



Exposing — the — Global Road to Ruin

through
Education

Written submissions from Conference Speakers

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The Devil's Seven-Prong Fork

By Charlotte T. Iserbyt

Our family has seen many changes in the past year which necessitated my pulling a “Houdini act” and withdrawing from the political activist scene.

One of the changes in my life was a move from the city to the countryside . . . to a house overlooking the magnificent Kennebec River in Maine. This great river attracts wonderful birds, including our nation’s symbol, the Bald Eagle. They appear frequently, especially when the river freezes, swooping down onto the ice floes which provide a solid base from which they can feed. Would that our nation, whose symbol is the Bald Eagle, had similar solid constitutional support from its government thus enabling Americans to continue to live as free citizens.

The Bald Eagle, still free, is flying with both wings. The United States, no longer free, is flying with but one wing . . . as pilots would say, “on a wing and a prayer.”

This article explains why our formerly free country is, in the 21st Century, flying with only one wing.

The most devastating aspect of “The Devil’s Seven-Prong Fork” is that we victims hadn’t the foggiest idea we were being victimized by it, but thought, to the contrary, that the government had our best interests at heart. The government, in partnership with the “usual suspects” — the elitist, internationalist corporate sector, the tax-exempt foundations, the Federal Reserve Bank, the educational system, the controlled media, and some important religious denominations — has year after year, consistently worked to create an environment which keeps its citizens ignorant regarding what is really going on, thereby creating the necessary citizen apathy which allows “the usual suspects” to accomplish the dismantlement of the greatest, freest, most successful nation in the history of the world.

If Americans do not understand how they have been victimized by “The Seven-Prong Fork,” if they do not start asking questions and demanding answers, if they do not take action to reverse our nation’s slide into world government, they will experience in the very near future what George Orwell described so well in his novel *1984*:

If you want a picture of the future, imagine a boot stomping on the human face — forever . . . and remember, that is forever.

For the history of regional governance and subversion in



the United States and abroad the reader can go to americandeception.com, a free website, which provides scanned primary research, and click on researcher/writer D. Niwa’s “hot-off-the-press” *The Emerging North American Union* (NAU), which includes a most useful timeline (1921-2006), Maureen Heaton’s *The Impossible Dream*, and *The Don Bell Reports*.

This website also makes available to the public, for the first time, the 3,000-page transcript of the 1953 Reece and Cox Congressional Committee hearings related to the investigation of the subversive activities of the tax-exempt foundations. During

a meeting in New York City in 1953 research director for the Reece Commission Norman Dodd was told by Rowan Gaither, the president of the Ford Foundation, that the White House instructed the foundations “to use their grant-making power to so alter life in the United States that we can be comfortably merged with the Soviet Union.” The foundations, especially Carnegie, Rockefeller, and Ford, concerned that the American people, to whom they owed their tax exemption, would have access to the record of these hearings, scooped up all available copies immediately after the hearings were abruptly terminated in 1954. President Eisenhower, carrying out the above treasonous directive to the foundations, signed the first agreements with the Soviet Union in 1958 at the peak of the Cold War. Had those hearings *not* been terminated, it is unlikely Americans would be looking at the demise of their nation under the North American Union (NAU), or that the virtual merger of Russia’s and the United States’ basic political, economic, cultural, educational, and law enforcement systems would have taken place over the past 48 years.

THE DEVIL’S SEVEN-PRONG FORK consists of:

Prong One: Semantic Deception

Semantic Deception, covered by George Orwell in *1984*, calls for lying through the deceitful use of words. Few Americans question the innocent-sounding words/phrases

such as “regionalism,” “consolidation,” “democracy,” “free trade,” “public/private partnerships,” “school choice,” “base closures,” “faith-based,” “freedom,” “patriot,” “security,” “prosperity,” “peace,” *et al.*

Why has no one told the American people that regionalism, be it local, county, state, national or international, is Communism? The regionalization (consolidation) of the world is quite similar to the three-stage plan outlined by Stalin at the 1936 Communist International. At that meeting, the official program proclaimed:

Dictatorship can be established only by a victory of socialism in different countries or groups of countries, after which there would be federal unions of the various groupings of these socialist countries, and the third stage would be an amalgamation of these regional federal unions into a world union of socialist nations.

What Stalin called for is taking place in front of our very eyes, with the NAU and other emerging global regional groupings, following the model of the European Union. Regionalism erases constitutional, geographical borders and, in so doing, does away with locally elected officials, creating larger and larger municipal units managed by faceless, highly trained, socialist change agent bureaucrats.

The liberal writer, Morris Zeitlin, admits that regionalism is communism in an article entitled “Planning Is Socialism’s Trademark,” published in the *Communist Party’s Daily World* (11/8/75). Go to deliberatedumbingdown.com where *the deliberate dumbing down of america: A Chronological Paper Trail* can be downloaded free. Zeitlin’s article is found on page 134.

More recently, former President of the Soviet Union Mikhail Gorbachev confirmed Zeitlin’s comments when he, during a visit to London on March 23, 2000, referred to the emerging European (regional) Union (EU) as “the new European Soviet.” Does this not make the NAU the “New American Soviet”?

Regionalism has been fostered not only by the left, as would be expected, but by mainstream conservative leadership as well. I recall, at a Conservative Political Action Conference (CPAC) in the mid-seventies, an exchange of views between the former editor of *National Review*, William Rusher, and myself. I asked, “Why doesn’t the conservative media (*Human Events*, *National Review*, etc.) ever discuss regionalism?” His response was: “I guess they just don’t think it’s very important.”

On December 28, 2006, Michael Medved, neoconservative writer and radio talk show host, wrote “Shame on Demagogues Exploiting ‘North American Union,’” an article which confirms what Rusher said, but goes even further by actively supporting the NAU (regionalism). Medved’s article

on Townhall.com is a vitriolic diatribe in which he attacks concerned, well-informed and highly respected Americans, including journalists, due to their opposition to the NAU and the highway through Texas and the Great Plains connecting the USA, Mexico, and Canada. He calls them “paranoid, lunatics, losers, crooks, cranks, demagogues and opportunists.” His hysterical ranting indicates that CNN’s Lou Dobbs and Jerome Corsi, amongst other writers, are succeeding in waking up Americans to the fact that their nation is on its way out as a Constitutional Republic unless they act quickly. Dobbs described the merger controversy this way in a recent CNN broadcast:

For any American to think that it is acceptable for the president of the United States and . . . our government, to proceed without the approval of Congress or a dialogue and a debate and a public voice from the people of this country is absolutely unconscionable. . . . What they’re doing is creating a brave new world, an Orwellian world, in which the will of the people is absolutely irrelevant.

