxes, corporate franchise taxes, and import fees, if any. Most young people starting out on their own are totally unprepared for the fact that 30 different taxes are imposed on the production of a loaf of bread; another 43 taxes on the production and sale of a gallon of gas and that, overall, close to one-half, sometimes more, of what working people earn ends up going to taxes rather than into their own pockets.

THE HARD SCIENCES

Hard science is defined as "the body of knowledge and theory on the nature and operation of natural phenomenon and of the universe and the things in it, in which facts are organized into a systematic and meaningful pattern developed as a result of experimentation, observation and insight."² Education in the hard sciences starts out, of course, with a general overview that takes in several disciplines, each of which eventually becomes a stand-alone course of study as the child moves through school. Most people have at least a passing familiarity with the staples of basic science: biology, chemistry, and physics. But there are others that need to be included in general science by the sixth grade: physiology, geology, astronomy.

PHYSIOLOGY

At the college level students will break this subject down even further—for example, anatomy and medicine. Medicine can be organized as specialties relating to the specific branches of the profession, such as dentistry, anesthesiology, endocrinology, bacteriology, pediatrics, and so on. Or one might wish to approach the subject in a more vocational direction, such as medical technology, radiology, and physical therapy. All high schoolers, however, should learn the names and definitions of various branches of medicine (there are about 60). This plants the seed of career choices in the event that the larger subject, physiology, captures a young student's fancy.

Physiology is the appropriate setting for sex education, presented not as "sex education," but as a unit on reproduction. It should be handled with precisely the same emphasis one would give the digestive system, the skeletal system, the muscular system, or the pulmonary system. No more, no less. Sex should not be so overemphasized that the entire subject assumes an aura of abnormality.

GEOLOGY

Closely aligned with geography, topography, and climate, geology deals with the earth's structure, composition, and the processes by which various changes occur, theoretical and otherwise. It includes the disciplines of petrology, the study of the origin, structure, composition, and classification of rocks; mineralogy, the study of the origin, structure, composition, and classification of minerals; seismology, the study of earthquakes and related phenomena; geodesy, a science concerned with determining the shape and measurement of the earth (surface-area mapping), as well as gravitational measurement; and paleontology, the science that deals with fossils and extinct life forms. If a student becomes sufficiently fascinated with any of these topics, and also excels in the basic sciences—biology, chemistry, physics—he or she may decide to specialize. The names of these specialized disciplines frequently combine terms, as in geophysics, archeology, lunar geology, geographics. Of course, this means the studies geography and history are related to the science of geology, and it is important for students

to be aware of that. This does not mean that these subjects should be taught in a strictly interdisciplinary manner, in which one winds up with the hodge-podge described earlier by Charles Richardson (see Chapter 21). It does mean, however, that a link should be established, and whenever possible, this link should be alluded to. This is the way to ensure that children see the relevance of what they are studying.

ASTRONOMY

Astronomy is a necessary subject today for several reasons: because it brings together many other science topics, because it is very much in the news, with incoming data from the Hubble space telescope and the Mars mission, because the space program has provided so many earthly benefits, among them, inexpensive computers, specialized medical equipment, and improved meteorological forecasting, and because astronomy has always fascinated people, especially the young, whose interest in every aspect of science gets a boost as a result of such study. So many disciplines are necessary to the study of astronomy—physics, math, chemistry, even planetary geology. Those who have been fortunate enough to take such a course as an elective in school frequently find themselves hopelessly under-educated in basic science. But because they find astronomy so fascinating, these students are motivated to go back and learn these basics so that they can get more out of their class on astronomy. So this discipline serves multiple purposes in a pre-college education.

THE SOFT "SCIENCES"

What of the soft "sciences"—the behavioral and social sciences, particularly psychology and sociology? One should not attempt to bury the fact that they exist, despite the abuses and political purposes for which they frequently have been used. That would be as foolish as denying the existence of fascism or Communism, just because one is opposed to them. But the behavioral and social sciences do not belong in a hard science curriculum. To do so places irrational people like Sigmund Freud on a par with serious scientists like Albert Einstein. Anthropology, on the other hand, is more aligned with the scientific disciplines—Margaret Mead notwithstanding—as today it incorporates elements of geology, archeology, and physiology. This does not mean one has to agree with every theory, or that one should not question theories when they are presented as facts.

CULTURE, CHARACTER DEVELOPMENT, AND THE FINE ARTS

Like penmanship, geography, rhetoric, logic and chronological history, the arts have been largely abandoned by our schools, both public and private. Art, if it is included in curriculum at all, is generally a glorified recess period in which children fling paint at one another, occasionally coming up with something as profound as a "Stop the Violence" poster that somebody places in a shopping mall. This is not art education. Indeed, it is

somewhat paradoxical to see so many movies today depicting "art heists" as part of their crime plots. Today's youngsters wouldn't understand enough about art to know which pieces were worth stealing!

Religion, art, and language are the attributes that characterize a nation and its people. If globalists want to teach about foreign cultures, they should build and expand upon foreign language, world history, and art instead of psychology and sociology.

Thirty years ago, most youngsters studied the royal lineages of various European countries, including the marriages between royal families that served to link those countries. The result of such marital arrangements was an enormous impact on art, music, architecture, language, and even religious philosophy. True, memorizing some of the information was boring, but the purpose—to comprehend the breadth and scope of the cultural impact—was essential to understanding other peoples, which is what multiculturalists claim they want to do. One cannot begin to understand where another nation's people (or their leaders) are "coming from" without first learning something of their language, history, art, philosophy, and influential figures. Today, educators are so absorbed in trying to establish equivalency, that students lose all sense of what a culture is—i.e., "a weaving together of diverse and seemingly inconsistent bodies of knowledge into a pattern," described by professor Robert Blackstock in Chapter 11.

The charge that world history typically has ignored Third World countries is probably correct. Although Western European history should properly get the lion's share of the attention, since those nations have influenced, and continue to affect, American culture and policy to the largest degree, the many nations of the Orient, the Middle East, and Africa have a history, too, and these should be presented—but not embellished, not in the ridiculously biased way currently employed in texts like Joy Hakim's *History of Us* series, or West Publishing Company's *United States History: In the Course of Human Events* (both detailed Chapter 21).

The dynasties of China, for example, were around long before the first voyager set out for the New World, and many good books on the subject can be found in public libraries. The people who check them out, however, tend to be those interested in Oriental art. Since children typically don't study the great Western artists, much less Chinese, Korean, or Japanese artists, they cannot possibly grow up with any understanding of, or appreciation for, the cultural achievements of other nations—Western, European, or Third World. The great works of art, however, happen to be one of the best mediums through which to transmit cultural information—and this, interestingly enough, can greatly affect character development.

The eminent Joseph Veach Noble² perhaps best elucidated the value of art when he said:

[A]rt is a form of communication directly between the artist and the viewer. Art can transcend hundreds of years and thousands of miles. If art is created well, the artist, living or dead, can speak directly to the viewer with no intermediary. If the

artist mumbles visually and the work is not understood, it is meaningless; conversely if the work is understood, it is meaningful . . . The key words here are, "meaningful communication."

Alexandra York,³ founder and president of American Renaissance for the Twenty-First Century ("ART"), mentioned briefly in Chapter 13, has taken on the challenging task of literally inspiring a renaissance. In a talk that was reprinted in *Vital Speeches* in 1992, "In Search of the Ideal," York makes a good case for art as a means for improving public morality and responsibility. She points to an important link between character development and the development of art. Both, she notes, reflect free will. It is difficult, York says, to separate morals and ideals. Inasmuch as one's personal philosophy, as it evolves over time, more or less determines one's conduct, philosophy often is reflected in the form of aesthetics. Only twentieth century modernism, York notes, has broken with that sequence of philosophy-ethics-aesthetics.

In the long history of art, York observes that even primitive artists understood the logic behind the sequence of philosophy-ethics-aesthetics. If we are to pull youth up from a culture of crime and debauchery, she argues, and transmit values that encompass both compassion and culture; if we are going to defuse the fast-approaching "human time bomb" of killer children anticipated by law enforcement experts, then we must expose youngsters to fine art and demand that they learn something about it.

Art education should focus on that which is life-affirming rather than tawdry or ugly. In today's culture, too much focus is directed toward the dark side of life. Emmet Fox, the theologian alluded to earlier in this chapter, would have seconded York's view when he charged that people have accepted the mistaken notion that if we only could analyze evil enough—"study it, fill our minds with it"—we shall somehow obtain power over it. But, he says, the precise opposite comes closer to the truth: "The only way to overcome evil is to refuse to touch it mentally—or, if we have already done so, to un-know it"—that is, disconnect from it.⁴

Music, says York, allows us to connect with feelings of love, hope, and victory, to honorable defeat and personal triumph; painting and sculpture allows us to see and feel glorious images, to catch a glimpse of perfection by the way a body—human or animal—is crafted. Fiction and drama create for us stimulating tales of the heroic, where good triumphs over evil and wits are locked in a crucial match. These allow us to play out our own experiences of efficacy and achievement, says York. Poetry provides its own unique momentary glimpses of priceless observations. But when York looks at today's America, she sees a nation infected with a culture-crushing case of "diseased vision."

York suggests that youngsters should not be burdened with art that is negative, tasteless, and filled with despair. Let them first look upon art as their refuge, as something which uplifts and refreshes. Inasmuch as all of us are born with a conscience, art is best which shows off a person's best "self.

"Ideal art," says York, provides "the emotional fuel to improve ourselves with new vigor by recapturing discarded dreams and creating new ones. If people have lost their way, it is because they have lost sight . . . of their own best selves."

What should a course in art education look like?

Youngsters should learn what a "score" is. They should become familiar with what it takes to create an orchestral piece—the complexities, the harmonies, the names of the instruments, the most famous musical compositions of all time. There is some experimental evidence of a strong correlation between playing a musical instrument plus some understanding of orchestration and better performance in math and computer science children (see Chapter 29). If our international skaters can use these pieces to choreograph their performances, youthful audiences should at least be able to recognize the music.

Students, particularly very young ones, should learn and sing the songs of Americana, as well as a few in a foreign language such as French or Spanish. The "staple" songs of a country are a reflection of its history and character and for that reason, if no other, should be part and parcel of a comprehensive music program in the elementary schools. When children go on field trips to the museum, they should do more than just amble about, primp, and purchase trinkets. They should be learning to recognize an impressionist painting and the works of the masters—da Vinci, Cézanne, Degas, Monet, Gauguin and Rembrandt. With further study and proper textbooks, they should be able to tell a Renoir from a Monet. They should know what implement Van Gogh used that made him unique among artists. They should be able to distinguish between a watercolor and an oil. Students should learn something concerning the history of the various phases of sculpture. They should be able to distinguish between the classical periods and recognize the Hellenistic phases. Again, they should become familiar with the more famous sculptors: Maillot, Michelangelo, and Rodin, for example.

Pupils should not graduate from high school without knowing what is meant by the term "stylist." They should have some idea what people are talking about when they say an artist is a *modernist*, an *impressionist*, or a *purist*, that a writer is a *mystic*, or that an *eclectic* musical program is being presented at the theater.

Students should become familiar with the major British and American poets, and even some of the classical pieces in a foreign language. They should be exposed to the elements of poetry, know a Spenserian poem and be able at least to distinguish it from Shakespeare and Milton. They should have enough command of vocabulary to enable them to read verse. They should become familiar with terms like alliteration, rhyme, meter, and metaphor. They should be encouraged to create poems of their own.

Youngsters should be exposed to a history of film, from the days of silent pictures to more modern times, and learn the names of the writers, producers, actors and actresses who helped to shape the medium. These are

becoming forgotten. While parents may be tuning in to the *Nickelodeon Channel* for their own entertainment, their youngsters do not watch and have no more connection with the recent past than with the ancient past.

Children should be able to discern among pottery, china, silver, some of the better things of life. This is not pompous; it is elevating the culture. Bone china is not the same as plastic dishes, and while many people, including some of the teachers, may not be able to afford a set of good china, what is the point in pretending that beautiful things do not exist? The street does not hesitate to tell children that heroin of a certain purity is better than any number of its lesser counterparts. Why should the child always be learning about differences in "worth" solely in the context of something ugly and degrading? Nature abhors a vacuum, and that is part of the problem with today's youngsters, why they are getting into so much trouble. They have nothing positive to think about. Fine art will go far in filling that vacuum.

There are practical reasons to teach these things, too. For example, young people, when they grow up and marry, may purchase or receive as gift items made of "silver plate," but they will not notice or understand the significance of the term "plate." In five years, when they find that it is no longer cleanable and blotchy, they will think to themselves that items made of silver are overrated. The trouble is that silver plate is not the same thing as solid, or sterling, silver. Who will teach them the difference? Do we leave that sort of thing only to "rich" parents? If so, we are pursuing an elitist policy, not the American Dream.

THE PRIVATE TUTORING CLEARINGHOUSE

It takes a certain personality type to homeschool children successfully day in and day out, not to mention a relatively quiet place during the day and an enormous amount of patience. Yet, the closer education gets to a one-on-one teaching situation, the better it is for the child. What to do?

Many areas of the country, as discussed earlier, simply do not have an ample supply of convenient, affordable independent schools—for all of the reasons studied earlier in the chapter.

Teachers and parents, therefore, might want to consider a new idea. Let's call it *Private Tutoring Clearinghouses* (PTC). Not every parent is cut out for homeschooling, and many teachers are fleeing the public schools in disgust if not outright fear. Establishing a system of privately run clearinghouse/tutor registries, or PTCs, would help fill the vacuum as long as the idea doesn't get caught up in the credentialing-accreditation regulatory maze of government bureaucracy. To be "accredited" or "credentialed," a teacher should require only a bachelor's degree in his or her subject area, a master's degree, perhaps, at the higher grade levels in difficult subjects like trigonometry, calculus, physics, and chemistry. Since teacher-education courses *per se* are rubbish—all of them ed-psych classes of one kind or another—these should carry no weight in the accreditation/credentialing process. A background check to ensure against convicted felons, including

sex offenders, is probably a good idea, providing one keeps in mind that in today's political climate sex-related accusations are among the favorite ploys of the disgruntled to ruin people they don't like, and an accusation carries with it an automatic implication of guilt. On the other hand, nobody wants individuals with long sex-offense records tutoring their children. So, a balance has to be struck here.

FRANCHISABLE PRIVATE SCHOOLS

If one can launch a chain of day-care centers—a few are listed on the stock exchange—one can launch a chain of private academies. Immediate steps should be taken nationwide to facilitate the creation of private and parochial schools. Interested parties should consider the concept of franchising “independent” schools—schools that reproduce successful concepts in other localities. For example, the highly regarded 150-year old Hillsdale College in Hillsdale, Michigan, opened Hillsdale Academy, a K-8 coeducational day institution. Its guiding principle is: “cultivating mental discipline.” Because of the school's astounding success, others have wanted to replicate it in their own localities.

So school officials at Hillsdale got an idea. They put out a package, the Hillsdale Academy Reference Guide, consisting of a complete K-8 curriculum, reading lists, “school culture” document, publishers list, faculty manual, parents' manual, and a video, and they offer it to interested parties for a nominal fee. The toll-free number at the academy not only handles orders, but questions about the program.

There is no reason why other successful schools cannot do this: The Calvert School in Washington, D.C.; Boston's all-male Nativity Prep School, which takes minority middle school children; Marva Collins' Prep School for disadvantaged children in Chicago; the Delphian School in Sheridan, Oregon (which already has a detailed, grade-by-grade curriculum handbook in all subject areas, as well as an *Ethics and Justice Manual*); and hundreds of other successful, independent schools, no two of which use exactly the same approach to excellence, can serve as models on which to build an ideal education. These schools have a golden opportunity to become a force in re-building the nation's school systems without themselves becoming victims of “big-ness.” Not incidentally, the materials and consultation they offer can provide an additional source of income for their respective schools.

NEW POLICIES

Communities and states need to start taking a hard look at serious alternatives to the status quo. Teacher education departments in the colleges and universities need to start being held accountable for the mess they have helped to create. The teachers earned their credentials in good faith—in effect, by buying them through the college-credentialing process. It is not their fault that most of their course work was bogus. Prospective teachers went along with the system and played by the rules as they understood

them. These educators could legitimately make a case for getting their tuition back.

Teacher unions need to be stripped of their tax-exempt status, especially when they come out with "legislative agendas" replete with political positions and contribute large sums to political parties. Indeed, no teacher, under the circumstances, should any longer be required to be part of such organizations. To require membership is tantamount to the Mafia demanding "protection" money for the privilege of staying in business. Communities should be permitted to "scout" for school managers with the same zeal that sports teams recruit players and coaches. Homeschools should be allowed to flourish, with no-strings-attached incentives for creators and publishers of home-school learning materials. Only by embarking on these drastic measures will this nation ever get a handle on its educational crisis, much less make any significant advancement toward educational excellence.

NOTES

1. Emmet Fox, *The American Spirit*, Harper & Row, 1939.
2. Mr. Noble is Chairman, Board of Trustees, Director Emeritus of the Museum of the City of New York, and former Vice-Director of the Metropolitan Museum of Art.
3. Alexandra York's work has appeared in *Readers' Digest*, *Vital Speeches*, *Vogue*, *New Woman*, *The Intellectual Activist*, *Reason*, *American Arts Quarterly*, and *American Artist*. She has hosted two interview/talk shows that track contemporary performing arts for ABC Radio, performed a bi-weekly feature on WPIX-TV in New York, been a guest on such shows as *The Today Show*, *Larry King Live*, *AM New York*, *AM Los Angeles*, *AM Philadelphia*, and ABC's *Eyewitness News*. She has been interviewed on hundreds of radio shows and has lectured extensively at the Town Hall Celebrity Series and addresses university audiences. She is also the author of three non-fiction books, (one of them a Book-of-the-Month selection).
4. Emmet Fox, *Alter Your Life*. Harper & Row, 1950, 69.

TEACHING SENSITIVE TOPICS

[I]n teaching, as in any job market, emerging conditions dictate where the demand will be. In teaching, the “hot” areas are expected to be bilingual education . . . and special education. Prospective teachers are encouraged to specialize in those, which may in time create a special interest lobby within the profession, whether or not they have proved effective additions to the schooling repertoire.

—Rita Kramer, *Ed School Follies*, 1991

As we have seen, school curricula today are rife with mini-lessons or activities focusing on sensitive and controversial topics, such as death and dying, sex education (euphemistically called “Family Life Education” (FLE) and “Health”), sex abuse education, end-of-the-world games (a.k.a. “survival skills”), substance-abuse education, and conflict resolution (replacing civics). Rita Kramer’s prediction in the quotation above came late: the whole range of programs called Special Education, targeted to problem children ranging from “hyperactive” to “non-English-speaking,” has already evolved into several special interest lobbies. There’s the sex lobby—*Planned Parenthood* and the *Sex Information and Education Council of the United States* (SIECUS), established in part with financial support from that “pillar” of family values, the *Playboy Foundation*. They are, in essence, selling sex, not teaching about health or families. Still another vast network of organizations is dedicated to curtailing substance abuse but, because of their incessant commentary on the subject, wind up encouraging, rather than discouraging, illicit drugs and alcohol consumption.

One has to ask whether any of these programs, or even the topics themselves, are appropriate, and if so, when and under what conditions. We will address this question under the umbrella “sensitive issues”: sexuality, substance abuse, bilingual education, self-esteem, and political topics.

To be fair, many sensitive issues were broached in classical literature throughout history. Novels like *Jane Eyre* not only served as models of good writing and proper English that captured the essence, beauty, and correct usage of the language, but also as examples of timeless philosophical and moral dilemmas. Jane Austen’s work tended always to be a study in charac-

ter: the mental battle over right and wrong. For example, in *Jane Eyre*, the question was duty versus love: is there ever a justification for a married man who has fallen in love with another woman to put his heart above his obligations by abandoning his wife, even if she is mentally unbalanced and has been institutionalized for years? Should the object of his affections, who had never intended to stir up any romantic feelings, allow this married man with whom she, too, has fallen in love to pursue her under such unique circumstances?

Shakespeare's plays, such as *Macbeth*, contains many ethics-laden topics. These once were read and analyzed by children as young as 12 years of age. Other classics like *Oliver Twist*, *A Tale of Two Cities*, and *David Copperfield* certainly broached the sensitive topics—including murder, abandonment, suicide, illegitimacy, poverty, and much more. Who can forget Nathaniel Hawthorne's short stories portraying the war between good and evil?

A critical difference between then and now is, first of all, that these topics were not presented as exercises in mental health. As opposed to engaging in a series of psychological gymnastics, literature was selected for its vivid characterization and intricate plots, and generally interwove elements showing people performing noble, wise, courageous deeds even in the midst of what may have been puzzling, frightening, or ugly situations. Descriptive passages of localities far and near required the reader to exercise his or her imagination, and phrases were put together not only to fascinate, but also to inspire—to allow the reader to savor the beauty of the written word. The King James version of the Bible is still popular because of this very thing; the modernized translations cannot capture that.

A second factor in the success of presenting moral and ethical situations in classical literature was that they were measured against a Judeo-Christian moral yardstick. Graphic and lurid details were left to the imagination—i.e., no steamy sex or gushing intestines. Even the head-rolling scene in *A Tale of Two Cities* and the blade in "The Pit and the Pendulum" lack the mindless crudity of modern-day fare. Indeed, part of what made the writing meritorious were the fine-tuned descriptive passages that rendered luridness unnecessary. Age-appropriateness was another "given"—i.e., youngsters weren't delving into blatantly sexual topics at the age of 10. The younger children got Beatrix Potter and the *My Book House* anthologies.¹ The latter even contained an extensive "ethical theme index": boastfulness, cleanliness, cheerfulness, courtesy, complaining, contrariness, crying-instead-of-trying, courage, disobedience, deceit, faith, endurance/fortitude, forgiveness, friendliness, gluttony, helpfulness, idleness, honesty, patience and impatience, jealousy, vanity, and hundreds more. Any parent or teacher could look in the back of these books to locate a story representing the virtue or traits he or she wanted to communicate, but political overtones were absent. Teachers and parents supported one another because the American Constitution, Bill of Rights, and Declaration of Independence pre-supposed certain common virtues as part and parcel of our way of life.

The classics also provided some degree of historical context for the dilemmas of life. They didn't just say, here's a child who's an orphan and he's being mistreated: how do you feel about that? They provided a richer, fuller background, gave children a feel for the times, and did so in a way that was entertaining.

Finally and most important, there was an unspoken, but nevertheless agreed-upon, standard against which controversy was measured—and that standard was not fanaticism. While an issue may have been touchy and difficult, as in *Oliver Twist* and *David Copperfield*, it was not recast specifically for the benefit of the schoolchild—i.e., the literature was not used to pit the child against the values of the parent. Adults read the same pieces the children did, but without the help of a teacher. Inexperienced schoolchildren were not then placed in adult situations and asked to solve similar problems independently and personally; rather, pupils were asked about the author's purpose and interpretation of events. Today, after a story is read (or perhaps without the benefit of any story at all) a child may be presented with the following scenario: "Suppose your sister is sick and your mother is dying and can't work. In that situation, is it okay to steal from the grocery down the street?"

The implication, when worded in this way, is that it *is* okay to steal, because there are no other alternatives, and, besides, the store, being only an entity, rather than a living person, can presumably afford it. That the store is run by people who also have to make a living is rarely brought up. This kind of exercise would have been anathema to teachers just 40 years ago, even with "progressive" education already in the pipeline.

Moreover, you have this huge difference in motives between today and yesteryear. Today, sensitive subjects are presented to children, first, in a vacuum, second, *sans* any model of fine English, and finally, without any moral standard, save some situational, "value-neutral" hocus-pocus that tells children, essentially, they can do whatever they please—and the more unlike their elders, the better. Inclusion of sensitive topics in the 1990s can best be described as exercises in extremism, not learning.

Is it being suggested, then, everything be Polyanna? Should a child's emotional side be entirely shut out?

No, but that is the corner we have all been forced into due to the determination of counterculture interest groups like the NEA, SIECUS, the *National Organization for Women* (NOW) and others which promulgate their strident agendas in the schools. Teachers have known for generations that there are times when sensitive issues need to be discussed, even immediately, as when a classmate dies suddenly. Today, they call in the psychiatrists when what the children generally need is a mother- or father-figure and a hug. Children also have a legitimate need to know something about how their bodies function, including, the reproductive system and the effects of drugs and alcohol. Unfortunately, they learn little about general physiology and are forced to obsessively fixate on drugs and genitals. Had drug-related and sexual topics been presented properly, briefly

and in the context of physiology (science), then such units might have helped to inculcate a reverence for life and the "temple" of one's body.

In this chapter, then, we shall examine one at a time the most common "sensitive topics" that are causing so much consternation among parents and policymakers; topics that have brought on suits and counter-suits and which are at the heart of today's "censorship" debates. We shall first examine how each is presently taught, then whether they should be taught at all, and if so, in what context and to what extent.

SEXUALITY AND SUBSTANCE ABUSE

George C. Roche, President of Hillsdale College writes:

Our children need capable, responsible parents who have made a lifelong commitment to each another within the specific context of marriage. This is because children need stability and consistency in their lives. They need the thousands of little moral and practical lessons that are taught in the context of daily family life. And, above all, they need the love that only a mother and father can give.

This is the lesson, both subtle and overt, that we should also be communicating to young people in school. The message should be consistent and frequent. This in no way implies that sex is "bad," or that parenthood is a drag or a nuisance. What it does presume is that sex and parenthood outside the context of marriage are harmful and unacceptable.

EXISTING SEX EDUCATION PROGRAMS

The basis of the resistance by orthodox religious parents to today's government-mandated sex training is that children are being encouraged to consider themselves as animals, with slightly more complex brain functions, of course.

Regardless of one's opinion on the subject of evolution, the fact remains that nature did not construct animals in such a way that "promiscuous," or indiscriminate, sex is going to hurt them. The purpose of the sex act in the animal kingdom is reproduction. Period. Although among some mammals—wolves, for example—there exists clear indicators of affection, loyalty, and the urge to protect a mate, in the animal kingdom procreation is of serious interest only when the female is in heat. This bears no relationship to human sex. For human beings, sex is the most intimate way possible to express love on a physical level, and it is an intensely private matter. This privacy is at the heart of the emotional bond that establishes what is called the "sanctity of the family." Which brings up another source of great objection among even non-religious parents to the currently vogueish sexual teachings—the rejection of a "privacy ethic" by sex educators. Aside from the message that sex is merely an animal urge and that nothing more is expected, it trivializes sexual relationships. It desensitizes, coarsens, and cheapens both the physical and emotional sides of sex.

Since the late 1950s, sex education proponents have not allowed facts to stand in the way of their agenda, the logic being that the more one knows about sex, the younger one is when introduced to these topics, and the more graphic the information, the better will be the budding adolescent's capability to make decisions about all sorts of things, from marriage, to numbers of children, to becoming sexually active. At least that's the justification presented to parents and to legislators. Back in the 1950s, this wisdom came under the guise of "taking sexuality out of the closet" and "demystifying sexuality," the favorite line being that parents were too embarrassed to tell youngsters things they needed to know about their bodies. Young girls, they claimed, would menstruate and think they were ill, and even move into marriage with no idea at all of what to expect. Just how true any of that was, no one could say, but the fact that people didn't talk about such things in public or with people they didn't know extremely well seemed to reinforce the belief that young people were left vulnerable by their ignorance of this important aspect of life.

By the 1970s, sex educators had vastly expanded their justifications, primarily on the grounds that modern advances in birth control (i.e., "the Pill" and the intrauterine device) had created a new dimension to sexuality. Women, they said, now had some say over their bodies and were freer to enjoy the sex act than they were before. There were powerful reasons for the public to accept this view. For centuries, women had often endured extreme pain and suffering, frequently having a baby nearly every year or so, without any anesthetic. They frequently died young, either in childbirth or from complications, their systems depleted by the never-ending ordeal. It doesn't take a psychiatrist to figure out why many women didn't enjoy the sex act after the first two or three children. One of the reasons mistresses were grudgingly tolerated by married women in some societies was that wives would refuse to have any more babies, and thus virtually ended their sexual relationship with their husbands. Mistresses used crude forms of birth control and endured many butcher-job abortions in exchange for being "kept" financially secure by men who may or may not have loved them. Of course, they had no standing in society. Meanwhile, men went about their business as usual. This was the source of the much-ballyhooed double-standard.

So, however much women may have believed in God, news of effective birth control was warmly received. It was not zero population groups that launched the reduction in family size among married couples in the industrialized nations; it was average women who wanted some easy, non-intrusive form of birth control. Within ten years from the time "the Pill" was introduced, it would be primarily "backwoods" and poor women who believed they had no better opportunities who would produce large families. Obviously, there were exceptions to that, but not a lot, even as anesthetics and medicine were making childbirth a less harrowing experience.

By the 1980s, children were frequently "trophies," shown off to friends and neighbors to prove that one was sensual and desirable, then tossed in

the day care center. This trend was by no means limited to feminists, whose agenda was even more radical and far-reaching. Effective birth control was like a "get-out-of-jail-free" card, and the sexual caution that had been passed along for countless generations of women was toppled with a vigor that rivals the East Germans demolishing the despised Berlin Wall.

But after 25-30 years of easy birth control and mass education about sexuality in the impersonal forum of the classroom, the jury is in. Both have hurt the stability of the family and left women, in many ways, more vulnerable than they were before, even if not due to death by childbirth. The Pill, vasectomies, and more readily available information about sex *per se* were not the reasons. It was the fact that they became convenient justifications for promoting the kinds of sexual excesses long advocated by counterculture fringe groups and political agitators—people like Mabel Dodge-Luhan, Freud, Brill, Lukacs, Marcuse and the host of others described in Part II of this book. Instead of focusing on love and romance, Americans became focused on multiple orgasms and sexual paraphernalia. Then it turned downright sadistic and sick.

Dr. Melvin Anchell of Los Angeles, California, a frequent expert witness for the government in sexual abuse cases, wrote *Sex and Insanity* to publicly document his objection to explicit pre-teenage, "value-free" sex education and sex surveys. Early sex education, he insists, bypasses the well-established "latency period" of child development, when sensual pleasures normally are repressed and children typically learn compassion—between the ages of roughly six and twelve. Compassion for one's fellow man, Dr. Anchell says, is "a relatively weak instinct" and "marks a notable step forward in removing civilized man from the savage." Compassion is first felt for parents or guardian, then transferred to others. The instinct toward compassion is seriously jeopardized, Dr. Anchell points out, by sexually stimulating children in the latency period and, particularly, through presenting sex and sexual feelings as something other than private. Dr. Anchell ridicules media moguls by noting: "If movie producers portrayed sex realistically, they would show lovers on the screen becoming impotent when performing sex before an audience."

Graphic, early sex education, says Anchell, "shatters normal fantasy satisfactions. The resultant frustrations tend to fix the child in these early stages of growth. Later in life, drugs and pornography are used to recapture the pleasures of thwarted childhood fantasies that had not been allowed to resolve naturally."

Today, between the print and electronic media, sex education courses, and school "health" clinics, children are pummeled with information about sex, to the point where, for many of them, one of four things happens: sex becomes obsessive (nymphomania, satyriasis, fetishism), sexual identity fails to become established (homosexuality, bisexuality), sexuality is perverted (exhibitionism, voyeurism, child-molestation, pedophilia, necrophilia), or the child never develops any interest in sex or family life at all. Most often these maladaptations are traceable to getting too much information about

sex, too quickly, just as Dr. Anchell predicted in his 1983 book. Yet the same government which has hired this eminent professional to give testimony at important trials has not heeded his admonitions against the sex education they are helping to promulgate in the nation's schools.

The terms "seduction" and "compromising situation" no longer have meaning; the courtship ritual has been rendered an animalistic mating dance. Tenderness has given way to crudity—biting, piercing—the stuff of what was once considered hard-core pornography. Rather than helping women cope, today's new rules take from women the measures that once protected them, exposing them to vastly increased dangers.

The steady increases in venereal diseases, including AIDS, in sexually violent crime, in illegitimacy (or "single parenthood," if you prefer the euphemism), and sexual perversions, including incest, hard-core and child pornography, and sadism, are the results of the post-sixties bias against marriage and family in favor of a purely recreational view. It has devastated our society and the culture.

If we have more venereal disease, the answer is always more sex education. If illegitimacy goes up, we need more sex education. If sexual child abuse increases, then we need more sex education. Proponents continue to bombard government and the public with ludicrous studies supposedly pointing to a need for more of the same aimed at ever-younger age groups.

The emphasis in "health" curricula is on group structures, "tolerance," and obtaining social services, not on health facts or knowledge *per se*.

Take the film for middle school children, "It's Elementary: Talking About Gay Issues In School," produced by Helen Cohen and Debra Chasnoff, co-founder of *OUT/LOOK* magazine, the forerunner of *Out* and other homosexual publications: Funding came primarily through the San Francisco-based *Columbia Foundation* with help (according to the film credits) from *People for the American Way*; the *Gay and Lesbian Alliance Against Defamation*; California's NEA affiliate, the *California Teachers Association's Gay and Lesbian Caucus*; and many other organizations and individuals of similar background. Even the now-infamous *National Endowment for the Arts* aided and abetted the project through the *Northwest Film Center* of the Portland, Oregon, Art Museum, which also received a \$13,000 grant from the NEA. The main spokesperson for the video is an admitted lesbian, California Assemblywoman Sheila J. Kuehl, who is working to have it presented in schools nationwide. All teachers in the film present homosexuality as perfectly normal and show class discussions of the topic with students from first grade through eighth. Children make outrageous remarks in the film. For example a fifth-grader says, "Some Christians believe that if you're gay, you'll go to hell; so they want to torture them. . . ." an eighth grader offers the suggestion that if children read about Cinderella they should also read stories about a "prince and a prince, or a princess and a princess." One eighth grade class even had homosexual activists as speakers, under the label of role models.

Another pro-homosexual film, "Teaching Respect for All," produced

by the *Gay, Lesbian and Straight Teachers Network*, was created for the Massachusetts State Department of Education. Can you imagine 20 years ago having an openly pro-gay teachers' organization making presentations in tax-supported classrooms?

One scheme for deterring teenage pregnancy is called "Baby Think It Over." Each student is given a computerized baby look-alike to carry around at all times. Each one is programmed to cry once every 4½ hours, plus whenever they are dropped, disturbed, or turned over. The crying can continue for up to 45 minutes, and the only way to quiet it is to insert a probe. If a red light is flashing when the student returns the "baby," the teacher knows it was neglected or abused.

The premise is that if an adolescent has to experience first-hand the responsibility involved in caring for a baby for a significant period of time, he or she will think twice about having one. The only problem with the program is that not only does it "discourage" having babies when one is immature, it discourages having babies at all. The program presents not a single positive thing about parenthood. The subliminal message, intended or not, is that sex is recreational, not procreational, and that unless one is "confident that you're mature," as in being the age of one's own grandmother, having children is a drag and a nuisance.

In some ways, the program sounds meritorious. Most of us have read about teen mothers who, although excited at first, soon got fed up with all the responsibilities of parenthood—the feedings, the diapers, the noise, the sleeplessness, and so on—and went on to neglect or abuse their babies.

But this program isn't an accurate portrayal of motherhood. Real mothers rarely, if ever, drop their babies. Real babies don't cry every time they are turned over, nor is it appropriate to pick up or feed babies every time they cry. Real babies smile and coo, too. Moreover, this program typifies only the worst-case scenario for parenthood—a single young person alone with a child. It instills in the immature mind of teenagers that it must be horrible to become a parent. The goal, of course, is to encourage the use of birth control, with abortion as a backup if necessary. The possibility that family life, with a married couple joyfully anticipating the birth of a child, with each willing to sacrifice a period of their lives to meet the needs and demands of their own flesh and blood, and the experience of watching their little one grow—none of this is presented as a "role" worth entering into.

Many of today's sex education programs can be found online. These programs generally come from *Planned Parenthood* or SIECUS. The blatantly anti-parent, anti-morality SIECUS organization is actually supposed to develop guidelines and suggest materials. Par for the course, is Executive Director Debra Haffner's "Safe Sex and Teens": the "safest sex doesn't necessarily mean no sex", teenagers should be taught how to perform "behaviors that have no possibility of causing pregnancy or sexually transmitted disease" such as "undressing each other, masturbation in front of a partner, mutual masturbation, etc." The youngsters are expected to come up with their own lists of other sexually stimulating activities. As a coup de

grâce, SIECUS is charged with the task of developing "training and certification standards" for teaching sex education in most public schools.

Most federally funded "health" programs state somewhere or other that children can receive "services" without parental consent. The disastrous results of that policy are evidenced by the legacy of Title X, the foremost federally funded family-planning statute that was initiated in 1970. Services under Title X are available to any child of any age. No one has to ask about the nature of the girl's sexual relationships.

About 5 million women—more than 1.2 million of whom are adolescent girls—obtain birth control services through a network of 4,800 Title X clinics nationwide. The Republican-controlled Congress appropriated an additional \$203 million for Title X in 1998. Nearly \$41 million of that amount will go to *Planned Parenthood*. The following incident, which led to a fight on the House floor just before Congress recessed in August 1997, is the latest high-profile incident to occur under Title X and exemplifies the sick lengths to which sex education in America has taken us.

A 14-year-old girl referred to only as "Betty Doe" of Crystal Lake, Illinois, was taken by a 37-year-old neighborhood man, a junior-high school teacher, to a Title X birth-control clinic for "treatment," so that the two could continue to have "safe sex." Despite "Betty's" age, no one at the clinic bothered calling her parents or reporting the odd relationship to police. Instead, they injected "Betty" with the highly dangerous steroid Depo-Provera, which usually requires signing an informed-consent form because Depo-Provera is known to cause tumors in animals. But "Betty" wasn't even warned about possible side-effects from the drug. Had "Betty" taken a Midol at school, her parents would have been notified and she would have had the book thrown at her.

But, no matter. Betty was injected on three occasions while the teacher waited outside in the car. "Betty" used to be an honor roll student. Now she has dropped out of school, and her life is wrecked. According to the family's lawyer, she is now anorexic, perpetually nervous, in therapy five times a week, and scared that she has contracted AIDS—all because her relationship with a statutory rapist, who has now also been charged with child pornography, was not questioned in the first place. The Crystal Lake School District apparently had been given "repeated notice" of the relationship, but school authorities never followed up or notified the girl's parents.

Even if the family wins the \$17.5 million lawsuit against the McHenry County Department of Health, the school district, and the "teacher"/rapist; even if Congress now moves to require federally funded "health" clinics to involve parents before dispensing birth control of any kind to minors, it's too late for "Betty" and thousands of others like her who don't make the news.

Meanwhile, a *Centers for Disease Control* (CDC) study revealed that education is doing nothing to halt the spread of HIV in gay men, and that AIDS is spreading faster than ever among males in their teens and early twenties who have homosexual encounters.² Yet the CDC is going all out

to foster homosexual activities through its "Project Fire," which has received upwards of \$210,000 in federal funding in the past two years. Unbelievably, the CDC that supposedly is managing President Clinton's "get tough" AIDS strategy sponsored the social event of the year for homosexuals—a gala in a Newark, New Jersey, hotel entitled "Great Balls of Fire." The "festivities" featured drag queen "fashion" shows and public sexual activity in and around the hotel. Parading up and down a runway was "Masculine vs. Schoolboy" attire; a "Fag-out Shadefest"; and "Butch Queens in Drag," flaunting clothing in a "Bazaar/Bridal" motif. A \$1,500 grand prize went to a performance for the best "fairy tale." The supposed justification for this "outreach program," as the CDC refers to *Project Fire*, is to enlist the homosexual/transvestite community's support of safe-sex themes, especially in their stage acts, and at the same time promote camaraderie among these groups. The project has not been reviewed or evaluated, so no one knows (but anyone at the gala could probably guess) whether these efforts are really doing anything to reduce promiscuity, much less the spread of AIDS and STDs.

The CDC isn't the only federally funded organization to host or sponsor disgusting and counterproductive exhibitions in the name of AIDS prevention, health seminars, and tolerance or diversity, depending upon the strategy-of-the-moment. On 13 April 1996, the Andrew W. Mellon auditorium, which is federally owned, held an honest-to-goodness orgy as part of a program slated for "Cherry Jubilee Weekend." A group known as *Friends Being Friends* hosted the event under the pretense of an AIDS benefit for the *Whitman Walker Clinic*. Among other things, an act of sodomy was performed adjacent to the dance floor in the main auditorium; the men's room stalls became sexual encounter spaces for the entire evening; security guards had to block off sections of the surrounding grounds due to the number and openness of sexual encounters. Public urination was common outside the building. The next day a farewell brunch for participants was held in the Rayburn House Office Building, thanks to gay Wisconsin Republican Representative Steve Gunderson. But get this: sponsors of the weekend included American Airlines, Snapple Beverages, and Ben & Jerry's Ice Cream. Only the latter might have been expected, as the organization has been hawking extremist causes from the days of the *Peace Movement*.

The CDC is funding the creation of a comprehensive sex education program for every state and local school district. Research by Lawrence Criner, senior editor of *The World & I*, reveals that spearheading the initiative is the CDC's *Division of Adolescent School Health*, which has formed a partnership with 24 leftist and counterculture organizations, including the NEA, the federally funded *Council of Chief State School Officers* (CCSSO), *Advocates for Youth* (AFY), the *National School Health Education Coalition* (NaSHEC), and SIECUS. As indicated in Part III, each of the organizations has deep financial interests in public education, close ties with government, and supports comprehensive and graphic sex education for all age groups nationwide.

To demonstrate the extent of interconnectedness between these organizations, consider the following: the NEA has eight grants from the CDC, the AFY (formerly called the *Center for Population Options*) has a 5-year agreement to "track condom initiatives nationwide through its *National Condom Availability Clearinghouse*," as well as another agreement to "develop model policies for school districts considering condom availability programs"; a NaSHEC component organization (there are 16) received a combined total of 104 federal grants totaling more than \$37 million between Fiscal Years 1993 and 1995 for AIDS-related programs which, according to a congressional brief entitled "How Congress Supports and Funds Organized Homosexuality," also supports "a combined 59 registered House lobbyists" to represent homosexual interests in Washington.

The CCSO, the reader may recall from Part III, represents (and virtually selects) state school superintendents from all 50 states. This body has a convoluted CDC grant setup whereby one of its entities, the "School Health Program Staff in State Education Agencies," organizes sex education efforts at the state level. CDC funding goes for training workshops for "state HIV coordinators" to discuss "effective strategies that can be used by school leaders" to advance the CDC agenda on the local level.

How much effect do these various prevention campaigns have? To read the studies—any studies—virtually none.

A BETTER APPROACH: JUST SHUT UP!

This doesn't mean children should know nothing about the effects of certain actions on the functioning of their bodies; what it does mean is that we have reached critical mass on the subject. The proof is in the CDC's own 1997 report by Dr. Michael St. Louis, who revealed that, despite the huge publicity on AIDS and STDs in the 1980s, genital herpes has increased five-fold among white teenagers since the 1970s and doubled among whites in their 20s. One in five Americans over the age of 12 has a sexually transmitted disease.

The best strategy for adults who wish to help curb illegitimacy, AIDS, and STDs among teenagers is to (a) supervise youngsters' activities, (b) give them something worthwhile to occupy their time, (c) stop Title X and the glorified "health" (sex) clinics, and (d) just shut up!

ANTI-DRUG ABUSE EDUCATION

US schools are providing more anti-drug use education than ever, as though American schoolchildren don't know enough about the subject already.

Most such programs utilize the peer pressure approach—to make drug-taking un-cool instead of "in." But the non-stop repetition of the anti-drug message, like the HIV-scares and anti-smoking messages, serves to titillate rather than to deter. In fact, Associated Press reported in April 1998 that while legislators on Capitol Hill were battling for tougher tobacco legislation, hyping the horrors that would befall young smokers, cigarette smok-

ing increased among teenagers by as much as 54 percent. While such messages frequently are successful with adults—especially the shock-image approach, as in the TV public service ad in which a woman with throat cancer is so addicted to smoking that she inhales through a tube in her throat—children tend to have a very different reaction. What children hear is “drugs, drugs, drugs,” not “no, no, no.” Our approach was misguided in the 1960s when anti-drug programs began, using rock idols to spread the message, and it is just as wrong-headed now. But the lack of positive results³ has been lost on proponents, who still don’t seem to understand that the problem of youngsters having too little to occupy their minds and their time, together with the over-importance placed on the value of social acceptance (socialization), are the primary sources of counterproductive behaviors such as drug use and promiscuity.

Again, the issue of drug/alcohol use is better addressed in the context of a thorough course in physiology.

An even more disturbing feature of the existing approach to substance abuse is unrelated to the abuse *per se*. That is, many of the programs are encouraging youngsters to (1) report on their parents, (2) hide information from their parents, and (3) confide in professional staff persons—police, guidance counselors, school psychiatrists—*instead of* their parents. Possibly because the modus operandi of police departments nationwide in child sex abuse and disappearance cases is to suspect and investigate parents first, drug curricula and the sex (“health”) curricula contain questionnaires as part of their programs asking many questions about parental habits.

SELF-ESTEEM

Nowhere is it more apparent than in the self-esteem movement that the mental “health” crusade is joined at the hip with fanaticism. Joseph Adelson, writing for the February 1996 issue of *Commentary* magazine points out that “until just a few years ago, most textbooks in developmental psychology did not even list self-esteem in the index.” Little serious research or theoretical treatises on the subject existed.

As for actual findings, few of them come as a surprise. . . . The most important is that, like almost all other traits of personality, self-esteem starts early and stays late. Those who think well or poorly of themselves as young children will continue to do so into adulthood, and, within limits, under almost any circumstances. Although some of our greatest dramas and works of fiction are built around acts of personal transformation, they are dramas precisely because they are improbable—out of the ordinary. In the typical course of events, we find continuity: Johnny, troublesome at four, is troublesome at nine, and by the time he reaches adolescence he is a handful, possibly beyond reach.

Self-esteem, then, is very deeply rooted, and once in place it is hard—not impossible, but hard—to dislodge or overcome. I put

this so strongly because the self-esteem literature, particularly in the field of education, does not. Rather, rejecting the notion that character is destiny, it prefers in its utopian way to believe in the infinite openness [malleability] of personality.

There are only two routes to bolstering a child's self-esteem: nurturing love from a stable home, and honest-to-goodness achievement. False love and phony praise don't cut it. Either the sham is instantly recognizable—coming across as patronizing—or the child wants to believe it so badly that he convinces himself that it is real, and is horribly let down in the end. Then we wonder why, when these children become young adults, they walk around with a “chip on their shoulder,” and imagine everyone is out to get them.

BILINGUAL EDUCATION

Bilingual education is not very “bilingual” anymore. In places like New York City and Miami youngsters take all their subjects in their native language with as little as two classes a week of English instruction. In Washington, D.C.-area schools, some churches are trying to take up the slack. In Houston in the 1980s teachers were being hired for the bilingual program who spoke no English at all!

The programs are for the most part dismal failures. Parents have done everything from suing the school districts in question (most recently, in New York City) to boycotting the schools (in Los Angeles, for example) because (a) their children aren't being taught English and (b) the native-language classes aren't teaching subject matter, such as math and history. Boston University's Dr. Christine Rossell found that in 93% of studies of bilingual education programs, virtually nothing was being done to develop proficiency in math. In California, 1.3 million students were not proficient in English. Between 1982 and 1985, the number of limited English-speaking pupils tripled (to 1.2 million), while the percentage of students leaving bilingual education programs because they had mastered English actually decreased from 13.3 percent to 5.7 percent in the same time period, according to the Pacific Research Institute. There is no way, given those kinds of numbers, that once these young people become adults, they will be able to read and understand political issues and make decisions related to maintaining the American system of republican democracy. But, then, perhaps that's the point.

Fortunately, more sensible policies may be in the pipeline. An *English for the Children* initiative has gained considerable bipartisan support in California, and the latest report from this writer's former teaching district of Westminster in Orange County, California, indicates that the bilingual-education waiver concept is paying off with better grades. This, in turn, has encouraged other California school districts to push for English-immersion programs.

On 12 March 1998, the California School Board voted unanimously to change the state's rules relating to bilingual education. Previously, the

Board had required native-language instruction for pupils limited knowledge of the English language. Although the law requiring bilingual education technically expired in 1987, California districts had to apply for an exemption from the bilingual education policy in order to use the English-immersion technique with foreign-speaking children.

Ron Unz, a San Francisco Bay Area software entrepreneur and former Republican candidate for governor, and his opposite, Fernando Vega, a long-time leader of Hispanic Democrats and former Clinton-Gore campaign worker co-created the *English for the Children* initiative. Mr. Vega once supported bilingual education. But when he realized what had become of the approach, he decided it was a loser. "There's no shame in admitting that you once supported a program which you now see doesn't work in practice," he said.

Meanwhile, Rep. Frank Riggs (R-CA) has introduced The English Language Fluency Act (H.R.3680) and Rep. Tom DeLay (R-TX) has introduced the English for the Children Act (H.R. 3720) which would repeal the federal Bilingual Education Act. A bilingual program that *also* exposes the child to rigorous courses in English grammar, spelling, and sentence structure could be a bonus. A case could be made for a family with many relatives in another country who makes frequent visits there remaining fervent in their native tongue. But, should all taxpayers be required to support it? Private-sector facilities are available in most areas to accommodate such individuals.

POLITICAL TOPICS: WHEN AND HOW MUCH?

If one assumes, as has been the case in these pages, that relevance begins with philosophy, it becomes important to teach youngsters to write analytically and persuasively on topics of the day. They can't do that if nobody talks about them. But there must be a balance, a context, and a consideration of age-appropriateness. All these presently are missing from "current events" and "critical thinking" fare today.

The first "relevant" topics children should be writing about are not ones in which they attempt to solve the world's most pressing problems in an hour—problems that our leaders cannot solve after working on them for decades. They should start by working with the timeless issues found in classical literature. What the teacher should want to know is, can the student articulate the issue in question? Can the pupil make an effective argument demonstrating an understanding of the characters in a story and the author's intent? From that, can the student figure out how *the author* goes about defending, commending, opposing or protesting an issue. The teacher should teach the student how to use and incorporate historical allusions and quotations from other sources to serve as additional commentary on the issue and insist that the child do all this with a minimum of distracting errors.

If a pupil's words, either written or spoken, are so convoluted that no one can follow his or her train of thought, if his comments are so full of

syntactical and grammatical errors as to be distracting, then that child is gaining nothing from his studies. He is being warehoused, not educated.

MISUSE OF CURRENT-EVENT TOPICS

One high school curriculum taxpayers are funding is designed specifically to promote confidence in the beleaguered federal pension program known as Social Security. The program comes in the form of a kit, distributed by the Social Security Administration, called "Social Security and You." Neither the 25-minute video in the kit nor the accompanying printed materials include any options to Social Security or any mention of the fact that the system will, in effect, be broke by the year 2030.

One brochure in the kit did acknowledge, however, that "taxes paid by today's workers are used to pay benefits to today's beneficiaries," although it is doubtful that youngsters understand the significance of the statement because they have been given no background on this issue, never learned about a time when social security did not exist, and have no concept concerning the time-value of money. The so-called instructional package is propaganda, pure and simple, designed to carve out a constituency for big-government programs that can be tapped into 10 or 15 years down the road when these youngsters become adults. As of April 1996, the Social Security Commission had spent approximately \$180,000 distributing some 12,000 kits. About 2 million youngsters so far have been taught from the kits. So much for the federal government avoiding involvement in curriculum.

Senator Rick Santorum of Pennsylvania, commented: "You don't have to wonder why young people aren't more alarmed at the prospect of losing their Social Security benefits when the Social Security Administration is putting out this kind of material." Representative Jim Kolbe of Arizona said the Social Security Administration had "misused the American taxpayers' hard-earned money for propaganda."

Another similar travesty involves a biased election worksheet, "Electing the President," put out by the NEA and given to fifth-grade students. It stated that Democrats "stand up for the poor, factory workers, farmers, women, and minorities." Whereas, it stated, Republicans "watch out for owners of large businesses . . . and wealthy people," which is an interesting portrayal in light of the respective net worth of various Democratic and Republican Presidents in modern times, not to mention the recent Indonesian/Lippo connection involving billionaire businessman John Huang. Nevertheless, no further explanation was given to the children regarding the definitions of the two political parties in this lesson. One mother, Mrs. Denise Byrd, said she was particularly concerned about the effect the misrepresentation had on another child in her daughter's class who went home to her mother and asked how she could "be a Republican and be a good Christian?"

"God says to help the poor," parroted the child, "but the Republicans only help the rich." School officials, of course, defended the definitions of the two parties as "acceptable," even though the "lesson" clearly reflected

the NEA's always-biased opinions. Imagine the furor if some organization had presented a worksheet to the effect that Democrats typically fool the masses by pretending to stand up for the poor and minorities while helping themselves at minorities' expense, or if gay groups were portrayed as engaging in germ warfare on the heterosexual population in order to force the government to find a cure for AIDS? Can you imagine the apoplectic reactions?

Remember, if one faction can get away with this sort of politicizing, so can another somewhere down the road.

Moreover, "politicization of learning" means something different from "considering political topics." The former is driven by fear and fanaticism, and the student responds under emotional duress; the latter is motivated by a thrill of intellectual accomplishment, and the student labors under a consistent set of academic criteria. The former seeks to indoctrinate. The latter seeks to educate. Such is the litmus test against which any program involving sensitive topics should be measured. Parents must be wise enough to insist that schools apply it.

NOTES

1. *My Book House*, ed. by Olive Beaupré Miller. Chicago Bookhouse Publishers for Children, 1925.
2. Study released 10 February 1996.
3. According to a study by the famous *Research Triangle Institute* in North Carolina, the popular *Drug Abuse Resistance Education Program* (DARE), for example, was found to deter drug, alcohol, and tobacco use in only an insignificant 3 percent of participating schoolchildren—and even at that deterred the use of alcohol and tobacco more than it did drugs. RTI researchers concluded their report with: "DARE's limited influence on adolescent drug behavior contrasts with the program's popularity and prevalence. An important implication is that DARE could be taking the place of other, more beneficial drug-use curricula." Many other studies, reported frequently in the popular press, have re-iterated similar findings with school-based substance-abuse prevention programs of various types. The bottom line: For the most part, youngsters are ignoring them.

SPECIAL ISSUES IN EDUCATION

Leadership involves espousing principles that aren't already popular.

—Joseph Sobran, syndicated columnist

There exist several other “sticking points” in the education debate that relate to policy as opposed to methodology or curriculum. In this chapter we will consider a few of these, approaching each from the standpoint of the quotation above.

COMPULSORY EDUCATION: A GOOD IDEA?

One of this nation's greatest disappointments has been the faith people have placed in compulsory education to produce “a civil society.” The argument that today's dropouts are tomorrow's criminals and welfare recipients doesn't hold up. Oddly enough, in looking closely at the statistics in retrospect, it appears that wherever compulsory education was instituted, crime and social pathologies like suicide exploded. As far back as 1886, Assistant Attorney General Zachary Montgomery went on record as opposing compulsory state-supported education because, after conducting his own extensive research—utilizing, among other things, census data and comparisons of states which did and did not have compulsory education laws—he determined that for some reason the crime rate, especially among juveniles, skyrocketed everywhere as soon as forced schooling was instituted. That discovery whetted his appetite for more information.