Reported on earthtimes.org (1/7/07), “A U.S.-European economic partnership like NAFTA [North American Free Trade Agreement] is critical to both regions’ economies,” new European Union President Angela Merkel of Germany says.” The late Andrew Carnegie, who, in 1886 called for “creating two nations out of one people” — returning the United States to the “mother” country, England — must be smiling from his grave!

Other examples of the use of deceptive words follow:

- President George W. Bush’s **PATRIOT** Act is probably the most unpatriotic, treasonous Act ever passed by the Congress.
- President George W. Bush’s **FREEDOM** (Mental Health) Initiative will eventually, if fully implemented, mandate mental health screening and services lifelong for all Americans. Anyone familiar with the history of the Soviet Union will immediately recognize this initiative’s resemblance to the Soviet Union’s use of the mental health system to incarcerate political dissidents. In 1948 Alger Hiss, Soviet agent, redefined “health” as a “state of complete physical, mental, and social well-being, and not merely the absence of disease or infirmity.” The international elite view those opposed to world government as “mentally sick.”
- President G. W. Bush’s innocent-sounding **FAITH-BASED** Initiative is referred to in an article in *The Washington Post* as “communitarian.” Most dictionaries define communitarianism as a form of communism.
- And one certainly could ask how the **SECURITY** and **PROSPERITY** Partnership (Canada, Mexico, and USA) is going to make us more secure or more pros-

perous, considering the freedom and security-destroying effects of the “real ID act,” *North American Free Trade Agreement* (NAFTA), *Central American Free Trade Agreement* (CAFTA), the Office of Homeland Security and the prosperity and job-destroying (redistribution of wealth) effects of NAFTA and CAFTA.

Prong Two: **Dialectic**

Prong Two is the constant use of German philosopher Georg Wilhelm Hegel's (1770-1831) Dialectic in moving persons toward predetermined goals and objectives. About thirty years ago, before I had the foggiest idea of education change agent manipulation of the community—including teachers—to get destructive immoral and non-academic programs initiated without too much flack, I unknowingly played out the dialectic method, but this time in regard to doing laundry. I put my red woolen sweater in the laundry (hot water) with my husband's white cotton shirts. The result: pink cotton shirts for him and a red sweater the size of a wash cloth for me. The important result, as it relates to how the dialectic plays out, is that I never had to do laundry again—not for my husband, not for either of my two sons. The mandate was “Don't give Mom your laundry!” Now, had I *never* wanted to do laundry again and had I understood how the use of the dialectic inevitably gets what one wants, I would have done exactly what I unknowingly did with such success!

Prong Three: **Gradualism**

Prong Three is the use of Gradualism (put the frog in cold water and gradually turn up the heat until the frog is dead, without having the faintest idea what happened to him). For over 150 years we have had gradualism used on us. Richard Gardner, former US Deputy Assistant Secretary of State and US Ambassador to Italy, said in “The Hard Road to World Order” (*Foreign Affairs*, 1974):

In short, we are likely to do better by building our “house of world order” from the bottom up rather than the top down. It will look like a great, “booming, buzzing confusion,” to use William James's famous description of reality, but an end run around national sovereignty, eroding it piece by piece, is likely to get us to world order faster than the old-fashioned frontal attack.

Prong Four: **Control of the Media**

David Rockefeller, in Baden-Baden, Germany, 1991, thanked the major media for keeping secret the elitists' plan for the world. He said:

... [I]t would have been impossible for us to develop our plan for the world if we had been subjected to the lights of publicity during those years. But, the world is now more sophisticated and prepared to march towards a world government.

Prong Five: **Endless Money Supply**

This prong depends on the unconstitutional, private Federal Reserve Bank's ability to create hundreds of billions of dollars out of thin air when necessary. The education “industry,” for example, has been a recipient of whatever it wanted to “deliberately dumb down” and condition future Americans so they don't know what is happening to them or their country. If you haven't been taught what economic/political system you have, why would you be upset if, as is the case today, the public/private partnerships implement the corporate fascist/socialist planned economy? Your neighbor's glazed expression when asked if he approves of the NAU or, at the local level, the consolidation of all the cities in his county (regionalism) is a good example of the damage inflicted on their brains (cognitive dissonance) by the public education system.

Prong Six: **Control of agenda of Republican and Democrat Parties**

Prong Six relates to control of agenda of Republican and Democrat Parties, allowing only those individuals with an international socialist philosophy to be nominated and, once elected, ensuring they vote the One Party (internationalist) Line.

Prong Seven: **UN control of education**

Prong Seven is United Nations control of education lifelong under the umbrella of the school district (community re-education). The late Professor Benjamin Bloom, an internationalist closely associated with United Nations Educational, Scientific, Cultural Organization (UNESCO), and the father of the taxonomy of educational objectives, in which all teachers have been trained, said in his book *All Our Children Learning*:

The purpose of education and the schools is to change the thoughts, feelings and actions of students.

The UN and the tax-exempt foundations have created a socialist America through Skinnerian/Pavlovian behavior modification programs (animal training which bypasses the brain) and the radical change from academics to the communist/fascist polytechnical (lifelong school-to-work job quota system) being implemented today under the controversial *No Child Left*

Behind [No American Left Alone] Act.

This writer hopes the reader will copy “The Devil’s Seven Prong Fork” and get it into as many of his acquaintances’ hands as possible. Our elected officials might read it and develop a new perspective on why they are voting as they are voting. Understanding the use of “The Devil’s Seven-Prong Fork” is the major key to victory over those who are surreptitiously robbing our children and grandchildren of their God-given freedoms — freedoms guaranteed under the *United States Constitution* and *Bill of Rights*.

Let us all work to restore freedom to our great nation; let us work to enable the United States of America to fly again with both wings, as does the Bald Eagle, our nation’s majestic symbol of freedom.

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Is Freedom Burning?

Or Has the Tissue Paper Just Caught Fire?