For example, in 1860, the compulsory-education State of Massachusetts had one criminal for every 649 people; Virginia, which at that time left the question of schooling to parents, had one criminal for every 6,566 people. So it went in every state Montgomery researched, including his native California. He concluded that somehow youngsters were not responding well to an institutionalized setting even though, logically, education was the key to advancing socially and economically.

Let us go back to the Constitution and the Jeffersonian concept that the means for education shall be provided by the states. Nothing was said at the time, however, about making it compulsory. The function of the school was never intended to substitute for parents and families. It was

never anticipated that the school would be asked to do everything. Under the old pre-war quasi-European concept, education was a privilege rather than a right. The social sanctions which went along with that wisdom provided an incentive for parents to ensure that their children maintained proper classroom decorum. But with "free" education in America, which from the beginning was somewhat politicized, came a you-get-what-you-pay-for mentality, and schooling suddenly was not held in the same high esteem as it had been in Europe. Since it wasn't always obvious just how much one "paid" for government-supported schooling through taxation, the whole concept of education being "free" actually wound up cheapening the value of learning in the public mind.

As class and campus sizes have grown over the years, due both to consolidation and budget constraints, Zachary Montgomery's observation has proved to be more on the mark than legislators suspected, even in his day. And not just in the United States. Upon further examination, it turns out that wherever and whenever large groups of youngsters have been removed, either forcibly or voluntarily, from the influence of their parents and relatives, and thrown together helter-skelter (i.e., institutionalized), there has emerged a peer-pressure-cooker that leads to a "Lord of the Flies" mentality, alluded to elsewhere in this book, and in many cases that, in turn, appears to lead to disobedience, delinquency, and eventually hard crime.

John Dewey's theory about schools "socializing" the young may hold true as long as it's puppies you're talking about, but it doesn't seem to hold true with large groups of human children over extended periods. Small-group activities, lasting only a few hours—a ballet class, for example, or Little League—and lots of interaction with parents and other adults, on the other hand, seems to yield positive socializing results. This is probably why home schools are turning out well-educated and better socialized children, much to the consternation of the education establishment.

Many states are beginning to recognize this. For example, the State of Utah is working to amend its compulsory education laws, lowering the forced attendance requirement from age 18 to 14, especially if a minor has completed certain educational requirements and demonstrated mastery of specific skills.¹ A review of the bill raised no obvious constitutional or statutory concerns. Although the primary motivations behind the lowering of the compulsory age limit in Utah admittedly are to get rid of chronically disruptive children and to spur those who have met the requirements to move on instead of cluttering up the classrooms, there exists an increasing awareness of the lack of correlation between attendance and lower juvenile crime.

From a federal perspective, however, there is great pressure to keep children in school, mainly due to funding considerations. As the absentee and dropout rates increase, funding decreases. So, where troublemaking and disinterest are major problems, tax-supported alternative schools have sprung up. Some of these, like Community Academy ("Last Chance High")

in the Roxbury section of Boston, Massachusetts, seem to work well, the key being that the alternative school campuses are smaller—just 120 students for Roxbury. A 15-to-1 student-pupil ration and a handpicked staff that works directly with the director all help to personalize the education these students receive. The school ceases to reflect an institutional flavor and a cattle-car environment. But, if you think about it, isn't this why the old one-room schoolhouse used to turn out educated, disciplined children?

The states need to take another look at the issue of compulsory education. Indeed, some children may do better to get a job. The immediate question that will come up, of course, is what about parents who, without laws, will keep their children home to do chores, or send them to a factory to scrub floors for additional income? How about all the children who would be on the street getting into trouble instead of learning? These questions go to the heart of what we have been talking about throughout this book. Do we want to fashion policy around the irresponsible, negligent, and abusive? Or do we build policy around the responsible and decent family first, and only then consider how we will address the problem of the rotten apples in the barrel?

INNOVATION AND EXPERIMENTATION

Unfortunately, the 1991 policy statement covering research with human subjects⁴ does not apply to activities in the public school setting in either the areas of (1) developing/testing behavior management methods and strategies; (2) developing/testing instructional methods and strategies; or (3) developing/testing new curricula, including those clearly labeled "psychotherapeutic." Indeed, children are the only citizens of the United States who can be experimented upon without their or their parents' knowledge or consent.

Registered nurse Janet Sullivan of Long Island, New York, has an extensive background in working with youngsters labeled "learning disabled." She reports how common the practice has become among colleges and universities, especially those with vested interests in promoting and developing their medical, research and science departments, to enter into "partnerships" with primary educational establishments to provide an "endless supply" of students and families on which to experiment.

Under the umbrella term "research and development," these institutions have managed to control the data collected, and have generated their own statistical studies. A "needs assessment study," for example, can be produced to secure the funding necessary to further their own agendas. The same taxpayers, whose largesse goes into the grant that funds these agendas, will become the unwitting victims of researchers' experiments. There is virtually no accountability outside this system because there is no citizen or group of citizens who counterbalance the power of the education establishment. Licensing is controlled by the State Education Department. All complaints of noncompliance are monitored by the state/federal regional monitoring offices. Any misconduct/abuse complaints a parent or child

want to report must first be officially registered through the respective educational or professional organization of the alleged offender. Union and lobbyist power far outweighs any power parents and children might wield since there is no overseeing agency that is not government-controlled and operated by those same professionals.

Sullivan provides copious examples from her own experience. If it is true that educational establishments are providing "an endless supply of students and families" for medical, including psychiatric, research, as Sullivan indicates, and that parental complaints about the educational establishment can "trigger" such referrals under the new mental health wrap-around services provided through Medicaid, what does this say about the degree of control that parents and students will be able to retain over their options?

On the flip side of the innovation and experimental research debate, studies that do not involve therapeutics or drugs and which are carried out with the full knowledge and consent of the participants and their parents or guardians can realize significant information about the learning process that might be helpful to curriculum development specialists of the future. Often such studies originate as the result of a hunch and, as such, represent what we would call true scientific inquiry, provided that at some point the experimental, as opposed to the anecdotal, approach is used.

Take, for example, a February 1997 study by researchers at the University of California at Irvine which demonstrated that piano lessons significantly improve the reasoning skills of preschool children. The study involved 78 three- to four-year-old children of average intelligence from three preschools in southern California. Based on the hypothesis that there was a connection between music and abstract reasoning skills, 34 children received private piano keyboard lessons, 20 received typing instruction on computers (which also utilizes a keyboard, of course), 10 youngsters were given group singing lessons, and 14 children (the "control group") received no special lessons. None of the children involved in the experiment had had any prior music lessons or computer training. The study used the piano as the musical instrument of choice because a piano keyboard gives children both a linear and audible representation of the relationship between sounds. No other musical instruments were used.

All of the youngsters involved in the study were tested to measure their spatial reasoning skills (popularly known as abstract reasoning) prior to any kind of training. They were tested again after about six months of lessons. Researchers had them put together a four-piece picture puzzle known as the *Object Assembly Test*. Successfully performing this test required the children to form a mental picture of the completed object and to rotate the puzzle pieces to match the mental image. No opinions or personality characteristics of the children were required to perform this test.

It turned out that only the piano keyboard group showed significant improvement in their ability to utilize abstract reasoning skills to complete the task. After eight months, the piano-playing three-year-olds were better at puzzles, scoring a full 80% higher than their non-piano-trained peers in their ability to visualize more accurately.

Abstract reasoning—clinically, “spatial-temporal reasoning”—involves the mental manipulation of images and information. These skills are crucial to higher brain functions used in mathematics, science, engineering, and even a good game of chess. Therefore, the experiment, conducted with the full knowledge and consent of the children’s parents, may point the way to improved teaching methodologies down the road.

Somewhere a balance has to be struck, and the most promising approach is the parental “opt-in”-only legislation as opposed to opt-out arrangements. The “opt-in” would place the burden on educators by requiring that all parents and guardians be informed and sign a consent form before experimental instruction, tests, or surveys could be disseminated to youngsters; whereas, the opt-out scenario places all the burden on the parent.

COMPUTER TECHNOLOGY IN LEARNING

As for the issue of bringing every classroom in America online and issuing a classroom computer to every child, just as one would a textbook, debate is hot and heavy on both sides. The Clinton Administration wants to introduce all schoolchildren to the Internet and start cultivating their computer skills early, supposedly to help prepare them for good jobs. The price tag is expected to be \$2.02 billion to get US schools and libraries online, to be paid for in large part by raising all long-distance telephone rates.²

There is no question that computers are becoming a necessity of everyday life, and that written material, from letters to major documents, look better, and are easier to construct when they are created on a word processor (due to the ability to move paragraphs and sentences around and do “spellchecks”). The cost of a personal computer is generally affordable, too—one of the few luxuries that have actually dropped in price. *Electronic Industries Association* estimates that between 1987 and 1997, the proportion of households owning computers has doubled from 18 percent to 40 percent.

But no matter how many computers one places in the schools, they will always remain behind the technology curve. There will never be enough modems, enough new software to update them all. In this field, newness is everything. So purchasing computers for schools that can’t even keep up with building repairs and textbook orders is unrealistic.

A computer is not a substitute for basic knowledge. Just knowing how to retrieve data, use a spreadsheet, or create a musical composition on a computer does not take the place of a basic knowledge. A youngster can have great computer skills, and poor reading skills. Which will be more important to his future?

One classroom filled with computers, like the old classroom filled with typewriters, is adequate for today’s elementary and secondary institutions.

TEACHING CONDITIONS AND MERIT PAY

Regardless of the cause, it is nevertheless a fact that the teaching profession is demoralized. Teachers today, especially public school teachers, work in deplorable conditions.

- Students can get by with just about any type of behavior;
- Teachers have little or no administrative support or backup;
- There is a lack of public respect for teaching;
- Teachers are too busy with paperwork and other trivia to teach;
- Teachers face physical attacks by students;
- Teachers are working in an environment that is rampant with drugs and crime;
- Teachers must support political causes (through their union) with which they may disagree and which also contribute to the chaos in their classrooms;
- Scholarly teachers are expected to be social workers and clinicians or to leave the profession.

While merit pay might spur innovation and competition, we have to ask:

- Do we really need the kind of "innovation" the education establishment is soliciting?
- Having been weaned from the concept of competition, can teachers really be expected to support a competitive scheme like merit pay at this juncture?
- Wouldn't merit pay inevitably be tied to the results of assessment testing, which is predominantly attitudinal/opinion-oriented rather than academic?
- To obtain merit pay, wouldn't teachers then have to use attitudinal strands (mini-curricula) to ensure good test scores?
- Will the student viewpoints collected by the educational establishment be the same as those supported by the community, and would those student opinions be used as a basis for merit pay?

The bottom line is that up until recently, good teachers had some flexibility when either they, or specific parents, were critical of certain controversial "lessons." But if their extra income is going to depend on children having the politically correct viewpoints, then teachers will think twice about any reticence to using psycho-behavioral programs.

RACIAL POLITICS AND THE EDUCATION OF MINORITIES

To borrow a phrase from psychology, race has become the obsessive-compulsive disorder of American politics. This is no less true of education.

Race and ethnicity do not have to be bewildering. Children typically go through a stage where they wonder why they (or their parents) look one way and somebody else looks another way, but this is temporary, unless there are forces exacerbating differences and heightening tensions. But

because not a single day goes by without the major newspapers carrying a story focusing on some aspect of race, we augment different-ness (as opposed to "uniqueness"), and with it, separation.

Former Virginia Gov. Douglas Wilder, writing in the July 1997 issue of *Ebony Magazine*, notes that "[w]e are the only nationality whose race is referred to by color. . . . Black is intended to describe where we are from, but it does not. Look at America Indians today who are blond and blue-eyed and whose skin would be described as white. They are called red. They are not red. What is the nationality of a Jamaican? He does not call himself Black. The Bahamian does not call himself Black, nor the Moroccan, Algerian and Brazilian."³

We also transmit an impression of racial winners and losers—i.e., that some categories of people are "born" to be victims and others are "born" to thrive. This message, however unintentionally or subliminally communicated, has had a particularly devastating effect on young African-Americans, who do not have the benefit of an adult's capability to distinguish between accuracy and hyperbole. Children, of course, take everything quite literally, and absorb all the messages and images like a sponge. Today in America, if a black person writes a story, paints a picture, runs for public office, or gets arrested, the first thing we do is to say he or she is black. Do we suppose that somehow the constant descriptors will make people less color-conscious?

The most important thing we can do for any ethnic group is to teach its young people to enunciate, write, and express themselves in clear, proper English. This was accomplished with Italian and Dutch immigrants, French, Slovak, Irish, and so on. Thousands of African-Americans have accomplished the task, too, from movie actors like James Earl Jones and Sidney Poitier to Broadway singer/dancer/actresses like Jasmine Guy, to crooner Johnny Mathis, to stock broker/financiers like Randall Eely (Lomax Company). One encounters similar success stories constantly on news talk shows, in the business world, and on Broadway. Proper enunciation may take a little more work, or a little less, depending on the individual and the circumstances, but that is the only difference. Unfortunately, what has happened in America, due not only to the politicization of race but to greed within certain consumer industries (like the recording industry), is that African-Americans are seen not as individuals at all, but as a bloc—a bloc of consumers, voters, activists who can somehow advance the cause some special interest, much in the way "teenagers" and "college students" were seen as convenient blocks in the 1950s and 60s.

ROLE MODELS

Prize fighter Mike Tyson and rap singers such as Tupac Shakur and Snoop Doggy Dog no more represent black America than Madonna, or rock groups like Kiss and the Beastie Boys, or porn magazine mogul Larry Flynt represent white America. All these individuals have made their mark thumbing their noses at the underpinnings of society, particularly religious

morality and Judeo-Christian ethics. Whatever other talents they may have—singing, boxing, or basketball—the bulk of their fame is owed to the fact that they trade in trash, with the help of a media that panders to that sort of thing.

Some, like Michael Jackson, are outright freaks. Here we are in the era of self-esteem, and we have one of the most famous Americans of African descent in the world who is surgically and cosmetically—one might even say, violently—altered, sporting a Caucasian image as opposed to the African-American ideal, with the result that he has an almost ghoulish, disfigured look. If the media and minority activists were truly interested in the morale of young African-Americans, they would focus on truly talented individuals like Denyce Graves, the opera singer and James Earl Jones, the actor, Thomas Sowell, *Hoover Institute* fellow and columnist, and the world-famous neurosurgeon, Dr. Benjamin Carson.

Schools must seek out the involvement of minority professionals with the same, or greater, zeal than the antics of rap stars, sports moguls, and freaks. Forget the “reformed” potheads, prostitutes, and criminals. While some of these individuals may occasionally have experiences worth sharing, they are not the sort of people we generally want standing up in front of our youth as counselors-*cum*-role models.

SCHOOLS THAT WORK

Many schools are having success turning out articulate, well-mannered, minority graduates. Barclay School in Baltimore, Nativity Prep School in Boston, and Marva Collins' school in Chicago immediately come to mind. One of the things they all have in common is a rejection of phony self-esteem, wishy-washy outcome-based “standards,” and equally phony diversity programs. They're into enunciation, not “ebonics.” They are successfully countering nationwide “de-culturalization,” the public schools' “clarified” values, and political opportunism.

Nina Shokraii, director of outreach programs at the *Institute for Justice*, pointed out in the March/April 1996 issue of *Policy Review* how teachers with high standards get more out of students by requiring high performance than do educators who boost achievement according to the tenets of egalitarianism. She cites, for example, fifth- and sixth-grade teacher Rafe Esquith at Hobart Elementary School, located near the site of the 1992 Los Angeles riots. Most of Esquith's students are poor immigrants from families who don't speak English. Yet, by the end of sixth grade, he has these students finishing a year of algebra and classical literature including eight Shakespearean plays. His junior thespian crew, the Hobart Shakespeareans, have performed with Britain's Royal Shakespeare Company.

How does Esquith do it? The way outstanding teachers always have, says Shokraii. By setting high standards and giving students the help they need to achieve them. In Esquith's case, he begins teaching at 6:30 in the

morning and keeps on going through 5 o'clock in the evening. His reward is the results of 1995's *Comprehensive Test of Basic Skills* administered to the Los Angeles Unified School District. Even allowing for the limitations of percentile scoring and some noncognitive test items, Esquith's fifth-graders achieved math scores in the 98th percentile while the school itself scored in the 64th percentile and the district scored in the 47th! Similar results were seen on the English test, even allowing for the fact that Esquith's students spoke English only as a second language.

Had Esquith been forced to conform to the practice of presenting mostly psychobabble and noncognitive fare, had he been intimidated into equalizing everyone or giving everybody good grades, his students probably would have been "written off as 'slow' or 'troubled,'" says Shokraii.

REMEDIAL EDUCATION'S EFFECT ON MINORITIES

In contrast to Rafe Esquith and literacy researcher Michael Brunner's successes, the federal government's primary approach to remedial education—Chapter 1 compensatory education, renamed Title I in 1994—has been a flop. The \$7.2 billion-dollar-a-year program for disadvantaged youngsters, according to a study conducted by *Abt Associates, Inc.* for the US Department of Education tracking 27,000 first-, third-, and seventh-graders between 1991 and 1994, revealed no difference between the performance of students in the program and those who were not. Where in the Chapter 1 programs were phonics, diction, elocution, and dictation exercises? They weren't!

The cumulative spending on this 32-year-old program is almost \$100 billion. According to several newspaper reports that came out the first week in April, 1997, both conservative and liberals are ready to scrap it. But as usual, big-bucks federal programs never die, they just get "restructured." Nearly every school district in America gets Title I funding; all they have to do is show they have a certain percentage of disadvantaged children, and if they have to juggle some statistics to get it, as apparently happened in the McGuffey School District of Allegheny County, Pennsylvania in 1986, then so be it.

Meanwhile, dropout rates for African-Americans in remedial programs approach one in two. Truancy is expected and ignored. About 12% of African-American high school seniors test "proficient" in reading (and that by the squirrely NAEP standards, which are low to begin with). Only one percent are deemed "advanced" by that same standard, while 54% are categorized as "below basic."

THE HULLABALOO OVER BLACK IQ

Thomas Sowell rightly rejects the notion that low IQs and cultural differences are responsible for the poor showing among African-Americans. As for IQ scores, he points out that, first of all, blacks are typically compared in isolation with the national average.

All sorts of groups in countries around the world have test scores as low as those of blacks. During the first World War, white soldiers from Georgia, Arkansas, Kentucky, and Mississippi scored lower on mental tests than black soldiers from Ohio, Illinois, New York and Pennsylvania. Other whites from culturally backward or isolated places have likewise had IQ scores in the 80s, just as blacks have. These include mountaineer children in the United States . . . and children in the Hebrides Islands off the coast of Scotland. Big differences in mental test scores and academic achievement have been common in Asia as well—between the Tamils and the Sinhales in Sri Lanka or between the caste Hindus and the “untouchables” in India or between the Malays and the Chinese in Malaya. Even among the illiterate, some groups have bigger test score differences than the differences between blacks and whites in the United States.

What is more relevant, Sowell says, is that blacks in good academic settings have performed well on tests that supposedly are culturally biased. Whenever Sowell visited schools that emphasized “the King’s English,” academics, and discipline, African-American children’s scores equaled or exceeded national averages. If African-American students were “knocking themselves out and still not measuring up,” he says, then there might be cause to reconsider. Black leaders like Annette “Polly” Williams of Milwaukee, Fannie Lewis of Cleveland, state Representative Glenn Lewis of Fort Worth, state Representative Dwight Evens of Philadelphia, and Anyam Palmer of Los Angeles, among others, have tried to change the existing system so that graduation is contingent upon academic excellence. Their reward has been a swift kick onto the political carpet. They should have been left alone.

It would appear that if anyone is to blame for the educational crisis among African-Americans it is those whose careers depend on maintaining class warfare and social chaos. Take, for example, the *Carnegie Corporation*-financed set of textbooks under *Project Read* in the 1960s, one printing of that series that could easily have passed for incitement to arson and violence, much like the riots that took place in Watts and Washington, D.C. around that time. A picture on one page displays a lighted torch next to a porch, with the innocent caption “a torch, a porch.” Further on, a smiling man holds the torch aloft, with the caption: “This man has a t_rch in his hand.” *The student is supposed to supply the missing letter, o.* The next picture shows the burning torch touching the porch, with another appropriate caption, and the children are gradually led in stages, under the cover of “spelling,” to the point where the porch is burned to the ground. The final picture in the series shows a man moving the hands of a clock to twenty-five minutes past one, while the shack is devoured by flames.

A subliminal message? You can’t prove it is, or isn’t. That’s the beauty

of psycho-behavioral education. All kinds of manipulative things can be done with it, and when faced with protests, the culprits just shrug their shoulders and say the message was "misinterpreted" by "crackpots."

Other pictures included a flag, which was compared to a rag (ostensibly to demonstrate the concept of rhyme). Then there's the picture of a boy stealing a girl's purse and another one showing a boy throwing pointed darts at a companion whom he is using for target practice!

The project's goal was to provide a programmed reading series for schools in "culturally deprived areas." An estimated five million of the nation's children used the Carnegie-financed texts, which were produced by the *Behavioral Research Laboratory* in Palo Alto, California. Ellen Morphonios, a Florida prosecutor and then-chief of its Criminal Court Division went on record saying, "It's a slap in the face and an insult to every member of the [black] community, saying that the only way to communicate with minority children is to show a robber or violence. It's like subliminal advertising."

REAL LEADERS

Fortunately, the news isn't all bad. There's hope on the horizon. Many leaders in the African-American community are working overtime to turn things around. Take, for example, Charles Ballard, founder of the *Institute for Responsible Fatherhood and Family Revitalization*, who is trying to reverse the trend of one-parent homes. The objectives of his organization are to:

- "Hold every father accountable for the nurturing, social support, and financial support of his child;"
- Encourage women to avoid taking anything "less than the strongest, healthiest, lovable, hard-working responsible men they can find. If a man cannot reach that standard, she should say no to him. Say no to any man who will place her at risk for AIDS, [illegitimate] pregnancy, violence or abandonment;"
- Inculcate the idea that the best measure of a man's love for his children is his treatment of their mother.

Reverend Demetrius Carolina of Philadelphia's Faith Baptist Church works along the same lines, preaching about helping one another, condemning self-indulgence and disrespect, and speaking out on the importance of family, marriage, and public civility. Another black leader, military veteran Kent Amos, founder of the *Urban Family Institute*, is working to re-launch the concept of a "Sweet 16" party to mark the beginning of a young girl's dating career. This would do a lot to restore virtues such as chastity, modesty, maturity, and responsibility in all young people, regardless of race. Young people under 15 years of age, frankly have no business dating. If the two sexes go anyplace together, even to a Saturday afternoon movie, it should be under the supervision of one or more responsible adults. Parents of nearly every culture used to know this.

Amos also has come up with a new twist on the curfew, which, he maintains, is not punitive. Revive instead, he says, the practice of setting bedtimes, times for study and homework, eating, and so on. Then enforce those standards. Adults, says Amos, should essentially go back to acting like adults and guide their children's lives.

Robert L. Woodson, the well-known founder of the *National Center for Neighborhood Enterprise* firmly believes that there needs to be a moral revolution within the black community, a sense of being responsible for its own destiny. "You can't win victories by playing defense," he says. You've got to get out there no matter what the odds are, and win. "The victimizer may have knocked you down, but the victim has to get up."

Still another articulate black leader, Alexander Jones, Director of *Citizens United to Reform the Educational System* (CURES), is working to eradicate illiteracy in urban neighborhoods. A native of Washington, D.C., Jones is a 1975 graduate of the Massachusetts Institute of Technology (MIT). Today, as head of CURES, Jones assists other minority leaders in eradicating the problem of poor teaching methodologies head-on, which is where the action is. He has appeared on numerous radio and TV talk shows, and has had a weekly column distributed nationally by the *National Newspaper Publishers Association*. He has targeted the failure of the public schools as a fundamental source of African-American social problems, and is working to organize parents and other minority leaders so that they may become effective advocates for their children's education.

DISABLED AND PHYSICALLY HANDICAPPED STUDENTS

Constitutional lawyer Bruce Fein calls the *Individuals with Disabilities Education Act Amendment* (P.L. 105-17) of 1997 "a legal maze calculated to frustrate the ability to discipline mainstreamed disabled public school students" who continually disrupt the learning process.

According to the amendment, no disabled child may be suspended for longer than 45 days, even in cases involving drugs and weapons. All kinds of complicated reviews must be made by the Individual Education Plan team looking for any connection between the child's misconduct and his or her disability. The goal, says Bruce Fein, is to find an "exonerating disability."⁴ If such a connection is made, real or imagined, complicated preventive measures must be taken to avoid a recurrence, rather than simply disciplining the youngster. By the time all this occurs, of course, the offense in question is ancient history, and the "immediate feedback" required to correct a child is missing entirely.

The education of disabled students cannot be addressed in catch-all fashion; there are simply too many types of disabilities. Some do not affect the learning process at all. Many Baby Boomers will remember youngsters in their classes wearing leg braces and using crutches in the aftermath of polio. Some of these children were teased occasionally, but for the most part everybody almost forgot the disability. These handicapped youngsters

were disciplined along with the rest of the students, with no more than good judgment required on the part of the teacher. Of course, that was in a day and time when the public schools were not in total disarray.

Other disabilities are more severe—blindness, deafness, severe speech impediments, cystic fibrosis, cerebral palsy, and on and on. The best approach to the education of severely handicapped children is through private institutions set up to handle the specific disability. *No parent of a severely disabled child should have to pay taxes to support the public school system, period, no matter how many other, healthy children they may have who go to public school.* That parent has enough expenses already. He or she should be able to use that money to help defray the cost of a special school for the handicapped, and there should be no strings attached to that tax credit (more properly, “tax waiver”).

America has the resources to give these children and their parents a break. But society does not have the luxury to give chronically disruptive or dangerous behavior carte-blanc, whether the child has disabilities or not.

Schools should be designed with at least one handicapped bathroom on every floor, wheelchair ramps, and lowered drinking fountains, not just for students with long-term or permanent disabilities, but to accommodate the broken bones, sprained ankles, and other injuries that go along with growing up and, indeed, with life.

If a parent, his or her disabled child, and the acting pediatrician all feel that, by high school, a physically disabled youth can handle a mainstream environment, then by all means the child should be allowed to try it if he or she wants to. But there should be no coercion. If school authorities feel they cannot handle a certain type of disability, then they should discuss with parents possible accommodations, things that would be feasible or not, and the reasons. Parents can then decide on the advisability of making other arrangements. Why would any loving parent place a child into an environment in which it is known for sure there is going to be serious difficulties? The child has enough to worry about without enduring a political dogfight as well.

DRESS CODES AND SCHOOL RULES

The only positive thing that can be said for the Clinton Administration's education policies is its support of a dress code, preferably uniforms. Of course, in the public school setting, it's a little late to think about that now, inasmuch as many of the same people who are promoting the idea were the ones who did away with dress codes in the first place. Parochial and many private schools have long been aware that proper dress sends a message to students that “school is their work.” It is natural for pupils and adults to behave in accordance, to some extent, with the way they are dressed.

Uniforms do not have to be ugly or “tacky.” The idea is to increase pride, not lower it. National columnist Ken Adelman noted in his visit to DeMatha High in inner-city Washington, D.C., where “the halls were

lined with African-American teenage boys nattily attired in dress shoes, white shirts, ties, blazers with the school emblem, and navy blue [or maroon] pants. . . . They looked sharp and, relatedly, acted sharp." DeMatha principal John L. Moylan has 40 years' experience teaching and administering in the 840-boy Catholic high school and told Adelman the students were more serious about their studies when they were wearing proper pants, ties, and sports jackets. He noted that on "tag days," special activity days when the students can wear whatever they want, the boys' attention spans were shorter and there was more pushing and shoving.

Contrary to the wisdom of the 1960s, when dress codes fell into disrepute, uniforms—even well-tailored ones—cost less in the long run, regardless of the initial price, because the students require fewer clothes, and the uniforms, purchased in bulk by the schools for resale, are less expensive than an average outfit at stores like *The Gap*.

New York Mayor Rudolph Guiliani "suggested that New York public schools begin to model themselves after Catholic parochial schools like DeMatha. In March 1998 it was announced that the New York Board of Education approved the proposal to require all elementary school students to wear uniforms beginning the fall of 1999. Districts in other states are presently considering similar measures. Only the real "enemies of education," like the NEA and the ACLU, for example, which never miss an opportunity to throw another monkey wrench into any attempt to augment substantive learning, are against the idea.

VOCATIONAL EDUCATION

In this day and age, there are certain things that everyone should know how to do—basic electrical wiring, changing a tire, setting digital kitchen equipment, operating a modem, changing a printer cartridge, working with a spreadsheet on a computer. The section on *School-to-Work/Workforce 2000* legislation is not a wholesale condemnation of vocational education. What is condemned is substituting vocational "skills" for academic studies like speaking/communicating, spelling, mathematics, history, science, philosophy, and rhetoric. No child should be enrolled in a vocational education program whose sentences, spoken or written, are so convoluted that a person has to work hard to figure out what the student is trying to communicate.

In an ideal school system, vocational education should be approached somewhat differently than it has been in the past under the *Carl D. Perkins Vocational Education and Applied Technology Act*. This means some courses need to be added, most of them electives, but not all. Electrical wiring and some principles of electricity, for example, can be a matter of life or death, even if one generally leaves this sort of work to professionals. It should be incorporated into science classes, with a more project-oriented, vocational thrust offered as an elective for youngsters 14 years and up. Which brings up the issue of professional vocations such as electrician, carpenter, chef, plumbing, and hundreds of other non-academic endeavors.

We will not have satisfied workers if we treat these professions as secondary and unimportant. If your commode is backed up, there's nothing in your life more important than plumbing. Especially if one has no idea how to cut off the flow of water! Youngsters should have some exposure to these various endeavors, because they may decide they like one of them. The options should be visible. Not everyone is cut out for desk work, after all. If time and resources weren't being wasted during a school day there would be a place for units in some of these areas during the regular school term.

This is also a good use of summer months. Facilities that use a hands-on approach in very small-group settings to teach basic carpentry, plumbing, car maintenance, and other skills that parents may or may not possess, would be advantageous for youth, and in the long term, for society.

Clearly the facilities for many vocational activities, properly and safely outfitted, cost money. So, offering these things must be a community decision. Tradeoffs may have to be made between plush sports facilities and vocational equipment. At this writing, a new draft of the *Perkins Act* (H.R. 1853) would increase the flexibility of states and localities in planning vocational education programs, reduce bureaucracy at the federal level, and put a cap on a state's administrative expenses. Other bills, such as the Workforce Development Partnership Act, passed by the Senate on 5 May 1998, are nothing more than a means to increase the federal role in education by providing, among other things, job training for unemployed adults. That point aside, some vocational programs may be better accomplished under contract or privately, for a fee to interested parents, one model being independent driver education schools, which are far superior to their public school counterparts in terms of time, equipment, and personal attention. Some activities simply don't lend themselves to a group setting, and a few of the vocational endeavors are among them.

NOTES

1. Note that the 1996 Utah legislation, S.B. 81, states "skills," not "bodies of knowledge."
2. "Schools, libraries want \$2 billion to go online," Reuters News Service, the *Washington Times*, 2 May 1998.
3. L Douglas Wilder, "Black America and Tiger's Dilemma," *Ebony Magazine*, July 1997.
4. The "Project Read Series" was multi-volume and spanned the years 1966-1972. The worst subliminal violence messages were found in Series 1, Books 1 and 2. Book 2, for example, shows a girl throwing a rolling pin at a little boy's head. Edith Kermit Roosevelt (Teddy's grand-daughter) blew the whistle on the books in 1968.
5. "Handicapping Education," Bruce Fein, the *Washington Times*, 20 May 1997, A18.

CONCLUSION AND SELF-TEST

Sometimes, there are forces too powerful for us to whip them individually, in the time frame that we would like. . . . The best we might be able to do sometimes, is to point out the truth and then step aside. That is where I think you are now. For your own personal safety and survival, step aside.

—Former CIA Director William Colby, who disappeared in 1996 and was later found dead.

In the education field today, too many of those who could significantly improve the nature of American schooling have, intentionally or not, taken their cue from the late CIA director, as quoted above. For their “own personal safety and survival”—as often as not, political and job survival—they “step aside.”

As a consequence, individual parents are left to nail down just who is responsible for what so they can challenge offensive programs and policies. Most don't know the difference between a formula and a discretionary government grant; a memorandum of understanding and an interagency agreement; a contract and a partnership; or the relationship between local, state, and federal-level organizations having the same, or nearly the same, names.

When faced with a controversial school program or policy, parents naturally go to the local school to complain. Failing to get satisfaction there, they go to the district office and maybe to the superintendent. They get the runaround all of those places, of course, and have no idea in the world how to wend their way through the maze of funding, agreements, special interests, affiliations, partnerships, spin-off organizations, boards, committees, and commissions.

Hopefully, those who have studied this book are in a somewhat better position. Perhaps it is fitting, then, in this final chapter to take a fairly recent, real-life incident, as it was reported in several newspapers, and turn it into a short self-test. Below are the details of circumstances surrounding a policy change for schools in Montgomery County, Maryland. Following this true scenario is a list of 15 questions to use in analyzing the event. Finally, the reader is challenged to come up with a better response strategy

than the one used by Montgomery County parents. Readers may compare their analysis with the author's, found at the end of this chapter.

A local anti-discrimination group, the Montgomery County chapter of the Committee on Hate/Violence, surveying Montgomery County, Maryland, high school students, released its findings in January 1997. The findings showed that schools there were doing a poor job combating prejudice against homosexuals of both sexes. The school board caved in immediately, without any debate, and moved to amend its human relations policy to prohibit discrimination based on sexual orientation. The alleged instances of prejudice included classroom discussions that failed to take the homosexual's perspective into consideration, and a lack of encouragement for gay students to involve themselves in school activities.

In a subsequent telephone survey, a number of respondents said that the schools did a good job fighting racial and ethnic discrimination, then drew a blank when asked about homosexual discrimination.

With the Board's cave-in, parents went to school board meetings to protest the virtual sanctioning of homosexuality. Soon they had mobilized the community with letters, fliers, and phone calls. A varied group of taxpayers, including church representatives, all descended upon the school board.

The Board did what officials typically do in the face of such citizen protests. They tried to diffuse the issue by saying they weren't really promoting any particular lifestyle. But that got them in more hot water. It prompted the school system's *Gay, Lesbian, and Straight Teachers Network* to cry foul, with the accusation that if it had been any other minority, the Board wouldn't be hedging behind lifestyles. Besides, the Network said, other counties, such as neighboring Howard County, Fairfax County and the District of Columbia already had "sexual orientation" added to its policy statements.

The Superintendent, aided and abetted by the Board, quickly scrambled to find what was called a "middle ground." First he tried to reassure parents by stating in a memo that the ban on discrimination against homosexuals would not lead to "training or curriculum changes that promote, encourage, or approve of sexual activity by any student." Board member Blair G. Ewing's response was more creative: he equated the new policy with religious diversity, saying that just because discrimination was prohibited, it did not imply endorsement of a particular religion or sexual preference. Then he averred that the "policy was about protection, not advocacy."

Eventually things settled down, and the new policy was incorporated.

QUESTIONS:

1. What is the source of survey? How "local" is that source? How do you think the survey was funded?
2. How was the survey conducted?
3. What was the stated purpose behind the survey?
4. What was the real purpose behind the survey? Was there a pre-determined outcome to the survey? If so, how do you know that?
5. What will the statistics from the survey be used for? Do you think community resistance was expected from the outset, or did it just happen?
6. What is the most likely reason why survey respondents "drew a blank" when they were asked about homosexual discrimination?
7. What change agent strategy does the new policy reflect? (Hint: Was the policy ever seriously open for public debate?)
8. What was the fall-back position of the *Gay, Lesbian, and Straight Teachers Network*?
9. What was the significance of bringing up the issue of neighboring counties' policies—Howard County, Fairfax County and the District of Columbia—which supposedly already had added "sexual orientation" to their policy statements? How will the addition of Montgomery County to this list affect other counties?
10. What "middle ground" did the Superintendent come up with? Who does the Superintendent represent? In what way can his "middle ground" be called deceptively attractive?
11. What organization(s) most likely orchestrated the policy change? What short-term purpose would the new policy change satisfy? What long-term goal?
12. What fallacy of logic does Board member Blair Ewing's remark represent? Why did it succeed in defusing the issue?
13. Despite the Superintendent's protestations, what kinds of curriculum can now be expected to make their way into Montgomery County schools?
14. If corrective curricula do come into the schools, what organization most likely will be supplying the funding? What organization will most likely supply the materials themselves? How, in light of the Superintendent's comment, will introduction of the new curricula be justified?
15. Was there anything wrong with the way opponents handled this matter? What could they have done differently, if anything?

REALITY "THERAPY"

It may seem ironic, but government always gets what it subsidizes. If it showers more funding on failure than on success, it shall get more failure. If it devotes more hours and resources to preventing teen pregnancy than to transmitting substantive knowledge, the nation will get more promiscuity

and babies having babies. If school districts spend more on psychological profiling and drug programs than on academic testing and performance, aberrant behavior will go up and the nation's level of knowledge will go down. That's reality.

Theodore Roosevelt once said:

If we stand idly by, . . . if we shrink from the hard contests where men must win at hazard of their lives and at the risk of all they hold dear, then the bolder and stronger . . . will pass us by, and win for themselves the domination of the world.

Today, we no longer stand at a crossroads. We passed that crossroads in the 1960s. Today, we are beyond the crossroads and are looking down into the abyss. Syndicated columnist Suzanne Fields captured this truth when she wrote: "The starting place for belligerence [today] is so far beyond where baby-boomer parents ended that rebellion that tests of the limits is limitless. Today's teenagers tolerate graphic sexuality and violence that would have made their parents throw up."

We must accept that the counterculture of the 1960s is now the primary policy-making body. Misfits like Bernadine Dohrn, a founder and principal leader of the old *Weather Underground* that claimed responsibility for some 40 terrorist bombings in the sixties and seventies, including three at the US Capitol, exemplifies a whole class of counterculture crackpots that dropped out of sight for awhile, then came back with a vengeance, wearing white coats and pinstripe suits in the 1980s. They may have stopped throwing bombs and tempered their protests; they may have obtained university degrees and credentials; they may have won the support and funding from notable, organizations, many of which are detailed in these pages, but their agenda is more deeply entrenched than ever. Today, the worst of the counterculture kooks are sitting in positions of power and influence, right where they always wanted to be. Bernadine Dohrn, for example, a wanted fugitive for nearly a decade, emerged from her bomb-throwing days to become a teacher at Northwestern University law school and co-chair the *Litigation Task Force on Children* of the *American Bar Association*. She never renounced her violent past, her cooperation with Communist governments, or tried to make up for the lives she and her colleagues destroyed and injured, including 75 policemen in Chicago.

We must decide now what we want our schools to be: baby-sitting and day care facilities, mental health facilities and psychiatric labs, or academic, scholarly, and vocational institutions that pass along the rules and heritage of civilized societies, which encourage a disciplined mind, and provide young people with the skills and knowledge base both to sustain themselves financially and make sense of a democratic republic. We must let our legislators and other officials understand in no uncertain terms that we've had enough of fads, of unproven methodologies, and of using our children to further political causes of-the-moment. Unlike Dr. Brock Chisholm in 1944, we don't have the luxury of 20 years to do the job.

MONTGOMERY COUNTY SCENARIO: ANSWERS AND ANALYSIS

1. Although the survey came through the Montgomery County chapter of the Committee on Hate/Violence, the likeliest sources are: the national *Gay, Lesbian, and Straight Teachers Network*, and the *Council of Chief State School Officers' Centers for Disease Control*-funded "School Health Program Staff in State Education Agencies." Recall in Chapter 28, "Homosexual Activism," that the CCSSO is charged with organizing sex education efforts at the state level. The whole effort most likely is part of the CDC-funded training workshops for "state HIV coordinators," whose business it is to create "effective strategies that can be used by school leaders" to advance homosexual causes.

2. According to newspaper accounts (usually several paragraphs down in the story), the survey was conducted by telephone, but there is nothing in any of the accounts that reveals how surveyors were led to the assumption that "classroom discussions . . . failed to take the homosexual's perspective into consideration" or that gay students were discouraged from becoming involved in school activities. Giving them the benefit of the doubt, perhaps they did ask questions on the survey to that effect. But survey/assessment testing in classrooms was the more likely source of that assumption and shouldn't be ruled out.

3. The stated purpose of the survey was to assess whether there was any level of hate or violence against certain groups.

4. The real purpose was to assess the level of tolerance for homosexuality and homosexuals. That there was a pre-determined outcome can be inferred from the initial question regarding discrimination against racial and ethnic groups, which was immediately followed by the one on homosexual discrimination. The two questions, asked in succession, served as a ploy to distract the respondent (see #6 below). The anticipated outcome was that survey results would show a "need" for a new policy with respect to sexual orientation.

5. Statistics will be used to galvanize support for homosexual-friendly policies. An uproar was undoubtedly anticipated—indeed, sought. The furor from the community will tend to validate the existence of "hate" and, therefore, the need for such policies. Moreover, loud community resistance was highly desirable.

6. Most respondents were probably shocked when the question of homosexual discrimination was asked. Most probably expected it to stop with race and ethnicity, so they didn't have any answer.

7. The change agent strategy is the *fait accompli*—the notion that it is best not to tell the truth about the substance of a program or policy until after the fact (the *fait accompli*), when the "profound results" supposedly will render its merits obvious (see Chapter 13). Inasmuch as there was never any public debate scheduled on whether the policy would be implemented, it can be inferred that the policy was in the works no matter what.

8. The fall-back position for the *Network* was to play the part of the wronged victim. However, in coming forward, they gave away their hand in

the whole affair. Montgomery County parents apparently didn't pick up on that.

9. The other counties mentioned as already having incorporated the sexual orientation language in their human relations policies was an intimidation ploy. If "everyone is doing it" (implied)—an "appeal to common practice," as per Chapter 24—then Montgomery County will be more apt to go along. As soon as Montgomery County acquiesces, that will be used, in turn, to intimidate still other boards in other counties.

10. Recall from Part III that superintendents are selected by the *Council of Chief State School Officers* (CCSSO). Therefore, the Superintendent's primary allegiance is not to his district, but to the CCSSO. The Superintendent doesn't say the new policy won't lead to "training and curriculum changes that promote, encourage or approve of homosexuality"; he says the policy won't lead to "training or curriculum changes that promote, encourage, or approve of sexual activity." Big difference. Thus, legitimacy of homosexuality through curricular changes can, and surely will, follow.

11. The organizations most likely to have orchestrated, or spearheaded, the policy change are the CCSSO and one of the homosexual activist groups with which the national *Gay, Lesbian, and Straight Teachers Network* partners its efforts. Any time a "chapter" of some organization is named, that means it is part of a larger entity at the state, and possibly national, level. Also, recall the CDC's *Division of Adolescent School Health*, with its partnerships made up of 24 leftist and counterculture organizations, alluded to in Chapter 28? In the short-term, the new human relations policy will allow curricular "strands" to be introduced that will satisfy the long-term goal of establishing tolerance for and legitimacy of homosexuality.

12. In equating religious and sexual preference, Ewing makes a false analogy (see Chapter 24).

13. Parents and students can expect to see curricula such as *Heather has Two Mommies*; teen homosexual clubs; encouragement of homosexual pairing at school dances and other functions; and changes in wording of curricular materials to make them gender-neutral, as well as eradication of references that might imply heterosexual marriage to be a "preferred" status. Officials will still maintain that they are not promoting sexual activity, which technically is true.

14. The funding source for homosexual-friendly curricular materials will most likely be the CDC, and even the *Playboy Foundation*. SIECUS and Planned Parenthood are the most likely sources of the materials, although a few may carry the logo of the *Gay Press*. Any reaction to the blatancy will be considered "hate," which will tend to justify stepping up the program.

15. By failing to see the hate/violence trap set for them, Montgomery County opponents fell for the bait. Any policy change should have been preceded by free and open debate, not accomplished on the basis of a nebulous survey. Opponents should have come in quietly with lawyers from a totally different direction.

Thus parents should have attacked the process, not the Board directly. While media attention is generally the best way to alert people to what is going on, in this case a grassroots media blitz was the wrong approach. A quiet telephone campaign to solicit funds for legal action would have been better and, while taking longer, would have bought time to brainstorm a strategy.

An injunction against the policy could have been pursued while lawyers sought out the real source (group) promoting the policy change and attacked that. Once the media was alerted—by the homosexual activists, as opposed to the parents—the false analogies, phony “middle ground,” and other particulars could be addressed. A committee of parents should then have been formed, legally incorporated as a nonprofit,¹ and with the help of lawyers, a human relations policy should have been drafted that supports existing laws against violence and blatant intimidation of *individuals*, in the generic sense.

Parents then could have turned the tables on the homosexual activists by invoking *this* law to stop intimidation of their own, incorporated parent group. This action would have frustrated the homosexual-advocacy source spearheading the whole affair and potentially kept them tied up in legal knots for years to come, every time they tried to railroad their agenda into the schools. Moreover, this action by the incorporated parent group would serve to throw the hate/violence/intimidation gambit right back in the face of the homosexual activists.

Isn't all this work time-consuming? And difficult? Worse, aren't parents who do these things being overprotective? You bet. But it certainly beats the alternatives.

NOTES

1. Incorporation and the legal hassles associated with injunctions and “discovery” require money—although incorporation *per se* is not expensive. Indeed, there are organizations that might have been willing to fund such a daring move. The down side, of course, is that parents may wish to spare young children the inevitable long explanations that would surely ensue about homosexual activism and spend the money on an independent school instead, depending on availability and circumstances.

TABLE 1.OBE PARADIGM

TRADITIONAL

OBE

- Individual subjects
 - Basics: reading spelling, grammar, reading, composition, math, science, chronological history, geography, dictation, elocution, etc.
 - Textbooks & workbooks

 - Math algorithms, logic

 - Pencil/pen and paper: writing skills such as syntax, punctuation, etc.

 - Single-grade classes requiring permission to advance
 - Report cards and individual grades, competency-based promotion

 - Objective tests and subjective oral presentations to assess speaking
 - Teacher-directed learning

 - Memorization/application/progress-to-synthesis of learning: thinking
 - Quiet classrooms, structured

 - Incremental learning, concrete-to abstract
 - Curriculum-centered, preparation for an adult world & self-determined career path
 - Individual responsibility for learning, teacher & parental pressure
 - Adult rules & leadership

 - Self-discipline & self-motivation encouraged
 - Literature that promotes, if not always depicting, moral standards of conduct

 - Music and culture reflecting our nation's past as well as other art and music that had a great and lasting effect on civilization
- Interdisciplinary (merged) subjects
 - Basics: whole language, coping, life adjustment, teamwork, diversity, multiculturalism, AIDS & sex education, Show & Tell, etc.
 - Newspapers & other mass media, trade books, closed-loop computer interactive learning (inc. by satellite), video discs, films, and other mediums parents can't review
 - Logos, games, simulations, calculators, no rote memorization required
 - Word processing, but no emphasis on correct writing, construction, grammar, logical progression, or syntax. Freestyle writing & multiple choice/true-false learning
 - Multi-grade free-for-alls, social promotion
 - Team grades, an "equality of results" philosophy, and port folio assessments (electronic)
 - Attitude inventories and opinion surveys with a few objective items
 - Process-directed learning; teachers coach, comfort, nurture
 - Jump right to thinking, no context of factual information required
 - Noise and bustle, "student interaction," relaxed, unstructured
 - Infusion method, no layers of learning
 - Child-centered, preparation for a youth culture and specific, limited job opportunities in global market
 - Cooperative learning, peer pressure
 - Child-determined rules, adult mentors
 - Teacher & group must motivate child
 - Literature depicting the worst aspects of human nature and frequently dignifying them. Gay sex texts, for example, are often put out by the publishers of gay pornography and pedophilia
 - Junk "culture," trivia, and "alternative" art. No emphasis on being able to link a work with its artist.

TABLE 2.-COMPARING THE ORIGINAL STATE OUTCOMES

ILLINOIS	VIRGINIA (FIRST DRAFT)	KANSAS/OKLAHOMA
1. Think analytically and creatively and be able to solve problems.	1. Use analytical creative thinking to explore ideas and solve problems.	1. Think creatively and problem-solve in order to live in a global society.
2. Work independently and cooperatively in groups. Understand and appreciate the diversity of our world and the interdependence of its people.	2. Work well with individuals and groups while demonstrating an acceptance of diversity.	2. Work effectively both independently and in groups in order to live, learn and work in a global society.
3. Develop physical and emotional well-being.	3. Exhibit attitudes which promote mental, physical, and emotional health.	3. Have the physical and emotional well-being necessary to live in a global society.
4. Continue to learn throughout their lives.	4. Commit to continuous learning after schooling is completed.	4. Participate in lifelong learning.

OTHER TYPICAL OUTCOMES

MICHIGAN	PENNSYLVANIA	KANSAS
• A person capable of learning over a lifetime. • A person capable of applying knowledge in diverse situations. [<i>What knowledge?</i>] • A person who makes decisions for successful living. • A caring, sensitive, flexible human being.	• All students develop interpersonal communication, decision making, coping, and evaluation skills and apply them to personal, family, and community living. • All students . . . exhibit self-esteem. • All students make environmentally sound decisions in their personal and civic lives.	• cope with family mobility. • deal with family anger. • believe others like them. • express comfort with sexual identity • explain and demonstrate on a model proper application of a condom. • believe in their own morality.

REFERENCE LIST OF ACRONYMS

- AAP—Association of American Publishers
ABC—American Broadcasting Corporation
ACCESS—Access to Medical Assistance Reimbursements (Pennsylvania)
ACLU—American Civil Liberties Union
ACT—American College Testing program
ADD—Attention-Deficit Disorder
ADHD—Attention-Deficit-Hyperactive Disorder
ADORAG—advocate-organizer-agitator (official change agent definition)
AES—American Eugenics Society, later changed to: Society for the Study of Social Biology
AFT—America Federation of Teachers
AFY—Advocates for Youth
AHA—American Humanist Association
AIDS—Auto-Immune Deficiency Syndrome
APA—American Psychological Association
ART—American Renaissance for the 21st Century
ASCD—Association for Supervision and Curriculum Development (NEA spinoff organization)
BSTEP—Behavioral Science Teacher Education Project
CAN—Cult Awareness Network
CBC—Canadian Broadcasting Corporation
CBE—Council for Basic Education
CBS—Columbia Broadcasting System
CCSSO—Council For Chief State School Officers
CDC—Centers for Disease Control
CEE—Christians for Excellence in Education (part of National Association for Christian Educators)
CEO—Chief Executive Officer
CFAT—Carnegie Foundation for the Advancement of Teaching
CIA—Central Intelligence Agency
CIM—Certificate of Mastery
CLIN, NCLIN—Community Learning and Information Network (now National)
CLS—controlled learning situation
COBE—Center for Outcome Based Education
CPUSA—Communist Party of the United States of America
CREATE—Center for Research on Educational Accountability and Teacher Evaluation
CURES—Citizens United to Reform the Educational system (based in Washington, D.C.)
DAP—developmentally appropriate practice
DBD—Disruptive Behaviors Disorders
DSM—Diagnostic and Statistical Manual of Mental Disorders

ECAPE/CAPE—(Exploratory) Committee on Assessing Progress in Education

ECS—Education Commission of the States (Carnegie Foundation spinoff)

EPSDT—Early Periodic Screening, Detection, and Treatment

EQA—Educational Quality Assessment (Pennsylvania)

ERIC—Education Resource and Information Center (computerized)

ESEA—Elementary and Secondary Education Act of 1965

ESIDS—Elementary and Secondary Integrated Data System (soon renamed)

ETS—Educational Testing Service

FBI—Federal Bureau of Investigation

FDA—Federal Drug Administration

FLE—Family Life Education (sex education) FTC FeAernl Trorle

G-2—British intelligence agency

GAO—General Accounting Office

HEW/DHEW—(Department of) Health Education and Welfare (pre-1976)

H1V—Human immunodeficiency Virus

HMO—Health Maintenance Organization

HUAC—House on Un-American Activities (1950s)

IASA—Improving America's Schools Act (new version of the ESEA)

IDEA—Individuals with Disabilities Education Act

IEEE—Institute of Electrical and Electronic Engineers

IEP—Individual Education Plan

IPCC—U.N.'s Intergovernmental Panel on Climate Change

IQ—Intelligence Quotient

IRRC—Independent Regulatory Review Commission

IRS—Internal Revenue Service

ISG—Information Services Group, part of NCS

ISR—Institute of Social Research (the larger Frankfurt School)

ISV—Index of Social Value

JDRP—Joint Dissemination Review Panel

LEA—local education agency

LMIS—Labor Market Information System

MEAP—Michigan Educational Assessment Program

MIB—Medical Information Bureau

MIT—Massachusetts Institute of Technology

MMPI—Minnesota Multiphasic Personality Inventory

MVA—Motor Vehicle Administration (Maryland agency)

NAEP—National Assessment for Educational Progress

NAGB—National Assessment Governing Board

NARSAD—National Alliance for Research on Schizophrenia and Depression

NAS—National Association of Science

NASA—National Aeronautics and Space Administration

NASDC—New American Schools Development Corporation

NasHEC—National School Health Education Coalition

NCEE—National Center for Education and the Economy (formerly Carnegie Forum)

NCEI—National Center for Educational Information

NCES/CES—(National) Center for Education Statistics

- NCSS—National Council of Social Studies
NDN—National Diffusion Network
NEA—National Education Association
NEF—New Education Fellowship (precursor of the Frankfurt School)
NGO—nongovernmental organization
NHES—National Household Education Survey
NIE—National Institute of Education (now absorbed by OERI)
NIMH—National Institutes of Mental Health
NME—National Medical Enterprises
NSF—National Science Foundation
NTL—National Training Laboratory (an NEA spinoff)
NWRL, NWREL—Northwest Regional (Education) Laboratory (one of the official regional education laboratories of the US Department of Education)
OA—Outcomes Accreditation
OBE—outcome(s)-based education
ODDM—outcomes-driven developmental model (a different OBE model)
OERI—Office for Educational Research and Improvement
OSS—Office of Strategic Services (World War II, developers of a “truth drug”)
OWI—Office of War Information (World War II)
P.L.—Public Law
PAT—Parents As Teachers
PAW—People for the American Way (Nomlan Lear’s anti-religion group)
PDE—Pennsylvania Department of Education
PEA—Progressive Education Association (1930s)
PLA—political linkage agent
PPBS—program-planning-budget-system (precursor of ESIDS)
PPRA—Protection of Pupil rights Amendment (a.k.a. “Hatch Amendment”)
PQL—Partners in Quality Learning (never-used “new” OBE designation)
PR—public relations (“black PR” is negative advertising)
PSWIM—Pittsburgh School-wide Intervention Model
PTA—Parent-Teacher Association
PTC—Private Tutoring Clearinghouse
RTI—Research Triangle Institute (based in North Carolina)
RWJ—Robert Wood Johnson Foundation (source: Johnson & Johnson)
SANE—Sexual Assault Nurse Examiner
SAT—Scholastic Aptitude Test
SCANS—Secretary’s Commission on Achieving Necessary Skills (Department of Labor)
SDS—Students for a Democratic Society (radical Marxist student organization of the 1960s)
SEA—state education agency
SIDS—Sudden Infant Death Syndrome
SIECUS—Sex Information and Education Organization of the United States
SPEEDE-ExPRESS—Standardization of Post-Secondary Education Electronic Data/Exchange of Permanent Records Electronically for Students
SSI—Supplemental Security Income
SASS—School and Staffing Survey
STD—sexually transmitted disease