By Cynthia Weatherly

Cynthia Weatherly spent a considerable amount of time discussing various aspects of this article with National Home School Legal Defense Association (HSLDA) lawyers, Sen. Charles Grassley's (R., Iowa) office, the US Department of Education, attorneys and other experts. This article has generated a great deal of controversy. Although recent revisions of the Parental Rights and Responsibilities Act (PRRA) have removed portions of the disturbing language, there are some excellent points about interlocking legislation and agendas that are still very relevant. For the record, we do not agree that a scholarly review of very public federal legislation constitutes a Matthew 18 matter involving a private offense.
(The Christian Conscience)

Sometimes good sounding ideas, when they get too close to bad plans, can ignite!

As an eight-year-old, fire was fascinating. My neighborhood playmates had discovered how to strike matches—I was amazed! The night I tried it by myself I was in the downstairs bathroom of the wonderful old Victorian-era house in which I grew up. It never occurred to me that all those squares of tissue on the “bathroom stationery” roll were connected; I only wanted to burn the one on the end!

After smoking up the yellow-flowered wallpaper, setting the bath mat aflame, and scorching the linoleum by bouncing the flaming roll around trying to extinguish the fiery mess, for the first time in my parents' memory I went straight to bed after my bath without being threatened! And before nine o'clock! When I was summoned from my bedroom — not awakened, you understand — two hours later by my father, it was also the first time I admitted “I did it!” without applying the “Peter-before-the-cock-crowed-thrice” denial tactic. Needless to say, my parents “explained” very thoroughly the implications of burning paper in a house constructed of fifty-year-old heart pine! A very healthy respect for fire and its consequences has been a lifelong effect of that experience.

I discovered as an eight-year-old that actions have consequences and chain reactions can be devastating. A “grown up” case in point involves some proposals originating from the National Center for Home Education/ Home School Legal Defense Association in the form of the *Parents Rights and Responsibilities Act* and *The Restoring Local Schools Act*. Both of these proposals are “attached” to social and political issues which are potentially volatile.



Legislating Parental Responsibilities

When propositions are being discussed in policy circles about the licensing of parents — defining parenthood as a “privilege” endowed by the state, rather than a God-given right — it doesn't seem to be the appropriate time to pass Federal legislation designating parental “responsibilities.” That is exactly what is being encouraged by support for the *Parental Rights and Responsibilities Act* (HR 1946 and S984 respectively).

Both *HR 1946* and *S 984* place the Federal government in the position of protect[ing] the right of parents to direct the upbringing of their children as a fundamental right; ... [Sec. 2(b) (1)].

To place the government in the position of “protecting the rights of parents” is tantamount to trying to burn one square of bathroom tissue apart from the rest, or to ask the wolf to guard the henhouse. To ask the government to protect a right is to ask the government to define, regulate and enforce it. This is not a simple nor desirable proposition.

It is with dismay and amazement that I have read this bill; without knowing the authorship I would not have attributed it to a friend. Authorship by Michael Farris, head of the National Home School Legal Defense Association (HSLDA) and National Center for Home Education (NCHE), and vice president of Christian Solidarity International — a “protector of human rights organization” — came as quite a shock! I had hoped that someone with the reputation enjoyed by Michael Farris would understand the implications of such wording in the law.

To add fuel to that potential fire, as it were, is to include

language such as the following:

(3) while protecting the rights of parents, to acknowledge that **the rights involve responsibilities and specifically that parents have the responsibility to see that their children are educated for the purposes of literacy and self-sufficiency**, as specified by the Supreme Court in *Wisconsin v. Yoder*, 406 U.S. 05 (1972):...[Sec. 2(b)(3)][Emphasis added.]

Never, to my knowledge, has anyone proposed placing conditions in Federal law requiring parents to “see that their children are educated” for the purpose of literacy or anything else — let alone “self-sufficiency”! As I recall, *Yoder* upheld a right of parents to educate children in their own way for religious reasons when faced with a threat by a state compulsory attendance requirement. It did not plow new ground by adding Federal statutory authority to the situation. The *Parents Rights and Responsibilities Act* definitely adds a new dimension to the concept of government interference in the rights of parents to raise their children.

The terms “literacy” and “self-sufficiency” are not defined in this *Act*. Given the open debate in the education community over literacy and what it means, and the emerging evidence that our education policies are focusing on producing an international workforce rather than a traditionally educated populous, causes one to have grave reservations about using those terms lightly in Federal law.

“Literacy” is many different things. During a debate with William Spady (the “Father of OBE”), Farris suggests that “cultural literacy” could apply to knowledge about pop singer Madonna. There are also many other types of literacy referenced in educational circles: “global literacy,” “ecological literacy,” “spiritual literacy,” “earth literacy,” “vocational literacy,” “sexual literacy,” and “academic literacy,” just to name a few. It is easy to see where a problem could arise if parents were required by law to be responsible for the education of their children for the purposes of an undefined “literacy.” While one might cite *Yoder*’s provisions as protection, the law would still nationalize and regulate its effects.

- How would “literacy” be measured?
- What kinds of “literacy” would be measured?
- How would achievement of “literacy” be verified?
- A national test, a portfolio, an assessment?
- Who sets the standards?
- What would happen if a child was deemed “illiterate”?
- Would this constitute abuse and neglect?

These are hard questions, but I think they illustrate just how far the social reformers could take this. The obvious danger here is that enemies of parental authority can use such language to further their agenda. There are plenty of social reformers who would love to get a chance to define

“responsibility” and “literacy,” but it is not likely that we would agree with their meanings!

Later in the *Act* under Section #3, “Definitions,” (4) (c) states:

NO APPLICATION TO ABUSE AND NEGLECT -- The term “right of a parent to direct the upbringing of a child” **shall not include a right of a parent to act or refrain from acting in a manner that constitutes abuse or neglect of a child**, as the terms have traditionally been defined. [Emphasis added.]

While it is accepted practice to allow that balance of acknowledging the extenuating circumstances in instances of documented abuse and neglect, the *Act* would place into law a totally new set of circumstances that “constitutes abuse and neglect” by adding the specific responsibility of parents “to see that their children are educated for the purpose of literacy and self-sufficiency.” Certainly, no one is in favor of child abuse and neglect, but the social reformers have entirely new definitions of what constitutes abuse and neglect, and some of them even place home schooling in that category!

The Trouble with Defining Choice

There is another equally perplexing point made by Farris at the National Christian Home Educators Leadership Conference on Oct. 4-8 in Orlando, Florida. During the closing of a debate between Farris and Spady, Farris stated that

This group rejects vouchers, but would like some method of school choice... If we... let people be free to move from place to place — economically free as well as legally free — to do their own thing, we can solve this values conundrum...

If, as Farris suggests, the group rejects the concept of vouchers, what other method is he referring to when he promotes the idea of being “economically free as well as legally free” to pursue school choice?

At the present time we are already free — as demonstrated by the attendance of a large group of home schoolers at the leadership conference — legally to choose from many options available in the education market, including public school, private school, sectarian school, home school, and even transfer among public schools. The only issue unresolved is the issue of being “economically free” to choose. This suggests that there should be some equalized availability of funds to support these choices. What source other than government does Mr. Farris have in mind?

In the *Parental Rights and Responsibilities Act* it says that “parents have the responsibility to see that their children are educated for the purposes of literacy and self-sufficiency.”

Existing law on this subject is mostly found on the state level and is worded in such a way that the *state* has the responsibility to *provide* educational opportunity for all citizens, but only requires parents to have them *attend* an educational setting during certain years of the child's life—and that “setting” can be of the parents' choice, thanks to many hard-fought legislative efforts to protect home schooling and private education as viable options. These laws have stood many tests. Much of this effort can be credited directly to the efforts of HSLDA.

However, if a Federal law *requires* that the parents provide the educational experience, does that not mean that the Federal government must economically equip the parents as it does the state? Would that economic equipage not come with the same propensity for regulation of the process?

Has there been some confusion of goals within these proposals? Surely, this was not intentional? [For some other concerns about government-funded choice, please see “When Is Assessment Really Assessment?” in the Written Submissions from this conference.]

The Trouble with Individual Education Plans

In another statement by Farris on the same occasion, he asserts that he is not of the opinion that “one size fits all” in education. He laudably emphasizes the pursuit of individual excellence and mostly spurns the idea of centralized planning. He illustrated his assertion that not all children should be made to take algebra by pointing out

It's like trying to teach a pig to sing; it wastes your time and annoys the pig! Give them something that is meaningful to them that will meet their individual needs, desires, and goals ...

I don't want all people reaching the same results... My system is twenty-five kids moving at individual rates toward individual goals... individualize the process. We need to assess ourselves and realize that only individualizing the process will work... Community schools work a whole lot better... individualize instruction in this country... implement true freedom of choice.

While one can respect Mr. Farris's opinion on the matter of individualized instruction, to offer it as the total solution to America's educational problems can be narrow and short-sighted.

Farris also made an exception to his objection to centralized planning: he pointed out that the preparing of school bus schedules could be centralized and that he could see the need for centralized accounting. Perhaps the full import of the combination of 1) individualized instruction, 2) “true freedom of choice” in education, 3) centralized bus routing, and 4) centralized accounting has not fully impressed itself on those in the home schooling movement. Perhaps

“individualized instruction” as applied to Title I, Speede Express, and social service delivery has been excluded from consideration of policy by those outside the public schools.

There is so much to consider just covering law, policy and philosophy as it applies to home schooling, much less keep up with all of the implications that could cross over from the public sector were the private and home schooling sectors to find themselves operating under government regulations which would flow from public subsidies for private education choice and meeting standards that could be imposed under provisions within the *Parental Rights and Responsibilities Act*.

Most home schooling parents would not realize that the combination of alternative instruction — which could mean individualized — choice, centralized transportation (at government expense), and centralized accounting constitutes the basic elements of what is known as a “charter school.” An important point to remember about charter schools is, as John Chubb (Director of the Edison Project, a design team of the New American Schools Development Corporation, and a former Fellow of the Brookings Institution, a think tank noted for its liberalism) has stated, “Charter Schools are answerable to the state.” (Second Annual Model Schools Conference, Atlanta, Georgia, 1994).

The move to mainstream handicapped and special education students into regular classroom settings has led to the proliferation of Individualized Education Plans (IEPs), even for average and high-achieving students. These IEPs contain provisions for not only academic processing of the students, but provisions for many other services — social, psychological, and health, for example — which facilitate the acquisition of Medicaid funds for the delivery of those services under the IEP. This co-mingling of funding for educational, health, and social services involves the student and his/her family in an extensive web of potentially privacy-invading activities.

One must be very careful about embracing quick-fix, sound-bite solutions for today's educational problems. Freedom from social, moral, and regulatory tyranny is bought with a high price. Presently, there is evidence that the education establishment would like to move all children into an IEP process, since so many children are presenting themselves into ever-expanding “at-risk” categories. Could this be where the embracing of the idea of being “economically free” to choose individualized instruction could lead? — straight into the arms of the “central planners” we wish to avoid?

The Problems with Abolishing the U.S. Department of Education

HSLDA is also proposing the *Restoring Local Schools Act*.

This legislation was prepared by Jim Jacobson and Mike Hammond for the National Center for Home Education (NCHE), the research arm of HSLDA, and is primarily focused on abolishing the US Department of Education.

This particular bill was meant to be a replacement for HR 1883, after that bill ran amok at the hands of congressional staffers. When a group of conservatives who had been meeting with freshmen Republican congressmen became concerned that their proposal to eliminate the US Department of Education had been altered when put through the sieve of congressional staff, Farris, Jacobson, Hammond and others proceeded to reconstruct a proposal they thought would be more thorough. The results of this effort turned out to be the *Restoring Local Schools Act* (RSLA).

After passing it around to select congressmen, Farris and Chris Klicka of NCHE made it available to the state leadership persons involved with HSLDA and NCHE. Home schoolers were to help start the drumbeat for the approval of this alternative bill to deconstruct the Federal role in education. Since that time there has been considerable comment and attention given to the bill.

Presently, the possibility is being explored to not introduce the bill as a bill, but to amend or substitute another bill with the RSLA. The most likely vehicle with which to achieve this would be HR 1883, a possibility that is already being discussed with the principal sponsors. The reasons given for this legislative marriage include the fact that they so closely resemble each other — the *Restoring Local Schools Act* names more programs for repeal and transfer — and that the sponsors are having difficulty raising grassroots support and need the home schoolers' network to bring attention to the bill.

Both bills place the responsibility for performing all functions that had been the province of the US Department of Education in the hands of the Secretary of Health and Human Services (DHHS) — the very department responsible for meshing social services with education by way of school-based clinics, etc. This would put education in the US under the auspices of Donna Shalala, who has an extensive track record as one of the leading liberal social and family reformers in America.