STW—School-to-Work legislation

TELLS—Testing and Essential Literacy Skills

UN—United Nations

UCLA—University of California at Los Angeles

UNESCO—UN Educational, Scientific and Cultural Organization

USOE—US Office of Education (under Health, Education, and Welfare prior to 1976, when it became an independent cabinet agency, the US Department of Education)

WICAT—World Institute for Computer-Assisted Technology (based in Utah)

WTO—World Trade Organization

INDEX

A

Abel Foundation: *see* Foundations
 Ability grouping: *see* Learning styles
 Abortion; *See also* Health clinics; . Counseling services 111, 126, 129, 140, 180, 181, 187, 190, 200, 250, 330, 334, 335, 369, 408, 424, 426, 466, 477, 537, 540
 Abstract reasoning: *see* Reasoning, abstract; Learning styles: abstract reasoning
 Abuse
 child 142, 200, 275, 330, 335, 353, 425, 534
 substance [a.k.a. alcohol/drug abuse] 298, 326, 332, 371, 440, 449, 451, 452, 533, 536, 543, 544, 548
 ACCESS [a.k.a. Access to Medical Assistance Reimbursements] 498, 503, 573
 Accountability 22-25, 73, 281, 282, 309, 316, 319, 551, 573
 legislation 22
 ACHIEVE 311
 Adams, Dr. Marilyn; *See also* Reading instruction, phonics 385
 Adams, John; *See also* Founding Fathers 393, 410, 411
 Adaptability 41, 136, 325, 328, 400
 Adelman, Ken 561, 562
 Adelson, Joseph 544
 Adler, Mortimer; *See also* Paideia Group . 223
 Adorno, Theodor; *See also* Authoritarian character ... 110, 111, 134, 144, 145, 149, 151, 152, 155-158, 167, 183, 190, 214, 233, 246, 364, 375
 Advertising [a.k.a. packaging, marketing] . 16-18, 20, 27-29, 38, 40-42, 45, 46, 48, 49, 52, 53, 65, 66, 68, 74, 137, 152, 198, 222, 229, 270, 278, 285, 296, 305, 313, 314, 320, 336, 347, 369, 370, 374, 416, 436, 455, 482, 500, 502, 559, 575
 subliminal [a.k.a. surreptitious message(s)] 63, 254, 468, 487
 Advocate(s), child 255, 358
 Advocate-organizer-agitator [a.k.a. ADORAG]; *See also* Change agent . 246, 247, 249, 573
 Advocates for Youth (AFY); *See also* Center

 for Population Options 542, 543
 Affective 30, 192, 321, 463
 curriculum(s) and education; *See also* Behavior modification, modifying behavior tests 12, 246, 315
 African-American(s); *See also* Role models 48, 81, 126, 155, 177, 185, 186, 206, 222, 387, 394, 404, 510, 554, 558-561, 563
 Afrocentrism/Afrocentrist 81, 126, 206, 222, 277, 380, 384, 385, 444, 474, 555-561
 Agitator(s); *See also* Change agent(s); Facilitator(s); Provocateur(s) . viii, 18, 40, 134, 155, 162, 198, 232, 240, 248, 255, 416, 417, 419, 458, 459, 461, 462, 500, 538
 Frankfurt-trained 229, 406
 Tavistock-trained 229, 246, 250
 Alan Guttmacher Institute: *see* Planned Parenthood
 Alexander, former presidential candidate Lamar 24
 Alexis, Peter; *See also* Insurance fraud 258
 Alienation 147, 148, 156, 201, 459
 Alinsky Method; *See also* Delphi Technique 248-250
 Allport, Gordon 144
 Altered state(s) of consciousness; *See also* Hypnosis 228
 America 2000; *See also* Bush, President George; New American Schools . 41, 269, 271, 273, 287, 289, 291, 294, 295, 298, 308-311, 318, 321, 354, 432
 America Reads Program 387, 470
 American Association of School Administrators 341, 482
 American Bar Association 222, 260, 270, 567
 American Broadcasting Corporation (ABC) 10, 201, 209, 532, 573
 American Civil Liberties Union (ACLU) 123, 136, 137, 486, 493, 562, 573
 American College Test (ACT) 83
 American Enterprise Institute 393, 474
 American Eugenics Society [a.k.a. Society for the Study of Social Biology (AES)] i, 120, 167, 170-175, 177, 179, 186,

- 188, 190, 196, 482
 American Federation of Teachers (AFT)
 21, 22, 32, 269, 275, 296, 494, 503
 American Humanist Association (AHA) 131
 American Library Association 482
 American Psychological Association (APA)
 204, 205, 257, 259, 260
 American Renaissance for the 21st Century
 (ART); *See also* York, Alexandra; Fine
 arts 232, 251, 528
 Americans for Religious Liberty 482
 Americans for Separation of Church and
 State 482
 Americans United for Separation of Church
 and State; *See also* Lynn, Barry 105,
 106
 Amos, Kent; *See also* Role models 559
 Anchell, Dr. Melvin 538-539
 Anecdotal 552
 records 82, 83, 314
 research; *See also* Experimental re-
 search 119, 383, 413
 Anonymity: *see* confidentiality
 Anti-authoritarianism; *See also* Adorno,
 Theodore; Neil, A. S.; Fromm, Erich;
 New Left 134, 141
 Anti-Defamation League 483
 Anti-parent campaign; *See also* Stalin,
 Josef 142, 242, 365
 Appeals, types of: *see* Fallacy(ies) of reason-
 ing
 Apprenticeship(s); *See also* Certificate of
 Mastery (CIM) . 322, 349-351, 360
 Argument: *see* Verbal combat; Rhetoric;
 Framing the debate; Fallacy(ies) of
 reasoning
 Arney, Rep. Richard 342
 Art 129, 232, 410, 430, 479, 571
 in education 214, 220, 322, 376,
 377, 527-530
 in public morality 156, 184
 Articulation; *See also* Elocution; Curriculums,
 enunciation 384, 415
 Artificial disruption [a.k.a. artificial disor-
 ganization]; *See also* Luria,
 Alexander 192, 196
 Ascona, Switzerland [a.k.a. Ascona com-
 mune]; *See also* Counterculture . 115,
 128, 129, 163, 228, 229
 Ashcroft, Senator John 291
 Aspen Institute for Humanistic Studies
 [a.k.a. Aspen Institute] 123, 223,
 296, 482
 Assessment system(s) 308, 354
 Association for Supervision and Curriculum
 Development (ASCD) 471, 472,
 480, 492, 495, 503
 Association for the Advancement of Psycho-
 logical Understanding of Human Nature
 (*see also*: Manuela Frehofer) . 238-242
 Association of American Publishers
 (AAP) 405
 Association(s), professional. 205, 295, 296
 At-risk, at risk; *See also* Labeling (Stereotyp-
 ing) 30, 31, 46, 52, 97, 101,
 304, 332, 336, 337, 369, 371, 476
 Atheism, atheist [a.k.a. "scientific atheism"];
 See also Humanism, humanist .. 111,
 123, 131, 162, 171, 186, 223, 407,
 410, 436, 453, 486
 Attack manual(s) 473, 476, 482, 485
 Attention Deficit Disorder (ADD) 27,
 97, 99, 173-175, 184, 185, 188
 Attention Deficit Hyperactive Disorder
 (ADHD) .. 27, 32, 98, 99, 103, 108
 Attention span(s) 162, 407, 562
 Attitude and lifestyle data: *See also* Psycho-
 graphics; VALS; Viewpoints; Opin-
 ions; Behavioral inventories ... 14, 35,
 40-42, 51, 52, 59, 60, 91, 106, 290
 Attitude(s), attitudinal; *See also* View-
 point(s); Opinion(s); Belief(s); Values
 tests; Noncognitive development
 questionnaires 11-13
 surveys 82, 83, 571
 curriculum 102, 104
 teaching 162, 194, 255
 targeting 30, 68
 predicting vii, 46, 194, 198
 freezing, unfreezing .. 203, 245, 246
 Authoritarian character/personality; *See also*
 Fromm, Erich; Adorno, Theodor .. 149,
 152, 167
 Authoritarian Personality Project 144
 Authoritarianism 112, 128, 132, 134,
 141, 149, 151, 153, 155, 168, 217
 Auto-Immune Deficiency Syndrome (AIDS)
 53, 125, 156, 240, 247, 270, 276,
 326, 328, 334, 389, 404, 411, 412,
 435, 438, 439, 448-450, 455, 460-
 462, 499, 539, 541-543, 548, 559,
 571

B

-
- Baby license(s)(ing): *see* Boulding, Proposal; Licensing, license(s): baby, parent . 177, 180, 181
- Background check(s); *See also* FBI files ... 10, 11, 20, 35, 51, 531
- Bajema, Carl; *See also* Parent(al) licensing 180, 181, 190
- Baker, Russell 40, 516
- Ball, Attorney William 289
- Ballard, Charles 559
- Bandler, Richard 164
- Bar codes; *See also* Identifiers; Slugging; Sticky-labeling 15, 87, 400
- Barbagello, Dennis 27
- Barber, superintendent Vicki L.; *See also* El Dorado County Office of Education 101
- Barclay School (Baltimore, MD) 510, 556
- Barrett, Edward; *See also* Psychological, warfare 197
- Barry, Dave 516
- Bastiat, Frederic 364
- Bateson, Gregory 226
- Bauer, former Undersecretary of Education Gary; *See also* Family Research Council 475, 509
- Bazelon, Judge David: *see* Insanity, as defense 260
- Beatty, Wolcott 76, 88
- Becker, James; *See also* Globalist, globalism) 28, 32, 214, 215, 218-220, 223, 256, 372, 472, 477
- Behavior [a.k.a. attitudes, beliefs, viewpoints]; *See also* Behavior modification; Conditioning; T-groups
- consumer 45-48
- modification [a.k.a. modifying behavior] *See also* Affective education ... 30, 51
- predicting; *See also* Predictors; Indicators 63
- Behavioral
- aberration(s); *See also* Political correctness; behavioral disorder(s) 184, 185
- conditioning [a.k.a. behavioral reflex]; *See also* Pavlov, Ivan; Skinner, B. F. disorder(s) 21, 28
- eugenics, eugenicist(s); *See also* Eugenic psychologist; Psychiatric genetics; Evolutionary psychologist 120, 167, 173, 189, 259
- inventories: *see* Psychological, inventories; Personality, inventories; Attitude, scales
- markers 174-176
- norms 231
- science/"science" vi-viii, 9, 16, 20, 26, 29, 37, 63, 90, 100, 110, 119, 122, 127, 153, 184, 186, 194, 218, 234-236, 241, 247, 252, 256, 263, 266, 284, 297, 332, 407, 409, 416, 417, 498
- scientist(s)/"behaviorist(s)" viii, 16, 20, 26, 30, 33, 43, 52, 78, 79, 82, 90, 92, 183, 186, 189, 203, 207, 237, 238, 241, 243, 262, 272, 279, 291, 322, 339, 349, 368, 374, 406, 407, 456, 483, 484, 487, 516, 521
- screening [a.k.a. psychiatric screening] viii, 20, 95, 174, 180, 190, 204, 206, 222, 336, 369
- Behavioral Research Laboratory (CA) 559
- Behavioral Science Teacher Education Project (BSTEP) 234-237, 243 244
- Belief(s)
- altering, changing; *See also* Programming; Conditioning; T-groups; Strands 42
- fixed; *See also* Bloom, Benjamin
- uncovering [a.k.a. "getting into the belief system"] 30, 106
- Belief system; *See also* Subconscious mind .. 16, 29, 30, 59, 63, 73, 103, 110, 189, 203, 204, 256, 324, 416, 421, 500, 501
- Bell Curve 312-314, 431
- Bell, Secretary of Education Terrel 315
- Belmont Project 8, 279, 280, 283, 307, 339
- Benjamin, Walter; *See also* Adorno, Theodor ... 110, 149, 151, 156, 225
- Bennett, Senator Robert 53
- Bennett, William J., former Secretary of Education 231
- Berelson, Bernard 79, 88
- Berkeley Public Opinion Study Group 151
- Bernard, Cheryl; *See also* Conflict resolution 394
- Bernardo, Aldo 301
- Big business 59, 258, 270, 287, 309,

- 310, 350, 354, 355
- Bilingual education; *See also* Vega, Fernando 31, 222, 277, 304, 305, 533, 545, 546
- Bill of Rights
 American 208, 328, 388, 428, 517, 534
 Children's; *See also* Convention on the Rights of the Child 481
 Students'; *See also* Phyllis Schlafly 480
- Bingham, W. V. 123
- Bioethics 229, 330
- Birth control, history of 537-541
- Black English: *see* "Ebonics"
- Blackstock, Robert; *See also* Culture, Western 212, 527
- Bloom, Benjamin S.; *See also* Beliefs, fixed 28, 33, 72, 120, 243, 251, 321, 322, 332, 339, 346, 472, 483
- Blumenfeld, Samuel; *See also* Reading instruction, phonics 121, 400, 474
- Bolshevik Revolution 147, 148, 195
- Bolshevik(s), Bolshevism 113, 132, 136, 143, 146, 163
- Boltzman Institute of Politics; *See also* Bernard, Cheryl 394
- Bond, Allen 386
- Bork, Judge Robert 93, 201
- Boulding Proposal; *See also* Boulding, Kenneth; Licensing, license(s): baby, parent 180
- Boulding, Kenneth; *See also* Licensing, license(s): baby, parent 180
- Bounty hunters: *See also* Insurance fraud 258
- Bourgeois, bourgeoisie 114, 141, 150, 152, 156, 374
- Boyer, Ernest 28, 124, 125, 223
- Brainwashing: *see* Scientific coercion, Tavistock Institute, Rees, J. R.
- Brameld, Theodore 165
- Brennan, Justice William 519
- Brewer, Roy; *See also* Hollywood Ten 137, 138
- Brill, Abraham; *See also* Neill, A. S. ... 113, 114, 365, 538
- British Psychological Society 131, 132
- Brown, civil rights attorney Kent Masterson 98, 100, 335
- Brown, Ed 386
- Brunner, Michael S.; *See also* Reading instruction, phonics 9, 383-386, 413, 557
- Buddhism 227, 478, 479
- Bunker, Archie and Edith 466
- Bureau of Census, Census Bureau 18, 36, 47, 50, 51, 73, 85, 86, 92, 177, 205, 370, 549
- Burningham, Superintendent G. Leland (UT) 315
- Bush, President George; *See also* . America 2000 24, 41, 269, 273, 287, 289, 308-311, 391, 396
- Bushman, Richard; *See also* Civil society
- Butler, N. M. 128, 144
- Byrd, Mrs. Denise 547
- C
-
- Calero, Henry H. 417
- California Teachers Association 539
- Calvert School (D.C.) 510, 531
- Cameron, Ewen 150, 214-218, 222, 223, 364
- Campaigns/Elections 494
- Canadian Broadcasting Corporation (CBC); *See also* Cameron, Ewen 215, 223
- Captive audience [a.k.a. captive setting, captive environment] 61, 266, 370, 469, 498
- Cardozo, Nancy Bray 396
- Careers Act: *see* Workforce Development Act of 1995
- Carnegie Corporation 122-126, 159, 165, 197, 205, 219, 213, 273, 329, 350
- Endowment for International Peace Forum: *see* National Center on Education and the Economy
- Foundation for the Advancement of Teachers (CFAT) 24, 26, 28, 29, 62, 106, 121-127, 165, 217, 223, 268, 269, 271-274, 279, 280, 283, 296, 304, 311, 348, 349, 472, 476, 482, 483
- Institute of Technology 122, 123
- Carolina, Rev. Demetrius; *See also* Role model(s) 559
- Carter, President Jimmy 199, 391
- Casey, Governor William B. (PA) .. 287, 343
- Cather, Willa 114

- Cato Institute 365, 474
- Cattell, J. McKeen 123
- Cause-effect, cause-and-effect; *See also* Reasoning, types of 430, 448, 451
- Cecil County (MD) 346
- Censor(s), censorship 201, 296, 453, 454, 473, 474, 482, 485, 486, 489-491, 494, 496, 536
- Census; *See also* Bureau of Census, Census Bureau 18, 36, 47, 50, 51, 73, 85, 86, 92, 177, 205, 370, 549
- Center for Coordination of Educational Assessment and Evaluation 281
- Center for Democracy & Technology; *See also* Privacy 57, 105
- Center for Education Renewal; *See also* Goodlad, John 57, 105
- Center for Outcome Based Education (COBE) 319, 320
- Center for Population Options ... 125, 543
- Center for Research on Educational Accountability and Teacher Evaluation (CREATE) 319
- Centers for Disease Control (CDC); *See also* Homosexuality 341, 541-543, 548, 568, 569
- Central Intelligence Agency (CIA) ... 225-227, 230, 564
- Central planning; *See also* Workforce Development Act of 1995; Careers Act 299, 347
- Centreville incident (VA) 15
- Certificate of Mastery (CIM) ... 274, 351-353, 363
- Change
 managed/planned 245
- Change agent(s); *See also* Facilitator(s); Provocateur(s); Agitators 32, 33, 40, 164, 245-247, 249, 250, 252, 316, 416, 419, 421, 425, 458, 500
- Character education 328, 400
- Chase, Stuart 197
- Chasnoff, Debra; *See also* Homosexual activism 199, 539
- Chasteen, Edgar 180, 185
- Chavez, Cesar 390, 393
- Cheney, Lynne 393
- Chicago School Board 343
- Chief State School Officer(s) 75, 76, 269, 278, 279, 281, 292, 309, 341, 482, 542, 568, 569
- Child Abuse Prevention and Treatment Act 358
- Child labor; *See also* Compulsory, education 187-189
- Child-centered curriculum; *See also* Tyler, Ralph 150, 165, 241
- Children's Bill of Rights [a.k.a. Children's Rights, Rights of the Child] 193, 364, 365
- Children's Depression Inventory 257
- Children's Welfare Act 340
- Chisholm, Dr. Brock 109, 110, 150, 159, 208, 211, 212, 214, 215, 242
- Choice; *see* School choice
- Christian, Christianity; *See also* Pre-Christian 52, 88, 113, 124, 134, 136, 148, 150, 151, 156, 157, 163, 168, 182, 189, 255, 256, 314, 320, 338, 393, 394, 400, 402, 404, 409, 411, 422, 432, 434, 435, 438, 453-455, 473, 474, 477, 478, 485, 487-489, 496, 500, 507, 512, 534, 539, 547, 555
- Chueng, Alan 512
- Citizens for Excellence in Education (CEE) 413, 432, 433, 474
- Citizens United to Reform the Educational System (CURES) 560
- Citizenship (as a discipline) 35, 43, 63, 158, 164, 217, 222, 325, 326, 344, 395, 396, 408
- Civil society 193, 372, 549
- Claritas; *See also* Privacy 49, 51, 54
- Clark University 119, 123
- Clark, principal Joe 511
- Class size 183, 322, 505
- Class warfare 198, 320
 racial 558
 socioeconomic 232
- Clausen, John 197
- Climate of opinion; *See also* Psychologically controlled environment 141, 142
- Clinician(s), teachers as 237, 253, 290, 500, 554
- Clinton, First Lady Hillary Rodham 62, 139, 163, 273, 306, 335, 348, 350, 371
- Clinton, President William J. 126, 139, 254, 255, 273, 274, 287, 291, 308-311, 323, 332, 348, 357, 365, 387, 507, 542
- Closed-loop curriculum(s); *see* Curriculums,

- closed-loop
- Clusters, cluster categories, cluster types; *See also* Psychographics; Geo-demographics) 51, 67, 68, 72, 324, 356
- Coalition for Choice 483
- Coalition for Democracy (NY) 471, 483, 484
- Cognitive [a.k.a. knowledge-based, substantive]
- ability(ies) 339
- curriculums 110, 338
- dissonance 195, 196, 198-201, 206, 421, 501, 508
- learning 127, 236, 266, 317
- testing 271, 323
- Cohen, Helen S.; *See also* Homosexual activism 539
- Cohen, Michael 126, 271, 311
- Cohen, Wilbur 271
- Colby, CIA Director William 564
- "Cold pitch" 216
- Coleman, James 366
- Collins, Marva 531, 556
- Columbia Broadcasting System (CBS) ... 144, 145, 197, 201, 420, 427
- Columbia University Teachers College; *See also* Dewey, John; Russell, James Earl; Thorndike, Richard ... 112, 120, 121, 125, 128, 153, 213, 256, 297, 382
- Combat, verbal; *See also* Framing the debate, Psychologically controlled environment; Advertising, subliminal 403, 415, 456, 457
- Comintern .. 146, 147, 151, 156, 192, 229
- Commission on Reading 387
- Commission on Skills of the American Workforce 350
- Commission on the Relation of School to College 163, 165, 274
- Commission on Uniform State Laws . 271
- Common Core of Data; *See also* Electronic transfer system(s) 45, 72, 76, 104, 291
- Communist Party of the United States of America (CPUSA) 113, 137
- Community
- education *See also* One-stop shopping; Tucker, Marc 304
- redefined; *See also* statism 366
- schools; *See also* One-stop shopping; Tucker, Marc 366, 369, 370
- Community Learning and Information Network (CLIN, NCLIN) 293-295, 298
- Community Mental Health Centers Act 253
- Competence, social 176
- Competencies; *See also* Outcomes 60, 320, 322, 326, 327, 348, 354
- Competition 164, 219, 238, 300, 311, 320, 322, 326, 327, 348, 354
- Compliance
- bait (to secure . . .) 180, 181, 281, 284
- social 128, 315
- with regulations 28, 551
- Comprehension (in reading programs): *see* Reading instruction
- Comprehensive youth health services; *See also* Medicaid, wrap-around services 305
- Compulsory
- attendance 385
- education 174, 187-189, 223
- setting: *see* Captive audience
- Computer skills 553
- Computers: *see* Electronic transfer systems
- Conditioned response/reflex [a.k.a. conditioning]; *See also* Skinner, B. F.; Pavlov, Ivan 62, 63, 195, 293, 343, 440, 518, 526, 552, 553
- Confidentiality (vs. anonymity) 53, 64, 68-70, 85, 86, 92, 334, 369
- Conflict resolution 32, 112, 219, 328, 344, 394, 395, 533
- Conscience, freedom of 20, 62, 82, 124, 497
- Consensus-building strategies; *See also* Alinsky Method; Delphi Technique; Tavistock Method; Controlled stress approach; Psychological manipulation ... 8, 18, 134, 161, 195, 197, 227, 247, 256, 292, 328, 389, 459
- Consent
- informed 27, 63, 541
- parental 80, 105, 335, 541
- Consolidation-centralization-nationalization 275, 278, 357, 550
- Constructivism; *See also* Fringe science ... 399
- Controlled learning situation (CLS) ... 342
- Controlled stress approach; *See also* Scientific coercion 195

- to consensus-building 195
- to teaching: *see* Peer pressure
- Convention on the Rights of the Child; *See also* United Nations 193, 364, 365
- Cook, Bill; *see* Attack Manuals
- Cooperative learning; *See also* Outcome(s)based education 299, 300, 331, 346, 571
- Coping literature/curriculums 488
- Core cooperative 279, 280
- Core subject(s): *see* Curriculum, core
- Coulson, Dr. William 474
- Council for Basic Education (CBE) ... 388
- Council of Chief State School Officers (CCSSO) 75-77, 269, 278, 279, 281, 283, 284, 292, 297, 309, 542, 543, 568, 569
- Counseling
 - abortion 335
 - family 103
 - genetic 174, 185
 - psychological 36, 53, 240, 363
 - services; *See also* Insurance fraud 53, 256
- Counterculture, movement 9, 62, 113, 115, 136, 153, 154, 214, 218, 225, 227, 255, 301, 330, 394, 403, 407, 468, 499, 503, 508, 535, 542, 567, 569
- American
 - Douglas-Luhan, Mabel 538
 - Greenwich Village 113, 114, 229
 - Haight-Ashbury 229
 - hippies 167, 229
 - Taos 128
- British
 - London 115
- German 128
- Mao's Cultural Revolution 143, 421
- Russian; *See also* Bolshevik Revolution 147, 148, 195
- Counts, George S. 127, 128, 159
- Coverdell, Sen. Paul 512
- Credentialing, credentials; *See also* Accreditation; Certificate of Mastery 22, 193, 339, 347, 530-532
- Cremin, Lawrence 112
- Crick, Francis 182
- Crime 16, 21, 30, 31, 56, 57, 147, 148, 167, 206, 207, 209, 211, 214, 229, 232, 234, 240, 250, 254, 256, 260, 266, 332, 341, 344, 348, 374, 381, 383-385, 452, 527, 528, 539, 550, 554
- Criminal gene; *See also* Behavioral marker(s); Goodwin, Dr. Frederick 206, 207, 211
- Criner, Laurence 542
- Crisis mentality 342
- Critical thinking 18, 233, 308, 313, 328, 357, 361, 377, 406, 430, 431, 477, 501, 505, 516
- Cromer, Alan 399, 413
- Cross-match, matching [a.k.a. cross-reference, referencing] 36, 53, 56, 77, 89, 91, 92
- Crowley, Aleister; *See also* Occultism ... 115, 151, 226, 228, 229, 478
- Crystal Lake School District (IL) 541
- CTB McMillan 65-68, 292
- Cuddy, Dr. Dennis L. 9, 124, 125, 139, 177, 179, 184, 210, 427
- Cult Awareness Network (CAN); *See also* Patrick, Ted 434, 435
- Cult of Astarte 156
- Cult(s), cultism 115, 129, 152, 156, 434, 435, 438
- Cultural pessimism 147, 153
- Culture industry 156, 158
- Culture, Western; *See also* De-culturization; Blackstock, Robert 212, 275, 394, 410
- Current events 546
- Curriculums
 - affective 12, 30, 266
 - Afrocentric 393, 444
 - astronomy 325, 526
 - child-centered 150, 165, 241, 571
 - citizenship 43, 63
 - civics 321, 512
 - closed-loop 342, 571
 - communications, oral 457, 470, 513, 515
 - communications, written 121, 513, 514
 - coping 205, 252, 571, 572
 - Core 33, 309, 338, 479
 - critical thinking 18, 233, 308, 313, 328, 357, 361, 377, 406, 430, 431, 477, 501, 505, 516, 546
 - downloaded 7, 293

economics [a.k.a. personal finance, market economics, investment] 404, 472, 477, 521, 522, 523

enunciation 386, 415, 514, 515, 555, 556

environmental 18, 325, 396, 397, 512

fine arts 526

foreign language 31, 264, 265, 305, 322

geography 31, 214, 218, 220, 239, 321, 388, 527, 571

geology 525, 526

government 446, 472, 517, 519, 520

grammar 514, 515, 546, 571

health 39

history 212, 213, 214, 218, 222, 308, 309, 323, 331, 373, 388, 389, 517, 519, 571

mathematics/math 307, 309, 331, 342, 377, 378, 380, 545, 571

multicultural 218-220, 244, 305, 372, 389, 593

New Age 475, 477-479

penmanship 514

philosophy 232, 322, 406, 516, 517, 519, 527, 562, 571

physiology 525, 535, 544

politically charged topics .. 533, 546, 548

reading 308, 320, 379, 380, 383, 379, 380, 383, 387, 514, 533, 559, 571

rhetoric 322, 328, 406, 415, 536-543, 559, 571

sciences, hard 377, 525

sciences, soft 377, 526

sensitive topics 533-536, 548

sex education 146, 184, 328, 416, 536-543, 568

social studies 12, 219, 321, 328, 377, 388, 393, 394, 400, 479

spelling 222, 313, 321, 380, 384, 400, 479, 514, 562, 571

survival skills 325, 533

Understanding Others 81

vocational 348, 525, 563, 567

Western culture 394

Cybergangsters; *See also* Privacy; Information Underground 51

"crackers" 58, 363

hacker(s) 51, 58, 363

D

D'Andrea, Laura 274

Dagan 274

Danforth Foundation 369, 432, 296

Dartington Hall 129

Darwin, Charles 101, 431

Data

collection, types of; *See also* Electronic transfer systems vii, 52

by credit companies 51

by magazines 58

by schools 59, 77, 78, 80

by telephone 20, 47

laundering 59

Davison, W. Phillips 197, 227, 420

Dawkins, Richard 467

Day care 25, 41, 103, 125, 126, 134, 136, 183, 304, 305, 342, 347, 354, 462, 531, 537, 567