While putting education under DHHS is supposed to be a temporary measure solely for the purpose of winding up any outstanding affairs associated with those functions, Secretary Shalala is also allowed to allocate or reallocate any function that had been the Department of Education's, and may "consolidate, alter, or discontinue any organizational entities" the Secretary deems appropriate.

Does this instill confidence that major efforts at social engineering will not be attempted while resources are available?

DHHS is given four years to accomplish this task. Since the introduction of RSLA into consideration, there has been some discussion of changing the reallocation of the department's functions from Health and Human Services to the Office of Management and Budget. Because this would be the first time a cabinet-level department had ever been dismantled (if, in fact, this comes about), no one has a clear idea of exactly how it can be achieved. Also, since the Office of Management and Budget has never been involved in anything like this operation before, no one knows what rules or regulations would apply to this procedure; in fact, no one is even certain that this dismantling is even consistent with the duties of the OMB. OMB has traditionally been identified with government efforts centered on management by objective procedures and implementing planning, programming, budgeting (PPBS) systems perfected by Harvard's former Russian professor, Vasily Leonitef. In a phone conversation, Mr. Jacobson told me that this was "all new ground — uncharted territory" and that this was all "going to take a very long time."

Eliminating Parental Protections

A good portion of the wording of both HR. 1883 and the *Restoring Local Schools Act* is identical. One portion that does differ is "Section 201. Repealers." The main difference is that in the RSLA this section is longer and includes more whole acts of education legislation, but it is redundant in several places. For instance, HR. 1883 targets Part D of the *General Education Provisions Act* (GEPA); the RSLA targets Part D of GEPA, and also targets the entire GEPA for repeal.

This Part D of GEPA is significant for another reason; it contains the Enforcement section under the Office of Administrative Law for the Department of Education. This Enforcement section contains the law dealing with hearings on recovery of funds, withholding, cease and desist and other causes for complaint hearings to be held. This section sets forth all the terms of expediting complaints and recoveries from and through the Department of Education, including remedies for violations, compliance agreements, and judicial review.

Recently, the *Grassley Amendment* to the *Protection of Pupil Rights Act* (PPRA) (Sec. 98.47 of GEPA) had its proposed regulations advertised for comment by the Department of Education. In the notice there was a section entitled "How does the office enforce decisions?" dealing with how complaints would be handled when filed and found to be of valid concern. The answer to the question is "**to employ the procedures outlined in Part D of GEPA.**"

It has been difficult enough getting any kind of satisfaction from complaints under the *Hatch/Grassley/Protection of the Pupil Rights Amendment*! These "conservative" plans do away with what help the PPRA has been by repealing the

enforcement provision! What is going on here?! Do we really want to abolish the *Grassley Amendment*?

The Trouble with “Local Education Entities”

In both HR 1883 and the *Restoring Local Schools Act* there is a provision for “Transitional Block Grants.” These funds are based on population figures targeting children ages 5 through 17 years of age. In order to receive the block grant, the state must submit an application containing “assurances” required in the bill. The funds must be used to improve education; establish a procedure by which to distribute funds; assure that those funds are actually used to improve education; involve members of the community in decision-making; comply with civil rights statutes; make 98% of the funds available to local educational entities; develop programs that improve education; and ensure that no more than 2% shall be used for administrative purposes.

Each “local educational entity” will prepare a proposed budget and provide an accounting of the actual use of the money received. There is even a provision for a waiver by request of a state’s governor to provide funds for private schools for materials and equipment, as well as educational services which shall be secular, neutral, and non-ideological.

Under both bills, “Local Education Entity” is defined as meaning “a local educational agency or a public or **private** elementary or secondary school.”

Is this a change in meaning for “Private elementary or secondary school”? Does the “Local Educational Agency” definition place private schools under government authority? The definition of the word “agency” as applied to government operations means “an administrative division.” This certainly implies a superseding of private authority by government entity. As with choice, money is the critical factor for control — government control.

Many people think “block grant” means “no strings attached.” Please read carefully the above recitation of the “assurances” that must be given to receive these funds. Also, be aware that there is no definition of “to improve education” in these bills. Presently, all of the *Goals 2000* provisions come under the umbrella of “improving education” and the *Elementary and Secondary Education Act* (ESEA or what was commonly known as *HR 6* earlier last year) has been re-titled *Improving America’s Schools Act*.

The Trouble with Apprenticeships

There are many troubling implications within the *Restoring Local Schools Act* and HR 1883. Enough troublesome issues that are not resolved to encourage calm consideration and pause before whole-heartedly and blindly embracing these proposed solutions for a very complex and pitfall-laden problem. The interests of home schooling and private

education and their protection from the seemingly endless, problematic reforms plaguing public schools must be thoroughly analyzed and understood before encouraging support for these existing proposals. There is an old axiom that seems appropriate: “Haste makes waste.” Let us not “waste” our freedom.

Freedom comes in many shapes and sizes. Presently, in the United States of America we can still pursue any career or job we want — even if it seems out of reach. It has been to the credit of this great country of ours that we have allowed our youth to experience many trial runs before they take on a lifetime vocation. Certainly, the choice exists for young people to decide early in their lives how to spend their productive working years and beyond: to answer a “calling” at any time it is heard. However, keeping the option of choice open in the area of careers or jobs is meeting with resistance from more than one source today. The concentration on workforce preparation and certification applied to what should be education by an ever-demanding business community, and manipulation of industry and labor standards by the likes of United Nations Education, Social and Commercial Organization (UNESCO), represent one side of the squeeze play. The other side seems to be represented by the introduction of apprenticeships and community-based education and service. Oddly enough, the pressures from both sides originate in the private sector.

Workforce preparation to meet particular industry standards is facilitated through public-private partnerships with schools. Certificates of Initial and Advanced Mastery are also tied to the “partnership” concept. Both of these practices are still presented within the framework of existing school time limits. Community-based education and service are also both tied to the present schooling timetable. Apprenticeship is the one concept which can operate outside the traditional school base.