De-culturization; *See also* Regression, social; Will, George; Moynihan, Senator Daniel, Patrick 201, 212, 220

Deception, permissibility of 79, 337

Defective(s); *see* Rüdin, Ernst; Erlenmeyer-Kimling, Linda; Markers, psychological; Political correctness; Political literacy

Delinquency, juvenile; *See also* Crime; Violence 9, 126

Dellinger, David; *See also* New Left .. 229

Delphi Technique; *See also* Consensus-building 134, 161, 195, 197, 227, 247, 270, 458, 467

Delphian School (OR) 531

DeMatha High (D.C.) 561, 562

Democratic man; *See also* Revolutionary personality; Reactionary(ies) 156

Democratic National Committee 32, 35, 291

Dennin, David; *See also* Privacy; Information Resource Service Company ... 57

Department of Defense 71

Department of Health Education and Welfare (HEW/DHEW) 24, 26, 28, 224

Depth perception; *See also* Learning styles 263, 264, 513

Descartes, Renee 519

Design Teams; *see* New American Schools

Detmer, Don E.; *See also* Greenberg, Daniel;

- Steen, Elaine B. 52, 53
 DeTriquet, Dr. John 359
 Developmental disorders; *See also* DSM 95
 Developmentally appropriate practice (DAP) 330, 331, 346
 Deviation, deviancy, deviant [a.k.a. aberration] 29, 85, 97, 174, 185, 206, 231, 332, 404, 462
 behavioral: *see* Behavioral, disorder; Behavioral aberration(s)
 political: *see* Political correctness
 sexual, psychosexual: *see* Anchell, Dr. Melvin
 DeVinney, Leland 197
 Dewey, John; *See also* Noncognitive development; Affective education 21, 29, 111, 113, 115, 120, 121, 123, 127, 128, 131, 132, 134, 136, 143, 163, 165, 183, 198, 223, 233, 246, 256, 261, 364, 483
 Diagnostic and Statistical Manual of Mental Disorders (DSM) 53, 63, 94, 95-101, 103, 137, 139, 190, 231, 256, 337
 Diagnostic testing; *See also* Learning styles 266
 Diamond, Dr. Bernard 261
 Dingwall, Erich; *See also* Psychological Society, British 131, 132
 Disadvantaged youth/populations; *See also* Minorities 510
 Disney Enterprises, Walt 523
 Disorders, psychological: *see* Behavioral, disorder(s); Deviation 7, 97
 Disruptive Behaviors Disorders (DBD); *See also* Psychological tests/scales 98-100
 Dissonance, cognitive: *see* Cognitive dissonance
 Diversity; *See also* Multiculturalism 212, 254, 255, 264, 305, 307, 316, 324-326, 328, 361, 393, 399, 400, 413, 430, 467, 479, 509, 511, 512, 542, 556, 565, 571, 572
 Dmytryk, Edward 138
 DNA, identification using . 100, 101, 104, 170, 172
 Dobson, Dr. James 409
 Dodge-Luhan, Mabel 114, 225, 229, 365, 538
 Dohrn, Bernadette 567
 Dollard, Charles 197
 Donley, Edward "Ed" 287, 294, 295, 298
 Doolittle, Hilda; *See also* New Age 228, 478
 Dossier(s): *see* Profile
 Douglas, Justice William O. 477
 Dreiser, Theodore 114
 Dress code(s); *See also* Uniform(s) 21, 276, 507, 561, 562
 Drips, Joe; *See also* Manatt, Richard P. 432, 470-473, 475, 503
 Driver education 563
 Drivers' Privacy Protection Act 55
 Dropout(s) 30, 343, 348, 352, 353, 357, 549, 550, 557
 Drug culture; *See also* Central Intelligence Agency (CIA); Leary, Timothy; Huxley, Aldous; Orage, A. J.; Doolittle, Hilda; Ascona; Haight-Ashbury; Dellinger, David; New Left 9, 121, 225, 227, 229, 230, 242, 389
 Dulles, Allen 225
 Duncan, Isadora 113
 Dunne, Philip 138
 Dyer, Henry S.; *See also* Rosenthal, Elsa 78, 250, 252, 272, 280, 292, 297
- E
-
- Eagle Forum; *See also* Schlafly, Phyllis ... 474, 480, 481, 490
 Earls family 334, 335, 337
 Early Childhood programs [a.k.a. Early Childhood education] ; *See also* Title X 84, 86, 136, 304, 330-332, 481, 496
 Early Periodic Screening, Detection, and Treatment (EPSDT) 336, 369
 Eastman, Max 114
 "Ebonics" 31, 222, 277, 305, 556
 Economic determinism 521
 Economics; *See also* Investment 204, 356, 360, 376, 386, 391, 472, 477, 520, 521-524
 Educate America Act: *see* Goals 2000: Educate America Act
 Education Commission of the States (ECS) 75, 125, 269, 272, 319, 324, 348, 442, 454, 471, 472, 480
 Education Data System Implementation Project 72

- Education Establishment vi, vii, 16,
17, 31, 86, 87, 163, 184, 193, 203,
241, 250, 273, 278, 289, 290, 297,
301, 302, 309, 341, 348, 363, 375,
415, 418, 472, 477, 493, 496, 497,
499, 502, 550, 551, 554
- Education Establishment (defined) 269
- Education Resource and Information Center (ERIC) 272, 488
- Education Summit 289, 324
- Education, US Department of [a.k.a. Education Department] 24, 28, 29,
43, 70, 75-77, 83, 85-88, 124, 126,
193, 210, 269, 270, 273, 274, 285-
287, 290-292, 297, 304, 309, 311,
315, 317, 323, 338, 341, 347, 363,
369, 372, 376, 379, 387, 470, 498,
509, 557
- Educational Quality Assessment (EQA)
11-13, 15, 20, 40-42, 52, 136, 193,
194, 288, 295, 317, 325, 326, 336
- Educational Service Unit(s); *See also* Mobile
libraries; Intermediate Unit(s) 41,
298
- Educational Testing Service (ETS) 75,
125, 271, 280, 281
- Eely, Randall 386, 555
- Effective Schools (movement); *See also* Sizer,
Theodore "Ted" viii, 32, 316, 344
- Ego 37, 38, 40, 63, 77, 106, 107, 161,
234, 249, 424
- Egypt Game, The 400-403, 454, 500
- Einstein, Dr. Albert 526
- Eisler, Hede 151
- El Dorado County Office of Education; *See
also* Barber, Vicki L. 101
- Electronic Industries Association 553
- Electronic transfer systems [a.k.a. electronic
transfer networks, electronic information
system(s), cross-referenceable
computer systems] vii, 52, 64,
72, 77, 291, 354
- Elementary and Secondary Education Act
of 1965 (ESEA) 28, 252, 271,
282, 285, 297, 302-306, 308, 335,
336
- Elementary and Secondary Integrated Data
System (ESIDS) 77, 291
- Elgin, Suzette Haden; *See also* Fallacy(ies)
of reasoning 438, 457, 458, 469,
476
- Elliott, Emerson J.; *See also* National Center for
Education Statistics (NCES) 69,
70, 72
- Ellis, Havelock ... 110, 111, 119, 233, 364
- Elmhirst, Jerry and Dorothy; *See also* Dartington
Hall; Straight, Dorothy 129, 130
- Elocution; *See also* Articulation; Curriculums,
enunciation 31, 384, 514, 557, 571
- Empire State Pride Agenda; *see* Homosexual
activism 483
- Employment, Training, and Literary Enhancement Act of 1997 303
- Encounter group(s); *See also* T-group(s) .. 194,
241, 501
- Encounter technique(s); *See also* T-Groups;
Sensitivity training; Re-education; National Training Laboratory 193, 196
- Enemies List 10, 61
- Engels, Frederick; *See also* Marx, Karl 110,
133, 134
- Ensor, Beatrice; *See also* Eastman,
Max 113, 129
- Enunciation; *See also* Articulation 386,
415, 514, 515, 555, 556
- Environment of thought; *See also* Psychologically
controlled environment 459,
461, 465, 467
- Environment, environmentalism; *See also*
Fringe science; Kyoto, Japan; Interdependence (vs. independence) 44, 276,
302, 325, 372-374, 395-399, 416
- Equality 223, 328, 345, 356, 366,
372, 374, 517, 519, 571
- Erlenmeyer-Kimling, Linda; *See also* Behavioral
markers 173-178, 183, 184, 261
- Ertz, Frank; *See also* Independent Regulatory
Review Commission (IRRC) 289
- Ervin, Jr., Senator Sam 61
- Esalen Institute 29, 194, 483
- Esquith, Rafe 556, 557
- Ethical judgment; *See also* Nonjudgmentalism 18, 325, 328, 408, 499
- Ethical theme index 534
- Ethics; *See also* Situation ethics; Ethical judgment; Bioethics 62, 79, 89, 91,
105, 132, 203, 317, 322, 328, 333,
342, 348, 382, 404, 406, 528, 531,
555
- Eugenicist(s); *See also* Rüdin, Ernst;
Kallmann, Franz; Erlingmeyer, Linda;
Popenoe, Paul ... i, vi, 167, 173, 175,

- 178, 180, 183, 186, 188, 189, 259, 261
- Eugenics; *See also* Racial hygiene
 behavioral 9, 120, 173
 evolutionary 172
 negative 172, 175
- Euthanasia 129, 207, 330, 408
- Evens, state Representative Dwight (PA) 558
- Evolution; *See also* Darwin, Charles 172, 173, 176, 204, 477, 536
- Evolutionary psychiatry/psychiatrist vi
- Exit behavior(s); *See also* Outcome(s) ... 316
- Experian; *See also* Privacy, credit records 51, 55, 57
- Experimental research; *See also* Anecdotal research 119, 382, 383, 413, 432, 553
- Experimentation, human [a.k.a. Human research]; *See also* Innovation 62, 551-553
- Exploratory Committee on Assessing Progress in Education (ECAPE, CAPE) 165, 210
-
- F
-
- Facilitator; *See also* Change Agent; Provocateur; Agitator 8, 25, 42, 194, 195, 245, 247, 248, 290, 296, 316, 319, 321, 329, 416-419, 425, 429, 438, 440, 455, 459-466, 469, 492, 493, 500
- Fair Credit Reporting Act of 1970 92
- fait accompli* 245, 568
- Falkenstein, Lynda Carl; *See also* Global education 223, 372
- Fallacious reasoning, types of: *see* Fallacy(ies) of reasoning; Argument
- Fallacy(ies) of reasoning/of logic [a.k.a. false/fallacious arguments], appeals
 to expertise . 430, 441, 454-456, 490
 to fear 430, 454, 455
 to popularity 430, 454-456
 changing the subject 429, 441
 circular reasoning 430, 445, 446
 distortion 441-443, 445, 472, 476, 478, 486, 488
 false analogy 430, 432, 440, 569
 false cause 448
 false dilemma 430
- hasty generalization 430, 431, 448, 453
- hypothesis contrary to fact 430, 448, 454
- ill-defined terms 430, 456
- irrelevance 430, 439
- oversimplification 430, 431, 443, 450, 473, 486
- smear(s) 430, 433-439, 454, 473, 485, 486, 490
- stacking the deck [a.k.a. stacked deck] 453, 482, 486, 496
- straw-man argument ... 430, 441, 442
- Family; *See also* Parents
 destruction of 129
 dysfunctional 100, 332, 371
 structure(s) 142, 147, 151
 undermining of 30, 147, 162, 387, 497
- Family Life Education (FLE); *See also* Sex education 533
- Family Planning Advocates 483
- Family Privacy Protection Act 105
- Family Research Council; *See also* Bauer, Gary 40, 341, 474, 475, 509
- Far West Laboratory for Education Research Development 315
- Farino, Judge Louis S. 100
- FBI files; *See also* White House Office Data Base 10, 11, 20
- Federal Bureau of Investigation (FBI) 10, 11, 35, 58, 59, 261
- Federal Drug Administration (FDA) 100, 185
- Federal Reserve 368, 475, 522
- Federal Trade Commission (FTC) 57
- Federalist Papers 388, 389
- Fein, constitutional attorney Bruce . 560, 563
- Feminist movement .. 144, 151, 154, 156, 184, 323, 390, 404, 483
- Ferrara, economist Peter 524
- Fey, Dr. Robert 359
- Fields, Suzanne 233, 325, 567
- Fine Arts 526
- Finn, former Asst. Secretary of Education Dr. Chester E. 24
- Firestone, Assemblyman Brooks
- Fleiss, Wilhelm; *See also* Freud, Sigmund 116-118
- Flexibility; *See also* Tolerance; Nonjudgmentalism 218, 233, 274, 275,

- 310, 328, 554, 563
- Flexner, Dr. Abraham 121, 122
- Flynt, Larry 555
- Fonda, Jane; *See also* Fallacy(ies) of reasoning,
appeals: to expertise 390, 456
- Ford Foundation: *see* Foundations
- Foreign Policy Research Institute 389
- Forstmann, Theodore J.; *See also* Statism
364-368, 375
- Forsyth, novelist Frederick 482
- Fosdick, Raymond 121
- Foundations
- Abel 510, 511
- ARCO: *see* Armand Hammer
- Aspen Institute for Humanistic Studies
 123, 223, 296, 482
- Carnegie (3) 24, 26, 28,
 29, 62, 106, 121-127, 165, 217,
 223, 268, 269, 271-274, 279, 280,
 283, 296, 304, 311, 348, 349, 472,
 476, 482, 483
- Charles F. Kettering 369
- Danforth 296, 369, 482
- Ford 196, 197, 210, 388,
 389, 481
- Freedom to Read 482
- Human Betterment 179
- Industrial Areas 123
- Pew Charitable Trust 296
- Playboy 533, 569
- Robert Wood Johnson 29, 62,
 268, 269, 272, 296, 335, 336, 341,
 370, 481, 523
- Rockefeller 121-123, 126, 127, 144,
 153, 156, 171, 191, 196, 197, 268,
 269, 272, 287, 296, 344, 369, 476,
 481, 482
- Spencer 297, 369
- William B. Casey 296, 335
- Williamsburg Charter 124
- Founding Fathers 94, 301, 368, 462
- Fox, Dr. Emmet 518, 519, 528, 532
- Framing the debate [a.k.a. reframing the
debate] 418, 420, 423, 486
- Frankfurt School [a.k.a. Institute of Social
Research] 120, 128, 134, 138, 139,
141, 143, 144, 146-149, 153, 156,
158-160, 164, 166, 175, 192, 193,
195, 200, 201, 226, 229, 237, 238,
245, 249, 255, 256, 406, 421
- Franklin, Benjamin 303, 410, 411, 517
- Fraud
- Academic 258, 506
- Insurance 50, 256
- Testing 44
- Free flow, doctrine of 90
- "Free-market socialism" 365, 368, 369
- Freedman, Daniel X. 181
- Freedom of Information Act 92, 318
- Freedom to Read Foundation 482
- Freihofer, Manuela 238-242, 251
- Frenkel-Brunswick, Else; *See also* Berkeley
Public Opinion Study Group; Tavistock
Institute 151
- Freud, Sigmund 110-114, 154, 171,
183, 198, 209, 210, 225, 246, 260,
261, 364, 365, 427, 526, 538
- and anecdotal research 119
- and atheism 171
- and cocaine usage 115, 116, 118
- and magic 118
- and numerology 118, 132
- and psychical research 228
- and the occult 156, 227
- Freudian psychology 115, 169
- Friedman, Nobel Laureate Milton 522
- Friendly, Fred 145
- Friends Being Friends; *See also* AIDS 542
- Fringe science; *See also* Environmentalism
374, 395-397
- Fromm, Erich; *See also* Authoritarian charac-
ter 110, 111, 149-152, 155,
167, 168, 183, 190, 233, 246, 261,
303, 364
- Frosh, state Senator Brian (MD); *See also*
Drivers' Privacy Protection Act ... 48, 55
- Full-Service Education Model [a.k.a. Full-ser-
vice schools, full-service model] .. 48, 55
- Fuller, J. F. C. 228, 478
- Fundamentalism, Fundamentalist 52, 393,
434-436, 438, 453, 473, 485, 512
- G
-
- G-2 (British intelligence agency) . 196, 230
- Gabler, Mel and Norma 453, 454, 74
- Gaia; *See also* One-world religion/Universal
religion; New Age 478
- Gaffney, Jr., Frank J. 373
- Gardner, John 28, 197, 271
- Gates, General Education Board Chairman
Frederick 121, 122

- Gateway School District (PA) 98-100,
102, 103, 143, 174
- Gay & Lesbian Alliance Against Defamation;
See also Homosexual activism 539
- Gay Press 315, 569
- Gay, Lesbian, & Straight Teachers Network;
See also Homosexual activism 540,
565, 566, 568, 569
- Gay-Lesbian History Month 493
- Gene mapping 100, 207
- General Accounting Office (or GAO) . 10,
50
- Genetic
 counseling 174, 185
 testing: *see* Parent licensing; Baby li-
 censes
- Geodemographics; *See also* Psychographics . 49
- Georgetown University (DC) 417, 516
- German Institute for Mental Health and Racial
Hygiene; *See also* T4 Project 207
- German Solidarity Democrats; *See also*
Marcuse, Herbert 155
- Gestalt therapy; *See also* Freihofer, Manuela
241
- Gilbert, Michael A. 455, 456, 459, 470
- Gingrich, House Speaker Newt 425, 426
- Ginsberg, Allen 226
- Glaser, Edward 164
- Glendening, Governor Parris N. (MD) ... 512
- Global
 commons 373
 consciousness; *See also* Becker,
 James 290
 education 18, 32, 135, 139, 214,
 218-223, 278, 304, 472, 477
 market/marketplace ... 347, 362, 571
 warming; *See also* Fringe science; U.N.
 Convention on Climate Change 373,
 396-398, 413
- Globalism/globalist; *See also* World govern-
ment 215, 218, 221, 222, 255,
369, 372, 374, 410, 430, 472, 527
- Gnostic(s) 115, 148
- Goals (vs. outcomes) 323-324
- Illinois 325, 329
- Indiana 325, 329
- Ohio 325, 329
- Pennsylvania 325, 329
- Goals 2000: Educate America Act 300,
302, 305, 306, 347
- Goals Project 273
- Goals, of education (vs. objectives) . 323-330
- Golden, former state Commissioner of Edu-
cation Cecil (FL) 64, 82
- Goldman, Emma [a.k.a. "Red Emma"] ... 113
- Goldman, Lucien; *See also* New Left; Marcuse,
Herbert 154
- Goodlad, John; *See also* Center for Educa-
tion Renewal 214, 215, 218, 221,
223, 369, 372, 472, 477
- Goodling, Representative William
(PA) 291, 302, 387
- Goodwin, Dr. Frederick; *See also* Criminal
gene 206, 207
- Goose Creek Consolidated Independent
School District 318
- Gorbachev, Mikhail 252, 390, 392
- Gore, Vice President Al 291, 546
- Gorton Amendment 512
- Gotcher, Professor Dean 312, 459,
460, 462, 469
- Gottesman, Irving I. 173
- Gottlieb, Dr. Sidney; *See also* MK-Ultra . 226
- Governors School
 Arkansas 255
 North Carolina 125
- Gramsci, Antonio 110, 111, 148,
149, 154, 155, 190, 233, 364, 483
- Grassley, Senator Charles E.; *See also* Fam-
ily Privacy Protection Act ... 105, 341
- Gray, Alice Shelton; *See also* Planned Par-
enthood 179
- Gray, C. Boyden 379
- Greenberg, Daniel; *See also* Detmer, Don
E.; Steen, Elaine B. 53
- Greenspan, Federal Reserve Chairman
Alan 368
- Greenwich Village; *See also* Counter-culture
113, 114, 229
- Gregg, Alan; *See also* Tavistock Institute .. 191
- Gross, Otto 110, 111, 113, 129, 140,
151, 183, 198, 225, 246, 261, 364
- Group dynamics: *see* Lewin's Theory of
Group Dynamics 191, 192, 196
- Group-think 348, 433, 462, 469, 499,
501
- Guess-and-Check Math 378
- Guilliani, Mayor Rudolph (NY) 562
- Guilt (as neurosis, psychological dis-
order) . 12, 109, 129, 196, 215-217,
220, 356, 457, 531
- Gup, Ted 511, 512

Guttmacher, Alan F.; *See also* Planned Parenthood 125, 173, 186, 190
 Guy, Jasmine 555

H

Haffner, Debra 404, 540
 Haight-Ashbury; *see* Counterculture
 Haire, Norman; *See also* World League for Sexual Reform 131
 Hakim, Joy 390-393, 527
 Hall, Clyde 245, 251
 Hall, G. Stanley 119, 121, 123
 Hamburg, David Alan 126
 Hammer, Armand 137
 Hand-eye coordination; *See also* Learning styles 263-265, 513
 "Handlers" 416, 520
 Harmon, Willis; *See also* LSD 226
 Hatch Amendment (baby Hatch) ... 486, 488
 Hatch, Orrin 12
 Haugaard, Kay 411, 412
 Havelock, Ronald/Mary 28, 33, 164, 245, 246-249, 252, 421
 Hawkins, Representative Augustus (CA) . 388
 Hawkins-Stafford Education Improvement Amendment of 1988 72, 507
 Haywood, Bill 114
 Health Care Reform Act 50
 Health clinics; *See also* Counseling 125, 335, 340, 538, 541
 Health Maintenance Organization (HMO) 50
 Heer, David M. 180
 Heidegger, Martin 153
 Heller, Mikhail 134
 Hellerau Institute 129
 Hess, Moses 133, 134
 Heustin, Dustin; *See also* WICAT 74, 88
 High Success Network; *See also* Spady, William 18, 312, 319
 Hillsdale College 116, 212, 364, 375, 409, 474, 531, 536
 Himmler, Heinrich 169, 170
 Hinckley, Jr., John 199, 258
 Hirsch, E. D., Jr 110, 138, 516
 Hiss, Alger; *See also* Carnegie Endowment for International Peace 137, 151
 Hitler, Adolf 25, 145, 149, 169-171, 178, 207, 208, 390, 421

Hobart Elementary School (GA) 556
 Hobbes, Thomas 517, 519
 Hoffman, Dr. Albert "Abbie"; *See also* Counterculture, American 167, 190, 225, 229
 Holland, Louis 386
 Holland, Robert 270, 331, 346, 348, 474
 Hollywood Ten 137, 138
 Holocaust 132, 169, 170, 173, 178, 235, 252, 411, 412, 434
 Home schooling; *see* Schooling, home
 Home visits/visitations 340, 370
 Homophobia; *See also* Homosexual activism 254
 Homosexual(s), homosexuality; *See also* Gay; Lesbian 254, 315, 404, 430, 446, 447, 449, 458, 483, 523, 530, 539, 541-543, 565, 566, 568, 569
 Homosexual activism .. 539, 561, 568, 570
 Horizon Hospital 257
 Horkheimer, Max; *See also* Counter-culture .. 110, 149, 154, 155, 158, 190, 214, 238
 Hornbeck, David 106, 274
 House on Un-American Activities (HUAC) 137, 138
 Houston, Jean 478, 503
 Howe, L.; *See also* Values clarification 256
 Hoye, Ms. J. D. 357, 507
 Hubbard, Alfred "Cappy"; *See also* LSD 226
 Human Betterment Foundation 179
 Human capital; *See also* Production unit(s) 106, 133, 274
 Human Immunodeficiency Virus (HIV) 93, 276, 541, 543, 568
 Human Potential Movement 26
 Human Services Reauthorization Act 387
 Humanism; *See also* Atheism 131, 132, 255, 453, 454, 472, 479, 487
 Humanist Manifesto(s), the 123, 131, 132, 149, 150, 165, 171, 454, 486
 Humanist Society, the 483
 Humanist(s); *See also* Atheist(s) . 123, 131, 132, 141, 143, 149, 150, 187, 209, 223, 255, 454, 487
 Hindu, Hinduism 558
 Huxley, Aldous . 131, 132, 206, 226-228, 243
 Huxley, Julian 131, 132, 182

- Hyde, Rep. Henry 299, 353, 362
 Hylan, Judge John 130, 210
 Hypnosis; *See also* Altered states of consciousness 228, 478, 487

I

- Identifiers; *See also* Slugging [a.k.a. tagging]; Bar codes; Sticky-label(s)/(ing); embedded 14, 15, 44, 56, 65, 67, 69
 Identity theft; *See also* Privacy, personal records 57
 Illegitimacy; *See also* Production units; Human capital; Sex education 184, 186, 204, 206, 209, 231, 233, 234, 250, 430, 534, 539, 543
 Illiteracy Cartel .. vi, 16, 20, 186, 269, 483
 Immersion program; *See also* Bilingual education 511, 512, 545
 Implementation Team(s) 511, 512, 545
 Improving America's Schools Act (IASA) [a.k.a. Reauthorized ESEA] 302, 305-309, 353
in loco parentis; *See also* Parent(s), surrogate 97
 Independence; *See also* Attitudes; Values; Substructure 87, 131, 132, 137, 189, 203, 204, 208, 274, 290, 299, 301, 323, 328, 356, 367, 388, 403, 534
 Independent Regulatory Review Commission (IRRC) 288, 289
 Index of Social Value (ISV) 178
 Indicator(s); *See also* Predictors; Behavior, predicting 13, 46, 47, 51, 85, 87, 94, 118, 185, 231, 281, 284, 536
 Individual Education Plan (IEP) ... 370, 560
 Individual Family Service Plan 100
 Individualism; *See also* Attitudes, Values; Substructure 30, 159, 164, 167, 203, 218, 299, 320, 367, 389, 428, 462
 Individualized education; *See also* Individual Education Plan (IEP) 74, 97
 Individuals with Disabilities Education Act (IDEA) 97, 101, 102
 Indoctrination, Five Phases of 402, 500, 501
 Industrial Areas Foundation 123
 Infanticide; *See also* Psychologist(s), evolutionary; Pinker, Peter; Tooley, Michael 187, 219, 394
 Information; *See also* Data collection; Electronic transfer systems
 Age 20, 55, 440
 brokers . vi, vii, 16, 44, 45, 47-49, 68, 102, 295
 Underground 20, 58, 334
 Information Resource Service Company; *See also* Privacy 57
 Information Services Group (ISG) 83
 Infusion model; *See also* Interdisciplinary; Subliminal advertising 135, 236
 Innerst, Carol 102
 Innovation (in education) 60, 221, 245, 552, 554
 Insanity, as defense 258, 260
 Inside-Out technique/approach (to institutionalization) viii, 315, 316, 318, 338, 341
 Institute for Global Ethics 317
 Institute for Responsible Fatherhood & Family Revitalization; *See also* Ballard, Charles 559
 Institute of Electrical and Electronic Engineers (IEEE) 59
 Institute of Social Research (ISR): *see* Frankfurt School
 Institutionalization, process of 316, 320
 Insurance fraud: *see* Fraud, insurance
 Intelligence Quotient (IQ) ... 62, 177, 178, 385, 489, 557, 558
 Interdisciplinary
 approach/method vii, 436, 513
 curriculum; *See also* Strand(s) 236, 315, 321, 331, 377
 Intergovernmental Panel on Climate Change 397
 Intermediate Units [a.k.a. Education Services Units]; *See also* Mobile libraries 40, 315
 Internal Revenue Service (IRS) 58, 59, 106, 285, 425
 Internet 58, 59, 106, 285, 425
 Interpretive Literature; *See also* Educational Quality Assessment 13, 15, 136, 139, 193
 Intervention; *See also* Prevention; Strands; Attitudinal, surveys 27, 96-103, 143, 174, 175, 185, 309, 329, 332, 334, 335, 337, 498, 501
 Intrauterine device (IUD): *see* Norplant