This will not be an exhaustive exploration of the idea of apprenticeship, but a look at the idea in the context of the other ideas that we have explored in this article. During the Farris/Spady debate at the National Home Educators Leadership Conference, Mr. Farris put forward a model of education that works as being primarily parent-directed, and suggested that home schooling is a perfect example of that working model. He also projected a picture of a “very successful” national system that worked: Switzerland. The two things that make the Swiss system so exemplary, in his estimation are: 1) a great educational system, and 2) a belief in hard work. While their economy is number one in the world, according to Farris, 75% of their students never go to high school or college! How extraordinary! Those 75% of the Swiss students are apprenticed.

The Swiss system is one of classical apprenticeships — master to student. This one-on-one process begins in

the eighth grade. Their K-8 system prepares students to enter apprenticeships; only 25% of the students go on to higher education even at the high school level. Mr. Farris enthusiastically cited an example of the president of one of the largest banks in Switzerland as a product of the apprenticeship system.

With most ideas there are two sides to the issue. A very interesting side to the Swiss system was put forward during the debate. But, might I also suggest that there may be another when attempting to apply or duplicate that success in this country. First, let's examine the country. A very small spit of land in the middle of the European continent, which has a land mass the size of one of our large cities. Its political structure is that of a social democracy. The population demographics of Switzerland are such that the issue of minorities and their civil rights is almost unheard of in their country. A high school attendance rate of only 25% would be deemed unacceptable in this country; most likely would be prosecutable as illegal. Given the availability of apprenticeship opportunities in this country which could lead to lifetime careers, particularly in rural areas, equity of opportunity would certainly be problematical.

One need only read Bettye Lewis's article on the School-to-Work reform movement in this issue of *The Christian Conscience* [or her articles in this project's Written Submissions] to understand the wide range of potential pitfalls with embracing the apprenticeship movement without discernment. It is clear the social planners for education/workforce reform do not have true freedom of choice in mind when they use the term "apprenticeship."

All other arguments aside, the idea of suggesting to youngsters in the eighth grade — age 14 — that they make a decision about what they will do the rest of their lives goes against every tenet of traditional American freedom to choose or change your mind. Also, in most models of apprenticeship the success of the venture is measured by an outside, independent source. What entity would play that role in this country? The government? Haven't we been around this track before? The issue of government standards and control as an outcome of proposals coming from conservative sources is beginning to be repetitive.

Is it possible that in the effort to work so hard to prevent this country's potentially disastrous ratification of the *United Nations Convention on the Rights of the Child* — at which HSLDA/NCHE are doing a great job of analyzing the problems and alerting the public to the dangers — that perhaps not enough time has been devoted to projecting potential harmful effects of proposed legislation originating in their own efforts? Solving one problem sometimes only leads to another. Looking so closely at a problem from one perspective can blur the perception of it from all others. Since Mr. Farris and, now, Mr. Jacobson are both involved in an international outreach — Christian Solidarity

International (CSI) — for which one is the chairman of the U.S. board of directors and international vice president, while the other is executive director of the North American Post, respectively, they bring a more global perspective to these issues. Through CSI, Mr. Farris also possesses "Observer Status" at the United Nations and since the founder of CSI is a Swiss pastor and the headquarters are located in Zurich, this could account for Farris's knowledge or enthusiasm for the apprenticeship program as it is carried out in Switzerland.

Other international connections are present in the issue of apprenticeships. At the same conference in Florida where William Spady addressed the Christian home schoolers and debated Michael Farris, Dr. Allan C. Carlson of Rockford Institute delivered a workshop presentation entitled "Apprenticeship: The Answer to Shifting Social Values in Workplace Education." The quotation which opened Dr. Carlson's presentation was taken from a publication by Sue Berryman entitled, "Apprenticeships as a Paradigm for Learning" from *Youth Apprenticeship in America: Guidelines for Building an Effective System* (New York: W.T. Grant Commission on Work, Family, and Citizenship, 1992).

Sue Berryman is affiliated with the human development division of the World Bank. It is through the writings of Sue Berryman that some researchers first caught a glimpse of the extensiveness of the emphasis on training a global workforce. The World Bank uses the classical Skinnerian, behavioral "carrot and stick" concept to coax emerging nations and other nations who borrow development funds from the World Bank to accomplish the goals set by its directors, including imposing workforce development and training standards and ecological protection requirements for their fund users. The World Bank is a primary sponsor of Global Education efforts and curriculum, and has played a role in requiring birth control programs to be adopted by its fund users. Because of this, one should be highly suspicious of any plan originating from the World Bank!

Is Freedom Burning?

As I reflect on the points that have been covered in this article, the concern continues to center around the belief that somehow the gravity of the potential for harm inherent in proposals discussed has eluded the people involved in promoting them. This is certainly a time when nothing is simple and being able to anticipate every eventuality is nearly impossible. If this recitation can serve as an alarm to prevent wandering into dangerous territories, then it will not have been in vain.

In closing, let me return to my original analogy of the experimentation with matches in what could have been turned into a tinderbox had the fire not been extinguished. As I looked for a way to relay my concern over the issues in this article the Lord brought this painful episode to mind. I

truly did believe that only one square of tissue would burn. As I recall my plan, I am reminded of the good intentions that probably gave rise to the *Parents Rights and Responsibilities Act*. However, as the flame touched the rest of the roll, I remember being horrified that I might not be able to stop the fire from spreading. Oh, how I wished someone could have helped me then!

Well, I hope that in some small way this warning about some of the potential dangers will help put out the fire that will surely flare up if this legislation should pass. Just as the smoke and heat scorched the wallpaper in that old Victorian home, the damage that can be done with the *Restoring Local Schools Act* might cause costly repairs to material which might be old and a little tired, but might still be serviceable.

The smell of melting wax on the linoleum and a burning cotton bathmat has stayed with me for more than forty years. The consequences of entanglement with privacy-invading, social engineering through Skinnerian Mastery Learning/OBE/Limited Learning for Lifelong Labor, involvement with individualization and government-supported choice could be disastrous, especially for home schoolers, for many years to come.

A time-honored warning seems to apply:

DON'T PLAY WITH MATCHES!

(Reprinted from the December 1995 issue of *The Christian Conscience*)

Cynthia (Cindi) Weatherly took her first steps onto the political plank as a state delegate to the White House Conference on Families in the late 1970s. After twenty years of lobbying, speaking, writing and reporting later she found herself fully immersed in the ocean of research that she edited into Charlotte Iserbyt's book, *the deliberate dumbing down of America: A Chronological Paper Trail*; ten years later she helped Charlotte revise and abridge that effort into its latest version. Weatherly lives in Watkinsville, Georgia. She is a wife, mother of two daughters and grandmother of four grandsons.

The Trojan Horse of Charter Schools

By Polly Anglin

The year is 1942; in Central Pennsylvania there was a “blackout” and my parents had to find their way to the hospital through darkened streets, using no headlights. Time of birth was noted in Eastern War Time (EWT) during World War II.

Both parents were teachers. Mother, now 97, taught 4th grade and, with one possible exception, a child who had moved multiple times before reaching her classroom, never had a child she could not teach to read. She retired in 1975 just as unions entered the picture and just after the US Department of Education took the reigns of control. She recalls her principal saying that public schools would “rue the day they accepted federal funds.”

Over the course of my father’s career from 1937 to 1980, he observed drastic changes at the high school level: curriculum watered down, discipline becoming lax, racial tension, and political correctness. Today the building where he taught and served as an administrator is boarded up and vandalized. I am thankful he did not live to see this.

Skip ahead in my life to 1960. I chose to become a nurse, but somehow my Dad knew that I would be a teacher, and told me so.

In 1963 my husband was an executive with Sears and we were transferred many times. Our three sons had varying degrees of difficulty with reading, possibly due to the moves; our youngest son had the hardest time. In 1983 in Brookfield, Connecticut at the end of his second grade year he was reading at a first grade, pre-primer level. After testing, I was told by the school experts that I nurtured him too well. Held him too close. Didn’t give him room to learn. Your first child is usually the one you try to “mold.” Your second you ease up a bit, and the third child can be a free spirit. Little did they know that their silly conclusion would start me on a journey as a researcher, activist and a teacher.

In 1986 we were transferred to Cape Cod, Massachusetts and I met Nancy, a lady who had a third grade son with the same reading “problem” and we became a team. Changes in the schools were becoming apparent. A group of concerned parents were meeting in their homes to discuss the changes, and I was invited to join them. Falmouth High School was planning to make condom distribution available to the



high school and junior high students. Sex education was then mandatory and these parents wanted an “opt out” option for their children. There was discussion at school committee meetings, but it became clear that the program would go through. The school year was 1990-91.

One man in this group had heard about something called OBE, Outcomes-Based Education, and urged Nancy and me to go to a conference and learn about it. We flew to Des Moines, Iowa. What we learned at the conference seemed incredible

and we knew there would be no going back. I told my Dad about OBE and shared my research as the years went on. He cautioned me that this could be a dangerous pursuit. Nancy and I met Charlotte Iserbyt and Sam Blumenfeld, to name just two of the folks who would become mentors and guides. Both of them published books — Charlotte, *the deliberate dumbing down of america*, and Sam, *NEA: The Trojan Horse*, for example — that have become staples of my research and foundational to my journey.

Here I must note that Sam Blumenfeld’s work on Phonics and Whole Language showed me what happened to my son and to the others, mostly boys who paid the price of the whole language experiment — ADD, ADHD, Ritalin. All never should have happened.

Using fax machines the size of small cars which produced shiny copies that had to be kept out of the sun or they faded away, long distance calls that were costly, snailmailed documents — and sleepless nights reading, among many others, *America 2000/Goals 2000 — Moving the Nation Educationally to a “New World Order,”* a huge book compiled by Rev. James R. Patrick, a really big picture took shape. Each state was busy “creating its own unique version” of the new education system; each one certain that theirs would be the model for the nation. As we were able to collect documents from the various states, it was obvious that this was being carefully orchestrated from the top down. Little did we know just how high up the “top” was! We dubbed ourselves “The Kitchen Militia,” as most of our hardy band consisted of moms; our fax machines on a kitchen counter next to the phone and, at that time, you could only use one or the other of them at a time.

When asked to speak to concerned parents I toted along

stacks of documents from state and federal levels as well as professional education association publications, and urged parents to feel free to look at them. I had not made this stuff up. It was not a conspiracy. It was out in the open, if you knew where to look.

As I described OBE and *Goals 2000* and School-To-Work, and Lifelong Learning, it would usually be a dad in the audience who would put his hand in the air and tell me that this sounded like “socialism.” My reply was to give the old Charades signal, the “you got it” finger on the tip of my nose. At that point in time, when asked what can we do, the best solution was home school if you can, private school if you can, or parochial schools, which in the early stages had not taken the bait of federal funding which would immediately bring them into the system.

Behind the Scenes of Charter Schools

Profit or power — not education — is the goal.

Still early in the 1990s, we moved to suburban Boston and I met a family that home schooled their several children. They heard about the new charter schools that were starting up and decided to apply to form one. They knew their curriculum worked well and had other families that home schooled who agreed to work toward that end. The application was flatly denied by the State of Massachusetts.

Hard to understand why their solid plan would be rejected, because we later found charters granted in Massachusetts to performing arts academies, Pacific Rim charters, and to one that was Russian. Looking back, we now see the culling out of students from the primarily urban public schools to the charters.

A complicated funding formula was presented by the Commonwealth. Charters would be funded by tax dollars that would go with the student from the public school: 100% the first year and gradually decreasing, percentage-wise, until the charter can be self-sustaining. No one understood how this would be possible as the Charters had to pay teachers’ salaries, building costs, etc., etc., and eventually no income.

Today, in 2012, we see charters everywhere. Many are for profit and are backed by mega-corporations, individual investors, tax-exempt foundations, even hedge funds, who are reaping profits, while the public school system is being drained of students and funding. Tax dollars being “laundered” as in Pennsylvania, for example, via tax-credits from businesses who donate to a state-approved and -administered “scholarship fund.” In return, the business is awarded a healthy tax credit for the “donation.” These kinds of “end runs” around the Constitution, both federal and state, enable funds to go to parochial schools, private schools and charters. These are still *tax* dollars; they just don’t look that

way now.

As to our concern about how the charters would be funded, enter cyber schools — virtual classrooms, distance learning. Private, for-profit charters taking over public schools by entire districts, as this is offered as the only way to “save” a financially struggling district or an underperforming one.

Current Pennsylvania *House Bill 1307*, better known as Republican State Senator Piccola’s “take over bill,” essentially allows the state to take control of financially distressed school districts. Under the law, the secretary of education has the ability to declare a school district to be in a state of financial recovery. Within five days of this declaration a chief recovery officer must be appointed to the district. He is responsible for developing a financial recovery plan, maintaining oversight and informing the public.