- Inventive spelling: *see* Reading instruction, whole word
- Investment, financial 93, 349, 521-524
- Involvement, parental; *See also* Parents As Teachers 363, 480
- Iowa Test of Basic Skills 83, 292
- Irrelevance: *see* Fallacy(ies) of reasoning
- Irresistible impulse 258, 260
- Istook, Rep. Ernest 353

J

- Jackson, C. D. 197, 420
- Jackson, Michael 556
- Jahoda, Marie 193
- Janiger, Dr. Oscar; *See also* LSD 226
- Jay, Martin; *See also* Behavior modification 128, 158
- Jefferson, Thomas 187, 237, 356, 382, 393, 411
- Jehl, Jeanne 341
- Johnson & Johnson; *See also* Robert Wood Johnson Foundation 336, 481, 523
- Johnson, George H. 284
- Johnson, President Lyndon B. 197, 393
- Joint Commission on Mental Illness and Health; *See also* Authoritarian Project 253
- Joint Dissemination Review Panel 43
- Jones, Alexander 560
- Jones, James Earl 555, 556
- Judeo-Christian 156, 189, 256, 320, 409, 411, 487, 489, 500, 555
- Jung, Carl; *See also* Freud, Sigmund 113, 115, 118, 229

K

- Kahn, Herman; *See also* LSD 227
- Kallmann, Franz; *See also* Rüdin, Ernst .. 171, 178, 179, 182, 185, 190, 261
- Kamber Group; *See also* National Education Association (NEA) 493
- Kasten, Senator Robert 275
- Kastenbaum, Clarke J. 184, 190
- Kaufman, John T. 294, 295
- Kayama, Dr. Rika 343
- Keith, Diane Flynn 509
- Kelly, Raymond J. 101

- Kennedy, Senator Edward (D-MA) .. 310
- Kennedy-Kassebaum bill 56
- Keppel, Francis 28, 271
- Ketchum Communications 40
- Kettering (Charles F.) Foundation 296, 369, 482
- Khmer Rouge 318
- Kidder, Rushworth; *See also* Institute for Global Ethics 317
- Kids First 336, 370
- King, Jr., Martin Luther; *See also* Minorities 155
- Kirschenbaum, Howard; *See also* Values clarification 256
- Klein, Richard 324
- Koella, Werner; *See also* Psychopharmacology 182
- Kohr, Dr. Richard; *See also* Behavioral, inventories: attitude scales; Affective, tests; Psychological, inventories 12
- Kolbe, Representative Jim (AZ) 547
- Kornilov, K. N. 111
- Korsch, Karl 192
- Kossor, Steven A. 9, 202, 204-206, 401, 409, 483
- Kramer, Rita; *See also* Teacher training ... 533
- Kraus, Karl 151
- Kuehl, Assemblywoman Sheila (CA) 539
- Kuhl, Dr. Patricia 381
- Kyoto, Japan; *See also* Environment; Gore, Vice President Al 372, 373

L

- Labeling (Stereotyping) 67, 68, 96, 97, 101, 393, 435, 436, 439, 485
- Labor Market Information System (LMIS) 351
- Labor, US Department of [a.k.a. Labor Department] 348, 351
- Labor-Education merger 311
- Lamb, Henry 372
- Lambert Intermediate School (PA) 333, 337
- Lane, Homer 112
- LaPointe, Archie; *See also* Wirtz, Willard; National Assessment of Educational Progress (NAEP); Electronic transfer system(s) 76, 78, 290, 339
- Largent, Rep. Steve 341
- "Last Chance High" 550

- Laughlin, Harry 177
- Laundrying, data: *see* Data, laundrying
- Lazersfeld, Paul; *See also* Radio Project ... 144, 193
- Learning styles and/or disorders
- abstract reasoning 552
 - depth perception 263, 264, 513
 - hand-eye coordination 263-265, 513
 - memory
 - visual 263-265, 513
 - auditory 185, 263-265, 513
 - mental stamina 263-265, 513
 - perceptual speed 263, 513
 - spatial orientation/spatial reasoning 263, 265
 - visual identification [a.k.a. visualization] 263, 265, 513, 552
- Leary, Dr. Timothy; *See also* Central Intelligence Agency; Rogue agent; LSD 227, 238, 241, 251
- Lederberg, Joshua 182
- Lee, Judge Gerald 359
- Lefkowitz, Mary; *See also* Curriculum, Afrocentrism 393, 394, 444
- Legislative bypass; *See also* Belmont Project; Core cooperative(s) 288
- Leifer, Ron 96
- Lenin, V. L. 134-136, 146, 161, 166, 192, 195, 198, 222
- Leopold and Loeb (case of) 259, 160
- Levans, Katie 355
- Levin, Gerald 431
- Levinson, Daniel; *See also* Berkeley Opinion Study Group 151
- Lewin's Theory of Group Dynamics; *See also* Lewin, Kurt 192, 196
- Lewin, Kurt 110, 111, 149, 191-193, 364, 458
- Lewis, Fannie 558
- Lewis, state Representative Glenn (TX) .. 558
- Lexis-Nexis system; *See also* Privacy; Cross-matching 57
- Liberation theology 150
- Licensing, licenses; *See also* Credentialing, credentials; Boulding Proposal; Nongovernmental organizations (NGOs) . 81, 339, 482, 551
- Lifestyle(s); *See also* VALS technique 199, 202, 229, 254, 290, 353, 399, 449, 450, 477, 497, 509, 565
- Lifestyle card 59
- Lilienthal, David E. 518
- Lincoln, Abraham 253, 348
- Lippman, Walter 114
- Liskert, Rensis; *See also* Weighting 152
- Literacy Council (NY) 377, 387
- Little Annie; *See also* Frankfurt School; Psychoanalytic scale 145, 146, 159
- Local control 78, 278, 279, 283, 290, 312, 323, 339, 513
- Locke, John 517
- Logic (as a discipline) 112, 127, 129, 163, 169, 198, 202, 212, 232, 233, 307, 328, 348, 393, 428, 463, 501, 514, 515, 527, 566, 571
- Long-Term Action Plan(s) 493, 497
- Lopiccolo, Richard; *See also* Pittsburgh Schoolwide Intervention Model .. 27, 99
- Lord-of-the-Flies mentality 300, 550
- Los Angeles Unified School District .. 556
- Lourie, Dr. Reginald 254, 255
- LSD 96, 225-227, 229, 230, 241, 251
- Luhan, Tony; *see* Dodge-Luhan, Mabel
- Lukacs, Georg ... 110, 111, 128, 146-149, 156, 214, 222, 364
- Lunacharsky, Anatoly 110, 111, 133, 135, 146, 222, 364
- Luria, Alexander R.; *See also* Artificial disruption 192, 196
- Lycée Jean de la Fontaine 242
- Lynn, Barry; *See also* Americans United for Separation of Church and State 105, 106

M

- Mac Cormac, Earl R.; *See also* Cross-matching 89-92
- Madison, James 303, 517
- Madonna 323, 401, 555
- Magaziner, Ira 404
- Mainstreaming; *See also* Individuals With Disabilities Education Act (IDEA) 98, 223
- Manatt, Richard P.; *See also* Joe Drips . 432, 470-473, 475, 503
- Mannin, Ethel 143, 166
- Manson, Marilyn 451
- Mao, Tse Tung 143, 146, 421

- Marcuse, Herbert; *See also* Counter-culture; Weather Underground 110, 111, 149, 153, 155, 156, 158, 190, 201, 229, 233, 242, 303, 314, 364, 406, 483, 538
- Markers: *see* Behavioral markers
- Market economics; *See also* Curriculum, economics; Free-market socialism 477, 520
- Marketeers . 3, 35, 47, 48, 50, 54, 58, 198
- Marketing; *See also* Advertising; Psychographics 6, 17, 27, 28, 38, 40-42, 45, 46, 48, 49, 52, 53, 57, 68, 137, 152, 222, 240, 270, 278, 285, 305, 313, 314, 320, 336, 347, 369, 370, 374, 416, 482, 500, 502
- Martha Winston Elementary School (D.C.) 404
- Martin, Reed 82
- Marx, Karl 106, 110, 111, 133, 134, 136, 146, 153, 198, 209, 261, 362
- Maryland Insurance Group; *See also* Zurich Insurance Group 49
- Maryland School Performance Assessment Program (MSPAP) 65
- Maslow, Dr. Abraham 141, 167, 183, 242, 246
- Mass persuasion, mass neurosis: *see* Indoc-trination; Scientific coercion; Rees, J. R.
- Massachusetts Institute of Technology (MIT) 27, 187, 194, 227, 560
- Master teacher(s) 342
- Mastery learning; *See also* Spady, William . 29, 315, 316, 343, 369
- Math/Mathematics; *See also* Guess-and-Check Math; Sequential Math 9, 11, 24, 26, 47, 65, 75, 135, 136, 236, 264, 285, 292, 307, 309, 320, 322, 326, 330, 331, 336, 340, 342, 343, 345, 376-380, 393, 406, 425, 442, 484, 507, 510, 524, 526, 529, 545, 553, 555, 557, 560, 561, 562, 571
- Mauldin, W. Parker; *See also* Population Council 197
- McCaffrey, drug czar General Barry . 286
- McCarthy, Senator Joseph 153
- McCarthyism 435
- McCloy, John J. 158, 196
- McDougall, Walter; *See also* Foreign Policy Research Institute 389
- McGuffey's Readers 488, 489
- McNamee, Timothy F.; *See also* Pittsburgh Schoolwide Intervention Model 99
- McNee, Nona; *See also* Reading instruction, phonics 385
- McPeak, William 197
- Mead, Margaret 226, 526
- Medicaid 7, 36, 50, 94, 96, 101, 106, 186, 207, 335, 337, 340, 341, 370, 371, 498, 552
- records 36
- wrap-around services; *See also* Rohrer, state Senator Samuel 335
- Medical Information Bureau (MIB); *See also* Privacy; Records, medical 52
- Meme(s); *See also* Slogan(s) 467, 468
- Memory 9, 168, 171, 236, 350, 380, 409, 417, 418, 492, 513
- auditory 263-265, 382, 513
- visual 263-265, 382, 513
- Mengele, Dr. Josef; *See also* World War II 168
- Menninger, Karl 259, 262
- Meno, Lionel 318
- Mental Hygiene Movement 111, 114, 121, 128, 140
- Mental stamina; *See also* Learning styles 263-265, 513
- Mentor: *see* Master teacher(s)
- Merger(s) 311, 354, 498, 503
- Merit pay 87, 342, 553, 554
- Methodology (courses in teaching): *see* Teaching methodologies
- Metropolitan Achievement Test 14, 44
- Meyer, Herbert E. 355
- Michigan Educational Assessment Program (MEAP) 64, 65
- Michigan Model 39, 371
- Microchip technology 101, 170, 172
- Middle Ages 517
- Miller, James A.; *See also* Population Research Institute 177
- Minimum competency 407
- Minnesota Multiphasic Personality Inventory (MMPI) 205, 240
- Minnicino, Michael 9, 139, 144-148, 156, 159, 166, 226, 230
- Minorities; *See also* Disadvantaged youth/ populations 125, 155, 160, 199, 206, 253, 290, 291, 509, 547, 548, 554, 557
- African-American [a.k.a. black(s)] . 48,

- 81, 126, 155, 177, 185, 186, 206,
222, 387, 394, 404, 510, 554, 558-
561, 563
- Asian [a.k.a. Korean, Chinese, Japanese]
81, 94, 155, 386, 387, 389, 394,
509, 511, 512, 527, 558
- Hispanic [a.k.a. Spanish-speaking] ... 81,
277, 351, 387, 389, 511, 546
- Religious: *see* Subpopulation(s)
- MK-Ultra 225-227
- Mob mentality 433, 438, 469
- Mobile libraries; *See also* Intermediate Unit(s);
Educational Service Unit(s) 315
- Monaghan, Hugh 317
- Monopoly (on schools) . 271, 291, 498, 499
- Montex 59-61
- Montgomery, Asst. Attorney General
Zachary 549, 550
- Montreal Protocol 398
- More, Sir Thomas 517
- Morill Act 348
- Morozov, Pavlik; *See also* Stalin's Anti-Par-
ent Campaign 142
- Morphonios, prosecutor Ellen (FL); *See also*
Project Read 559
- Motor Vehicle Administration (MVA)
(Maryland) 48
- Motor vehicle records; *See also* Cross-refer-
encing, crossmatching; Frosh, state
Senator Brian 48
- Moylan, John L.; *See also* DeMatha
High 562
- Moynihan, Senator Daniel Patrick
(NY) 231
- Muller, Hermann 182
- Muller, Robert; *See also* School of Ageless
Wisdom 28, 33, 479
- Mulligan, Dierdre; *See also* Privacy, Center
for Democracy & Technology 57
- Multiculturalism; *See also* Globalism/globalist,
Global education; Diversity ... 18, 307,
394, 406, 467, 571
- Multiple loyalties; *See also* Becker, James 219
- Murray, Harry; *See also* LSD 227
- Murrow, Edward R. 145
- N**
-
- Nasal theory of sexual dysfunction: *see*
Freud, Sigmund
- Nash, Gary 388
- Nation-state 213, 373, 389
- National Aeronautics and Space Admin-
istration (NASA) 39
- National Alliance for Research on Schizophre-
nia and Depression (NARSAD) 182
- National Alliance for Restructuring Educa-
tion 271, 311
- National Archives Records Administration
(NARA) 72
- National Assessment for Educational
Progress (NAEP) 26, 76, 78, 83,
86, 88, 165, 210, 269, 284, 290, 310,
311, 380, 442, 557
- National Assessment Governing Board
(NAGB) 269
- National Association for Mental Health; *See*
also National Committee for Mental
Hygiene; Progressive Education As-
sociation (PEA) 253
- National Association for the Education of
Young Children 330, 331
- National Association of Scholars
(NAS) 376, 405, 406
- National Association of State Boards . 269
- National Board of Professional Teaching
Standards 269
- National Center for Education and the
Economy (NCEE, formerly Carnegie
Forum) 122-124, 273, 274, 348,
350
- National Center for Education Statistics
(NCES/CES) 69, 70, 72, 76, 77,
83, 88
- National Center for Educational Informa-
tion (NCEI) 276
- National Center for History in the
Schools 388
- National Center for Neighborhood Enter-
prise; *See also* Woodson, Robert 560
- National Coalition Against Censorship 482
- National Committee for Mental Hygiene
127, 253
- National Cooperative Education Statistics
System 72
- National Council for Educational Standards
and Student Testing 269
- National Council for Social Studies
(NCSS) 139, 482
- National Council of Teachers of English . 324
- National Decision Systems 47
- National Diffusion Network (NDN) 43,

304, 315,
 National Education Association (NEA) . 21-
 23, 26, 28, 29, 32, 87, 104, 105, 161,
 164, 193, 194, 196, 213, 217, 223,
 236, 248, 249, 256, 269, 274, 275-
 277, 296, 297, 307, 329, 342, 348,
 426, 471, 472, 476, 477, 482, 484-
 489, 491, 493-495, 504, 536, 539,
 542, 543, 547, 548, 562
 National Education Goals Panel .. 85, 269,
 296, 308
 National Education Standards 307, 308
 National History Standards Project 213,
 323
 National Household Education Survey
 (NHES) 84
 National Institute of Education (NIE) 126,
 202, 210, 273, 297
 National Institute of Mental Health
 (NIMH) 98, 99, 103, 126, 202,
 210
 National Institutes of Health . 143, 171, 172
 National Medical Enterprises (NME) 258
 National Organization for Women
 (NOW) 535
 National School Board: *see* National Educa-
 tion Standards and Improvement
 Council
 National School Boards Association ... 341,
 482
 National School Health Education Coalition
 (NaSHEC) 542, 543
 National School-to-Work Office 507
 National Teachers Exam 339
 National testing; *See also* Standards, na-
 tional 76, 77, 284, 290, 338
 National Training Laboratory (NTL) 193,
 194, 196, 237
 Nationalism 124, 164, 213-215, 218,
 220, 330, 372, 477
 Nativity Prep School (MA) 531, 556
 Nazi, Nazism 116, 128, 138, 140, 150,
 151, 153, 158, 170, 171, 173, 177,
 178, 182, 184, 186, 228, 237, 408,
 409, 411, 434, 475, 478, 485, 502
 Negative eugenics; *see* Eugenics, negative
 Neill, A.S.; *See also* Summerhill .. 110-113,
 116, 127, 129-132, 140, 143, 150,
 151, 155, 159, 160, 168, 183, 198,
 212, 227, 246, 261, 303, 364
 Nelson, Dr. John 201

Neurosis, inducement of; *See also* Tavistock
 Institute; Rees, J. R.; Mass persua-
 sion 115-117, 192, 209
 New Age Movement (a.k.a. Age of
 Aquarius); *See also* Curriculums, New
 Age Movement 227-229
 New American Schools 287, 310
 New American Schools Development Cor-
 poration (NASDC) 269, 287, 310
 New Education (Therapy) Movement 112,
 115, 132, 141
 New Education Fellowship (NEF) 112,
 115, 132, 141
 New Jersey Lesbian and Gay Coalition 493
 New Left; *See also* Dellinger, David;
 Hoffman, Albert "Abbie"; Goldman;
 Lucien; Marcuse, Herbert 154,
 155, 229, 407
 New York Coalition for Democracy ... 471,
 483, 484
 Noble, Joseph Veach 528, 532
 Noncognitive development; *See also* Affec-
 tive education 30, 76, 88
 Nongovernmental organization (NGO) ... 482
 Nonjudgmentalism; *See also* Tolerance .. 382,
 411, 412
 Norming; *See also* Percentile(s) 23, 30
 Norms, behavioral: *see* Behavioral norms
 Norplant 185, 186
 North Central Regional (Education) Labo-
 ratory 292, 338
 Northwest Regional (Education) Laboratory
 (NWRL, NWREL) 361
 Nuremberg, Gerard I. 417
 Nyquist, Deputy Commissioner of Educa-
 tion Ewald B. (NY) ... 283, 297, 298

O

Objectives, educational; *See also* Goals, of
 education 321, 322, 336, 362,
 494, 495
 Occult, occultism; *See also* Crowley, Aleister;
 Freud, Sigmund; Orage, A. J.; New
 Age Movement .. 33, 113, 115, 118,
 128, 129, 131, 132, 151, 226-229
 Odyssey Project 344, 345
 Office for Educational Research and Im-
 provement (OERI) 77, 88, 210
 Office of Strategic Services (OSS) . 225-227

- Office of War Information (OWI) 197
- Olson, Dr. Frank 226
- Omnibus Consolidated Appropriations Act 303
- Omnibus Reconciliation Act of 1989 . 336
- One-stop shopping; *see* Tucker, Marc; Community schools
- One-world religion/Universal religion . 478
- Operation Chatter; *See also* Central Intelligence Agency (CIA) 225
- Opinion management; *See also* Radio Project; Scientific coercion; Mass persuasion; Psychologically controlled environment; Opinion molding 158
- Opinions; *see* Viewpoints; Attitudes
- Opt-in legislation; *See also* Rohrer, Rep. Samuel E. 553
- Opt-out (approach) 15, 553
- Orage, A. J. ; *See also* Occult; New Age Movement) 110, 111, 227, 228, 478
- Oral recitation; *see* Enunciation, Articulation
- Orthodox(y) 434, 512, 536
- Osborn, General Frederick; *See also* American Eugenics Society 171-173
- Osmond, Dr. Humphrey; *See also* LSD ... 226
- Ostalkiewicz, state Senator John 360
- Outcome(s); *See also* Competencies; (Table 2); Outcome(s)-Based Education; Goals; Spady, William ... 18, 29, 30, 43, 124, 166, 270, 274, 285, 288, 293-295, 300, 303, 306, 309, 314, 315, 320, 321, 323, 324, 329, 338, 344, 360, 361, 400, 430, 436, 456, 467, 506, 515, 556
- Certificate of Mastery 274, 351
- Credentialing under 339, 347
- in South Africa 545
- Paradigm Shift 322, 346, 464
- standards under 349, 352, 357
- track record of 316, 343, 349
- Outcomes Accreditation (OA) 314
- Outcomes-driven Developmental model (ODDM) 316
- Overhulser, Dr. Windfred 225
- Owen, Robert 110, 111, 115, 364
- P**
-
- Paideia Group 215, 223
- Paley, William 197, 210, 420
- Palmer, Anyam 558
- Paradigm Shift; *See also* Outcome(s)-based education 322, 346, 464
- Parent(s)
- caring 90, 127
- rights 62, 193, 341, 344
- surrogate 97, 340
- Parent-Teacher Association (PTA) 105, 106, 403, 445
- Parental authority; *See also* Anti-parent campaign; Authoritarian personality .. 136, 505
- Parental Rights and Responsibilities Act (PRRA) 341
- Parents As Teachers (PAT) 370, 475, 476
- Parides, Al 96
- Partners in Quality Learning (PQL) . 316, 369
- Partnership for a Drug-Free America 286
- Partnership(s) 88, 101, 270, 271, 293, 307, 340, 348, 493, 551, 564, 569
- Pascarelli, Joseph T. 223, 372
- Patrick, Ted; *See also* Cult Awareness Network 434
- Paul, Representative Ron (TX) 303
- Pavlov, Ivan; *See also* Conditioning; Cognitive dissonance 28, 195, 196, 385
- PCP 237, 286
- Peace Movement; *See also* Marcuse, Herbert; Frankfurt School; New Left . 229, 542
- Peale, Norman Vincent 256
- Pedagogy, origins of 135
- Peer pressure; *See also* Mob mentality; Compliance, social; Consensus-building ... 193, 194, 245, 300, 345, 460, 469, 501, 543, 550
- Pell, Senator Claiborne (RI) 379
- Penmanship (as a discipline): *see* Curriculum(s), penmanship
- Pennsylvania (PA) 2000 ... 287, 294, 295, 298
- Pennsylvania Department of Education (PDE) 12, 288, 289
- People for the American Way (PAW) ... 296, 442, 454, 471, 482, 493, 539
- People's Commissariat for Education . 123
- Percentile(s) (vs. percents); *See also* Norming 23, 24, 30, 556, 557
- Perceptual speed; *See also* Learning styles 263, 515

- Perestroika; *See also* Restructuring, educational 163, 252
- Perkins Act [a.k.a. Carl D. Perkins Education and Applied Technology Act] 363
- Perseverance; *See also* Values 40, 322
- Personal finance; *See also* Economics 93, 520, 523
- Personality inventories/tests; *See also* Psychological, assessment ... 79, 80, 125, 205, 240, 329
- Personal skills card 61
- Pew Charitable Trust 296
- Phase-in approach (to institutionalization) 320
- Philosophy (as a discipline) 232, 322, 328, 393, 399, 405, 406, 410, 413, 415, 516, 517, 519, 527, 528, 562
- Phonics; *see* Reading instruction, phonics
- Physicians Computer Network 52
- Pierce, Dr. Chester M. 94
- Pinker, Steven; *See also* Infanticide 187
- Pipes, Richard 162, 166
- Pittsburgh Schoolwide Intervention Model (PSWIM) 174, 176, 272
- Planned Parenthood 40, 125, 142, 177, 179, 186, 190, 296, 461, 483, 533, 540, 541, 569
- Ploetz, Alfred; *See also* Society for Racial Hygiene; Rüdin, Ernst; Kallmann, Max 170
- Poitier, Sidney; *See also* Role models .. 555
- Political correctness; *See also* Political literacy; Repressive intolerance; Deviancy 136, 139, 176, 256, 474
- Political linkage agent(s) (PLA) 249
- Political literacy; *See also* Lenin, V. L.; Political correctness; Reeducation 136, 274
- Polonsky, Abraham 138
- Popenoe, Paul 167, 177, 187, 188, 190
- Population control; *See also* Health clinics; Parent licensing 125, 170, 171, 173, 174, 184, 186, 210
and abortion 190, 466, 540
and birth control 540
Norplant 185, 186
feminist movement
and infanticide 187
and war 179
- Population Research Institute 177
- Potter, Charles F. 131, 132, 136, 141, 142, 165, 209, 364
- Pound, Ezra 227, 228
- Pratt, Sue 102
- Pre-Christian 517
- Predictor(s); *See also* Indicators; Behavior, predicting; Psychographics ... 45-47, 171, 174, 184, 185
- Predisposition 44, 54
- Preferred responses/answers 495, 496
- Prevention; *See also* Intervention; Strands 98, 99, 101, 106, 123, 171, 174, 250, 286, 298, 326, 332, 335, 542, 543, 548
- Princeton Conferences 172
- Privacy Act of 1974 92, 93
- Privacy Protection Act of 1988; *See also* Cross-referencing, cross-matching 55, 92, 93, 105
- Privacy; *See also* Cross-referencing/cross-matching; Information underground ... vii, 10, 19, 41, 45, 57, 69, 61-63, 70, 77-80, 82, 86, 88, 90-92, 96, 100-103, 105, 106, 137, 200, 229, 233, 239, 295, 335, 337, 341, 480, 481, 488, 497, 502, 507, 536
- Private schools; *see* Schools, Private
- Private Tutoring Clearinghouse (PTC) 530
- Problem-solving 316, 378
- Process (vs. substance) 235, 300, 316, 459, 465, 491
- Production unit(s); *See also* Human capital; Marx, Karl; Workforce 2000; Managed economy ... 106, 133, 290, 362
- Profile, profiling vii, 18, 47, 49, 51, 55, 56, 74, 81, 82, 85-87, 91, 105, 258, 259, 274, 276, 424, 473, 511, 541, 567
- Program-planning-budget-system (PPBS); *See also* Electronic transfer system(s) .. 73, 280, 282, 291
- Programmed retardation; *See also* Illiteracy; Brunner, Michael S. 383, 385
- Programming (educational) 30, 79, 82, 90, 101, 145, 146, 158, 203, 214, 235, 245, 280, 293, 498, 516
- Progressive Education Association (PEA) 163, 253
- Progressive Movement [a.k.a. Progressives] vi, 110, 111, 118
- Project Read 558
- Proletariat; *See also* Bourgeoisie 150
- Propaganda; *See also* Institute for Social Re-

- search (ISR) 160-162, 164, 166, 167, 175, 192, 198, 210, 214, 221, 245, 246, 249, 481
- Protected status: *see* Individuals With Disabilities Education Act (IDEA); Minorities 101
- Provocateur; *See also* Agitator; Change agent; Facilitator ... 208, 416, 418-420, 429, 430, 434, 435, 437-439, 448, 456, 459, 461-465
- Prozac 181, 226
- Psychedelic Rangers; *See also* New Left; Rubin, Jerry; Hoffman, Albert "Abbie" 229
- Psychiatric
 disorder(s) [a.k.a. deviant behavior]; *See also* Learning styles and disorders ... 97, 185, 156
 genetics 178
 marker(s) [a.k.a. psychological marker(s), behavioral marker(s), bio-behavioral marker(s)]; *See also* Behavioral, screening; Behavioral, genetics vii, 184, 185
- Psychiatric genetics; *See also* Behavioral eugenics 169-171, 178
- Psychical Society, British 131, 132
- Psychosocial treatment; *See also* Behavior, modification 103
- Psychoanalytic scale; *See also* Frankfurt School; Stanton-Lazersfeld Program Analyzer; Little Annie 152
- Psychographics, psychographic; *See also* Predictor(s); Variable(s); Statistical modeling; Clusters vi, vii, 16, 20, 43, 44, 46, 49, 51, 63, 67, 68, 73, 81, 83, 85, 91, 94, 104, 146, 370, 498
- Psychological
 attitude scales 12, 329
 counseling 36, 53, 102, 103, 172, 174, 240, 256, 363
 deviancy: *see* Behavioral, aberration(s)/disorder(s) vii, 94, 95, 97, 256, 409
 environment: *see* Scientific coercion; Psychologically controlled exploitation 206, 414
 instrument(s) [a.k.a. Psychological survey(s)/test(s)/assessment(s)] 12, 27, 82, 98, 143, 204, 205, 315, 321
 inventories 79, 82, 83, 205, 314, 329, 571
- manipulation [a.k.a. Psychological control] 192, 193, 418
 marker(s): *see* Behavioral, marker(s)
 products 183
 warfare [a.k.a. psychwar]; *See also* Tzu, Sun; Scientific coercion; Reasoning; Combat, verbal; Psychologically controlled environment ... 147, 149, 197, 198, 420, 421, 456
- Psychological Assessment Resources (PAR) 205
- Psychological Corporation, the 14, 70, 123, 204, 292
- Psychological marker(s): *see* Behavioral marker(s)
- Psychology, educational [a.k.a. "ed psych"] 22, 26, 36, 120, 339
- Psycho-pharmacology: *see* Ritalin; Prozac; Valium
- Psychopolitics [a.k.a. psychpolitical education]; *See also* Lenin, I. V.; Pavlov, Ivan 28, 135, 195, 196, 385
 political literacy 136, 274
 polytechnical education . 135, 139, 274
- Public Agenda 276
- Public relations [a.k.a. PR]; *See also* Advertising .. 20, 38-40, 78, 86, 125, 177, 178, 220, 255, 278, 283, 290, 293, 309, 311, 314, 315, 320, 354, 433, 489, 493
- Public relations gimmicks [a.k.a. marketing ploy(s)] 278, 293, 314
- Pumsey (curriculum) 63, 202, 210

Q

Quayle, Vice President Dan 19, 416

R

Racial

- hygiene/cleansing; *See also* Rüdin, Ernst; Kallmann, Franz; Popenoe, Paul 169, 170, 178, 190, 207
 politics 554
 tension 554
- Radio Project; *See also* Frankfurt School 138, 144-146, 153, 158, 159, 193, 375
- Raglin, Melissa 466

- Rand Corporation 195, 197, 227, 246, 420, 458
- Randall, William 69
- Raths, Louis; *See also* Values clarification . 165
- Ravitch, Dr. Diane (NAGB president) ... 290
- Razvi, Dr. Enal 100
- Re-education; *See also* Encounter technique(s) 134, 194, 242, 321, 347, 355
- Reactionary; *see* Revolutionary personality
- Reading Excellence Act 387
- Reading instruction
- comprehension 330, 377, 378
- Look-Say .. 222, 381, 382, 456, 473, 477
- phonics 263, 331, 377, 380, 381, 383, 384, 387, 388, 473, 477, 488, 489, 514, 515, 557
- systematic 275, 383, 384, 500, 514
- eclectic [a.k.a. bastardized version of] 383
- psycholinguistics 222, 381, 382
- whole word, whole language 222, 380, 381-384, 454, 456, 473, 477, 488, 507, 571
- Reagan, President Ronald ... 10, 160, 199, 285, 368, 390-392
- Reasoning, types of
- cause-effect 464
- deductive .. 425, 428, 429, 490, 514, 516
- fallacious; *see* Fallacy(ies) of reasoning
- inductive 415, 428, 429, 516
- spatial 264, 265, 513, 552
- spatial-temporal 552
- Record(s), types of
- aggregate 14, 45, 50, 72, 73
- bank 35, 38, 45, 47, 54
- census 18, 36, 47, 50, 51, 73, 85, 92, 177, 370, 549
- credit/credit card 35, 44, 45, 51, 59, 92
- grocery receipts 45, 51
- medical/prescription .. 11, 25, 35, 36, 47, 52, 53, 70, 73, 93, 94, 98, 257, micro- 72-74, 77, 107
- motor vehicle 36, 47-49, 91
- personal 49, 93
- private 73, 104
- public .. 7, 18, 36, 55, 57, 85, 91, 92
- school 35, 94, 104, 335
- title 36
- Red Emma; *see* Goldman, Emma
- Rees, John Rawlings (a.k.a. Rees, J. R.) . 60, 110, 111, 150, 191-193, 196, 206, 208, 210, 214, 215, 217, 231, 246, 257, 261, 364, 367, 458, 477
- Reese, Curtis Willford; *See also* Humanism 131, 132
- Regression, social; *See also* De-culturization 231
- Regulatory review process 288
- Reich, Charles A. 149
- Reich, Wilhelm . 110, 111, 113, 129, 140, 141, 149-151, 155, 168, 183, 190, 242, 246, 364
- Re-invention; *See also* Standards 323
- Religious Right [a.k.a. Radical Right, Far Right, UltraConservative] vii, 390, 432, 433, 454, 470-473, 475, 483, 485, 487, 490, 495
- Report cards 265, 436, 506, 513, 571
- Repressive intolerance; *See also* Political correctness 158
- Research Center for Group Dynamics; *See also* Lewin's Theory of Group Dynamics 191
- Research Involving Children (law) 61
- Research Triangle Institute (RTI) 184, 210, 548
- Restructuring, educational; *See also* Perestroika; School reform . 250, 273, 487, 498
- Revolutionary personality [a.k.a. Revolutionary man, Revolutionary character]; *See also* Fromm, Erich; Adorno, Theodor; Democratic man . 149, 150, 152, 153
- Revolutionary Student Movement 154
- Rhetoric; *See also* Reasoning, types of 129, 131, 134, 136, 218, 221, 232, 274, 300, 322, 328, 362, 406, 415, 416, 431, 469, 485, 486, 499, 515, 516, 527, 562
- Richards, former Governor Ann .. 318, 319
- Richardson, Charles M. .. 9, 377, 387, 526
- Riggs, Representative Frank D. 97
- Right to Financial Privacy Act of 1978 . 93
- Riley, US Secretary of Education Richard W. 271, 285, 311
- Ritalin 95, 173, 182, 200, 236, 237, 340, 407, 476
- Rivers, W. H.; *See also* Neill, A. S. 112,

- 131, 132
 Riverside Publishing 292
 Robert Wood Johnson (RJW) Foundation:
 see Foundations
 Roche, Hillsdale College president George
 C. 409, 536
 Rochester Youth Development Study; *See*
 also Self-report(s)
 Rock Creek Forest (Magnet school
 in MD) 511
 Rockefeller Brothers Fund 481
 Rockefeller Foundation: *see* Foundations
 Rockefeller, John D. 120, 121, 129
 Rogers, Dr. Carl 141, 164
 Rogue
 agent(s)
 legislature(s) 288
 teacher(s)
 Rohrer, state Rep. Samuel E. (PA); *See*
 also Parents, rights; Opt-in 106,
 337, 341, 368
 Rohypnol 231
 Role model(s) 110, 386, 502, 509, 539,
 555, 556
 Role play(ing) 169, 479, 488
 Romer, Governor Roy 289
 Romney, George 369
 Roosevelt, President Theodore 567
 Rosemary School (MD) 512
 Rosenberg, Julius and Ethel 137
 Rosenthal, Elsa; *See also* Dyer, Henry . 78,
 250, 252, 272, 280, 292, 297,
 Rossell, Dr. Christine 545
 Rosten, Ronald A.; *See also* Sherrer, Charles
 W.; Attitudinal, testing 80, 82
 Rote Learning (a.k.a. memorization) 21,
 162, 241, 243, 274, 277, 317, 323,
 375, 378, 571
 Rothfeder, Jeffrey .. 10, 19, 45, 54, 56, 58,
 59, 63, 93, 107
 Rothwax, Judge Henry 257
 Royal Commission on Mental Hygiene
 177
 Rubin, Jerry; *See also* Psychedelic Rangers,
 New Left 229
 Ruckeyser, Louis 386, 520
 Rüdin, Ernst; *See also* Defective(s); Psychi-
 atric genetics; Kallmann, Max .. 169-
 171, 175, 178, 182, 190, 209, 261
 Rugg, Harold 141
 Russell, Bertrand/Dora 130, 139, 143,
 159, 195
 Russell, James Earl 21, 120, 132, 136,
 256, 261, 364
 Ryskind, Morrie 138
- S**
-
- Sadler, Dr. William S. 119, 120
 Saffire, William 59
 Sanders, former Deputy Undersecretary
 Ted 317, 318
 Sandoz Laboratories 225, 226
 Sanera, Michael; *See also* Shaw, Jane S. 396
 Sanford, R. Nevitt; *See also* Berkeley Public
 Opinion Study Group 151
 Sanger, Margaret 113, 114, 179
 Santorum, Senator Rick 547
 Schizophrenia .. vii, 99, 173-175, 182, 185
 Schlafly, Phyllis 454, 474
 Schlesinger, Dr. Laura 409
 Scholastic Aptitude Test (SAT) . 253, 330,
 339, 357, 376, 451, 499
 School and Staffing Survey (SASS) 291
 School board(s); *See also* Local control .. 27,
 268, 270, 290, 307, 309, 341, 454,
 482, 487, 493, 494
 School of Ageless Wisdom: *see* Muller, Rob-
 ert
 School-to-Work Opportunities Act (STW);
 See also Workforce Development Act
 of 1995 302, 303, 312, 347, 348,
 349, 350, 352, 353, 356, 360, 362,
 371
 Schooling, home 275, 291, 336, 338,
 360, 361, 477, 479, 480, 486, 509,
 512, 530
 Schools, private 74, 97, 102, 127, 275,
 291, 336, 338, 357, 454, 480, 499,
 505-510, 531, 561
 Schroeder, former Representative
 Patricia 257, 258
 Schulberg, Bud 138
 Scientific coercion; *See also* Belief system;
 Mass persuasion; Controlled stress ap-
 proach; Opinion management .. 191-
 211
 Screening 20, 174, 201, 204, 303
 behavioral 207
 political 18, 51
 psychiatric; *See also* Erlenmeyer-
 Kimling, Linda 95, 174, 206, 222

- Secretary's Commission on Achieving Necessary Skills (SCANS) 60, 269, 278, 291, 292, 298, 354, 355, 357, 361
- Seely, Michelle 402
- Segal, Sheldon; *See also* Population Council; American Eugenics Society 185
- Seldon, Ramsey 281
- Self-determination 31, 137, 347, 363, 417
- Self-esteem viii, 30, 31, 164, 265, 274, 313, 316, 346, 382, 383, 443-445, 452-454, 533, 544-556, 572
- Self-report(s)(ing) 11, 13, 44, 74
- Self-sufficiency; *See also* Attitudes, Values; Substructure 189, 203, 299
- Separation of Church and State . 105, 410, 411, 482, 485
- Sequential Math; *see* Mathematics/Math, sequential
- Sex education; *see* Curriculum(s), sex education
- Sex Information and Education Organization of the United States (SIECUS) 146, 296, 297, 341, 404, 468, 483, 533, 535, 540-542
- Sexual Assault Nurse Examiner (SANE) 359
- Sexual freedom 115, 119, 202
- Sexual mania; *See also* Deviation, sexual
- Sexual Minority Youth Action League
Sexuality 458
- Sexually transmitted disease(s) (STD(s)) 448-450, 463, 542, 543
- Shakur, Tupac 555
- Shanker, late AFT president Albert .. 324, 503
- Shaw, George Bernard 143, 227
- Shaw, Jane S.; *See also* Sanera, Michael 396
- Shepherd School District (MI) 400, 402
- Sherrer, Charles W.; *See also* Rosten, Ronald A.; Attitudinal, testing 80, 82
- Shintoism 479
- Shokraii, Nina 556, 557
- Siegal, Albert 208
- Simon, Sidney; *See also* Values clarification 165, 256
- Simonds, Dr. Robert; *See also* Citizens for Excellence in Education 413, 432, 433, 474
- Simpson, Christopher; *See also* Scientific coercion 196, 230, 470
- Site-based management; *see* Outcome(s)-based Education
- Situation ethics; *See also* Ethical judgment 477, 488, 572
- Sizer, Theodore "Ted" 28, 32, 343, 344
- Skinner, B. F. 21, 28, 120
- Skinnerian conditioning 29
- Slater, Elliot 175
- Slogan(s); *See also* Meme(s); Advertising, subliminal 18, 63, 148, 154, 198, 233, 293, 347, 406, 416, 430-432, 455, 462, 467, 480, 485, 490, 493
- Slugging; *see* Identifiers
- Smart Card(s); *See also* Montex ... 60, 193, 251, 278
- Smear [a.k.a. black PR] 270, 429, 430, 433-439, 454, 473, 485, 486, 490
- Smith, Adam 522
- Smith-Hughes Act of 1917 348
- Snoop survey(s) 484, 485
- Sobran, Joseph 21, 410, 413, 549
- Social disintegration 154, 214
- Social sanctions 31, 550
- Social Security 14, 45, 56-59, 61, 70, 302, 365, 347
- Social Security Administration 105, 547
- Social studies 12, 122, 141, 219, 308, 321, 328, 377, 388, 393, 400, 479
- Social worker(s) 340, 358, 359
- Socialism; *See also* Free-market socialism 111, 133, 134, 142, 154, 159, 163, 234, 365, 366, 368, 369, 477, 520
- Socialist Society for Sex Consultation & Sexology Research 140
- Society for Racial Hygiene; *See also* Rüdin, Ernst; Kallmann, Max; Popenoe, Paul 169, 170, 178
- South Africa, OBE introduced in 345
- South Dearborn School District (IN) . 329
- Sovereignty, national 94, 149, 164, 165, 371
- Sowell, Thomas 142, 203, 386, 474, 475, 556, 557
- Spady, William; *See also* Outcome(s)-based education 18, 264, 212, 313, 315, 321, 343, 345, 350, 431, 456
- Spatial orientation; *see* Learning styles
- Spatial reasoning; *see* Fallacy(ies) of reasoning
- Spatial-temporal reasoning 552

- Special education 65, 96, 97, 99, 101, 102, 353, 370, 380, 533
- Special interests; *See also* Foundations; Teacher Union phenomenon; Association(s), professional 244, 256, 268, 270, 295, 335, 362, 363, 371, 418, 563
- Special populations; *See also* Subpopulations 160, 305
- Specter, Senator Arlen 13
- SPEEDE/ExPRESS; *See also* Electronic transfer system(s) vii, 52, 64, 72, 74, 76, 77, 78, 291, 293, 297, 337
- Spencer Foundation 369
- Spencer, Lyle 197
- "Spin" 54, 86, 246, 247, 301, 311, 357, 396, 398, 564
- Spock, Dr. Benjamin 456, 457
- St. Aubyn, Gill; *See also* Fallacy(ies) of reasoning 431, 454, 467, 470
- St. Louis, Dr. Michael 343
- Stalin, Josef; *See also* Antiparent campaign 142, 166, 169, 242, 253, 365, 390, 421
- Standards; *See also* Re-invention; National standards; Goals; Outcome(s) .. 142, 164, 204, 212, 220, 242, 243, 271, 273, 290, 306, 323, 388
- Standards, national 213, 269, 306, 307, 389
- Stanton, Frank 144
- Stanton-Lazersfeld Program Analyzer; *See also* Little Annie; Psychoanalytic scale; Fromm, Erich; Lazersfeld, Paul ... 115, 145
- State Education Agency 40, 66, 247, 288, 495, 508
- State, US Department [a.k.a. State Department] 153, 156, 159
- Statism/statist(s) . 364-368, 372, 373, 505, 520
- Statistical model(ing); *See also* Psychographics 18, 44, 46, 52
- Steckel, Wilhelm 110, 111, 129, 183, 198, 246, 261, 364
- Steen, Elaine B.; *See also* Greenberg, Daniel; Detmer, Don E. 52, 53
- Stein Roe; *See also* Curriculum(s), economics 523
- Stephens County School District 334
- Sticky-labeling; *see* Identifier(s)
- Straight, Dorothy/Willard; *See also* Dartington Hall 130
- Strand(s) 12, 43, 44, 63, 87, 203, 247, 298, 304, 315, 343, 478, 479, 554
- Stranky, Erwin 259, 261
- Straus, Kathleen 371, 375
- Straw-man argument *see* Fallacy(ies) of reasoning
- Stress, reduction of/management of ... 101, 127, 128, 210, 228, 234, 464, 488
- Strong, Maurice 373
- Student/Pupil Accounting Handbook(s); *See also* Unified coding ... 52, 53, 354
- Students for a Democratic Society (SDS) 229, 311
- Sudden Infant Death Syndrome (SIDS) 398
- Subconscious mind 30
- Subin, City Councilman Michael L. (MD) 512
- Subliminal advertising; *see* Advertising, subliminal
- Subpopulation(s); *See also* Psychographics 52, 68, 206, 314
- Substance abuse [a.k.a. drug abuse] viii, 52, 54, 112, 162, 240, 326, 371, 440, 449, 452
- Substructure (of values) 374
- Sullivan, R.N., Janet 100, 551, 552
- Summerhill; *See also* Neill, A. S. . 112, 129, 140, 150, 159
- Supplemental Security Income (SSI) ... 102
- Support base, establishing a 501
- Surrogate government agency(ies) ... 270, 277
- Swistock(s) family; *See also* Bounty hunters 257
- Synthesis (of two or more view points); *See also* Consensus-building 460, 461, 571
- Syverud, Mark 96

T

- T. C. Williams High School (MD) 377
- T4 Project 207, 208
- Taba, Hilda 165, 194
- Tannen, Dr. Deborah 417
- Tavistock

Centre for the Study of Persecution and

- Extermination Clinic 191, 210
 Institute of Medical Psychology [a.k.a. Tavistock Institute] 60, 144, 151, 192, 193, 278, 292, 306, 339, 347, 416
 Method; *See also* Rees, J. R.; Delphi Technique; Alinsky Method; Scientific coercion vii, 192, 194, 206, 252, 458
 Taylor, John; *See also* Irresistible impulse 258, 259, 262, 266
 Teacher Mentor Program(s) 342
 Teacher training [a.k.a. teacher education]; *See also* Teaching methodology viii, 121, 122, 150, 203, 212, 234, 235, 237, 245, 252, 256, 263, 323, 389, 531
 Teacher union phenomenon; *See also* National Education Association; American Federation of Teachers (AFT) 275
 Teachers' College; *See also* Columbia University 112, 120, 121-123, 125, 127, 128, 120, 144, 153, 213, 252, 256, 261, 297, 382
 Teaching conditions 553
 Teaching methodology [a.k.a. methodology]; *See also* Learning styles 256, 265, 415, 451, 473, 513
 Team-building 327
 Tech Prep; *See also* Hoye, Ms. J. D ... 360, 361
 Teenage pregnancy 540
 Testing and Essential Literacy Skills (TELLS) 13
 Texas Education Agency 71, 318
 Thatcher, former Prime Minister Margaret 116
 Theosophical Fraternity 113
 Theosophy; *See also* New Age Movement 227, 229, 478
 Therapists, mobile 337
 Third International Mathematics and Science Study 236, 380
 Thorndike, Edward Lee 21, 120, 123, 136, 198, 233, 256, 261, 364
 Threshold, psychological 43
 Title X (Medical Assistance) . 101, 334, 335, 541, 543
 Tolerance; *See also* Nonjudgmentalism; Flexibility .. 97, 202, 222, 246, 254, 328, 410, 467, 538, 547, 568, 569
 Tomlinson, Mike 45, 51
 Tooley, Michael; *See also* Infanticide ... 187
 Torrey, Dr. E. Fuller . 113, 114, 116-119, 130, 139
 Total Quality Management (TQM) ... 475
 Tracers Worldwide; *See also* Privacy 58
 Transformational Team [a.k.a. Team] 338
 Treasury, US Department of [a.k.a. Treasury Department] 54, 56
 Trend(s) [a.k.a. pattern(s)]; *See also* PPBS . 36, 45, 47, 52, 73, 82, 173, 195, 165, 552
 Trumbo, Dalton 137
 Truth(s) (vs. facts) 459, 460
 Tucker, Marc; *See also* National Center on Education and the Economy 139, 273, 348
 Tucker, Mrs. Katie 333
 Tuition assistance grants 387
 Tuition tax credits; *See also* Vouchers .. 507
 Tutors, private 238
 Twain, Mark 516
 Tyler, Ralph 26, 28, 29, 78, 150, 165, 194, 241, 252, 271, 279, 297, 322, 483
 Tyson, Mike 555
- ## U
-
- US Department of Agriculture 70
 US Office of Education (USOE) . 71, 125, 160, 161, 195, 234, 244, 252, 279, 369
 Unified coding system; *See also* Common core of Data; Universe files; Longitudinal Studies; Pupil/Student Accountability Handbook(s) 104
 Uniform(s); *See also* Dress code(s) 561, 562
 Uniqueness (vs. differentness) 554
 United Nations (UN); *See also* Sovereignty 193, 216, 362, 365, 372, 374, 477
 Commission on Global Governance 364
 Convention on Climate Change 397
 Educational, Scientific and Cultural Organization (UNESCO) ... 213, 217, 328, 365, 374
 Intergovernmental Panel on Climate Change (IPCC) 397
 University of California at Los Angeles (UCLA) 71

- University of Leipzig 111
 Unz, Ron 546
 Urban Family Institute; *See also* Amos, Kent 559
 Usurpation of power; *See also* Parental authority 268

V

- Vacco, Attorney General Dennis C. (NY) 348
 Vahanvaty, Dr. Ramiah; *See also* Lambert Elementary School 334
 Validated program(s) 43, 304, 315
 Valium 181
 VALS technique; *See also* Psychographics 41, 42
 Values; *See also* Viewpoints; Opinions; Attitudes; Ethical theme index
 moral 411, 412, 479
 religious 342, 408
 traditional 109, 156
 Values clarification 165, 256, 477, 487
 Van Hollen, Jr., state Senator Christopher (MD) 512
 Variables 47, 51, 52, 73, 86, 87
 Varnos, Werner: *see* World Population Institute
 Vega, Rep. Fernando 546
 Verbal combat: *see* Fallacies of reasoning
 Violence 31, 149, 154, 169, 199, 201, 211, 229, 241, 25, 298, 342, 371, 385, 435, 455, 488, 527, 558, 559, 565, 567-570
 Visual identification [a.k.a. visualization]; *See also* Learning styles ... 263, 265, 478, 513
 Vocational education; *See also* Perkins Act
 Vouchers; *See also* Tuition tax credits; School choice 63, 102, 503, 508, 509

W

- Waiver, tax 561
 War of the Worlds broadcast; *See also* Radio Project 144
 Washington, George .. 389, 390, 410, 411
 Watergate Committee 62
 Weather Underground; *See also* New Left; Marcuse, Herbert (stepson of) .. 229,

567

- Weighting; *See also* Norming 153
 Wells, H. G.; *See also* Radio Project; Little Annie 139, 143-145, 166
 Welsh, Patrick 377
 Werfels, Franz 151
 West Carrollton School District (OH) 376
 West, Dr. Joylon; *See also* LSD; Cult Awareness Network 227
 Western Psychiatric Institute & Clinic [a.k.a. "Western Psychiatric"] 27, 32, 88, 98-100, 103, 143, 174
 White House Conference on Child Health and Protection (circa 1930) 128
 White House Health Care Task Force; *See also* Clinton, First Lady Hillary .. 370
 White House Office Data Base; *See also* Privacy 10-12, 19, 20, 48, 59, 93
 White, William A. 260
 Whole-child theory: *see* Child-centered curriculum; Tyler, Ralph
 Whole-word method: *see* Reading instruction
 Wiggins, Larry and Bianca; *See also* Centreville incident 15
 Wilder, Governor Douglas 554, 563
 Wilder, Thornton 114
 Will, George 232, 251, 365, 367, 368
 Williams, Annette "Polly" 558
 Williams, Gertrude: *see* Barclay School
 Williams, Walter 474, 516, 521, 548
 Williamsburg Charter Foundation 124
 Winter Solstice Program 400, 454
 Wirtz, Willard; *See also* LaPointe, Archie; National Assessment of Educational Progress 76, 78, 290, 339
 Wiseman, Bruce 9, 88, 103, 211, 230, 231, 234, 251, 254, 258, 259, 261, 262
 Wolf, Richard M.; *See also* Tyler, Ralph 78-80, 82, 252, 297, 337
 Women's International League for Peace and Freedom 113
 Woodson, Robert L.; *See also* Role models 560
 Woodward, Bob 478
 Workforce 2000; *See also* Workforce Development Act of 1995 iv, viii, 29, 103, 124, 222, 270, 306, 307, 311, 347-351, 353, 355-363, 371, 406,

- 468, 518, 562
- Workforce Development Act of 1995 [a.k.a. Careers Act, Workforce 2000]; *See also* School-to-Work Opportunities Act 103, 303, 347
- Working Opposition 484
- WORKLINK; *See also* Educational Testing Service; Cross-matching; Privacy 73, 354
- World Core Curriculum; *See also* Muller, Robert; School of Ageless Wisdom 33, 37, 469
- World Federation of Mental Health .. 109, 208, 215
- World government 365, 372, 476, 477
- World Institute for Computer-Assisted Technology (WICAT) 74, 82, 88
- World League for Sexual Reform; *See also* Curriculums, sex education 131
- World Population Council 482
- World Population Institute 142, 296, 466
- World Trade Organization (WTO) 576
- World War II 25, 138, 140, 150, 159, 164, 165, 167, 179, 196, 197, 213, 226, 228, 257, 389, 390, 415, 477,

- Wrap-around services: *see* Medicaid, wrap-around services 367, 428
- Wriston, Henry M. 367, 428
- Wundt, Wilhelm 110, 111, 115, 119, 120, 122, 127, 171, 183, 187, 190, 209, 227, 246, 364
- Wundtian philosophy/psychology 123, 130, 151, 160, 163, 209, 227, 244, 255, 256

Y

- York, Alexandra; *See also* American Renaissance for the 21st Century 156, 232, 528, 532
- Young, Donald 197
- Youth Centers; *See also* Certificate of Mastery (CIM) 352, 353, 365
- Yu Quanyu 163

Z

- Zorinsky, the late Senator Edward 387
- Zurich Insurance Group; *See also* Privacy, personal records 49

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