Problems:

- #1 Recovery Officer has no power to negotiate with teachers (whose salary and benefits account for the majority of expenses), thus he can only cut services, programs and staff.
- #2 Are you ready? The receiver who is provided great authority over these districts is able to *delegate* his powers to an individual in the district or within a non-profit or for-profit entity. Among these powers is the ability to enter into an agreement with a non-profit or a for-profit organization to operate one or more of the district’s schools.
- #3 Legislation allows for 9 districts to be declared financially distressed. Within the next three years nearly half of the Pennsylvania public schools are projected to be in financial distress.

[NOTE: This information concerning *House Bill 1307* was printed in the Harrisburg, Pennsylvania *Patriot* (8/5/2012). This article was written by Adrian Jones of Harrisburg who is a summer intern at the *Patriot-News* and a sophomore at Harvard University.]

Follow the money, if you can. Pennsylvania Cyber, a home-based, Internet-delivered system: July 2012 FBI agents raided the Pennsylvania Cyber Charter School office of Nick Trombetta. The tangled web of the money trail is too complicated to outline here. July 15, 2012 *Pittsburgh Post-Gazette*: Rich Lord and Eleanor Chute, “Millions flow to Beaver County-based Pennsylvania Cyber School’s spinoffs” will help you follow the trail. It is not a pretty picture. The investigation is still underway. Your tax dollars at work???

Pottstown, Pennsylvania, Chester School Management Inc., owned by Vahan Gureghian, who is described as a prodigious fundraiser for Republican causes — who is a Gladwyne lawyer and billboard company owner who also served on Governor Corbett’s education transition team,

The Philadelphia Inquirer notes that he donated \$334,286 over the last three years to Corbett's campaign.

On March 30, the Pottstown School District received a letter from Vahan Gureghian, chief executive officer of Charter School Management, Inc., stating that his firm was considering submitting an application for a charter school in Pottstown. He further stated that *if* pending legislation, *Senate Bill 904*, was passed, he would likely offer a proposal to manage the education of K through 5 students. School Director Thomas Hylton states in a letter to the Pottstown School Board, "As I understand it, this would probably entail laying off our entire staff—principals, teachers, support staff. . . ."

The bill stalled and will not be dealt with until this fall's legislative session. As the bill stands now, in addition to allowing districts to convert existing schools into charter schools, it appears to allow a state board to convert existing schools into charters, apparently without the approval of the local school committee—you know, the *elected* school committee!

There are 6 charters in Philadelphia that are under criminal investigation for financial mismanagement, nepotism, etc. I recommend a blog site of Sharon Higgins (<http://charterschoolscandals.blogspot.com>). An eye opener of national concern.

Parents see charters as *better* for their children. Some charters may be just that; but the big picture, once again, is not good. Charter school regulations vary widely from state to state. Who has oversight and control? Are they public or private? Is there any transparency? Does Freedom of Information (FOI) apply? How many are secular charters?

Center for Research on Education Outcomes (CREDO), Stanford University (<http://credo.stanford.edu>) published a report on Pennsylvania charter school performance for the period 2007-2010. The report is sobering. CREDO has also published *Multiple Choice: Charter School Performance in 16 States* (http://credo.stanford.edu/reports/MULTIPLE_CHOICE_CREDO.pdf). Chart after chart indicates that "generally," many charters perform no better than public schools and in many cases not as well. It is worth a trip to the website to see the full reports.

Most recently there is a move afoot to create the demand for more charters in suburban areas. You know, it's not fair that only the inner-city students and parents, for the most part, have the ability to choose and get vouchers or scholarships, in order to get out of their underperforming schools. Suburban schools and rural schools are being graded, just as the urbans, so that these parents can now be led to see just how bad their public schools really are. Another crisis being created? Another step in moving a subservient populace into the constraints of the New World Order?

Other speakers will address what is happening to the public school system as the charters grow and grow, eventually to become the only choice left to them. The crisis has been created and the forces driving this New World Order have the end game almost within sight. The Common Core Curriculum and its assessment system is being readied. It is to be the core, the heart of this phase of the reform.

A couple of other charters come to mind. The United Nations is chartered. The United States Chamber of Commerce is chartered: both charters happening at about the same time. Coincidence? I don't think so. From pages 34-35 of Charlotte Iserbyt's *the deliberate dumbing down of america* are facts excerpted from an article written by Erica Carle entitled "The Chamber of Commerce: Its Power and Goals" (December, 1983) regarding something that happened when I was three years old—1945. United Nations Charter became effective on October 24, 1945. Playing an important role in the creation of the United Nations was the United States Chamber of Commerce:

World War II aided . . . efforts to establish a "rational" international commercial system. . . . The United Nations organization could be used to gain governments' compliance with the Chamber's plans for a unified, controlled world economy, and also the cooperation of various non-Governmental organizations.

The following are some of the measures the Chamber of Commerce has supported to aid in the transfer of power from individuals and independent governments, groups, businesses and professions to the Chamber-advocated management system:

1. Creation of the United Nations.
2. Creation of the Organization for Economic Cooperation and Development (OECD).
3. Regional Government or "New Federalism."
4. Medicare (Commercialization of medical professions).
5. Postal reorganization.
6. Organized Crime Control Act.
7. Contracting for school services with private industry.
8. Voucher system for education.

Gulen Charters

One final concern: a charter school in Center County, Pennsylvania, near Penn State University, Young Scholars of Central Pennsylvania (YSCP). Its webpage states that YSCP

focuses on teaching students to be life-long learners and prepares them for a global economy. Our tuition-free school offers a rigorous curriculum in a fun and

interactive environment emphasizing world cultures. YSCP limits class size to only 20 students and offers many opportunities for parents to be involved with school activities. YSCP has received numerous Keystone Achievement Awards from the Pennsylvania Department of Education and scores highly on yearly progress reports. In September 2011 the school will have an enrolment of about 200 students — in grades K to 8th grade. . . .

Concern: Report from WJAC-TV, Altoona, Pennsylvania:

Recently released reports have linked a charter school in Center County to a controversial network with Turkish links that has gained the attention of federal authorities. A report published by the *Philadelphia Inquirer* linked the Young Scholars of Central Pennsylvania in State College to a network of more than 120 charter schools in the US connected to Turkish preacher and Muslim scholar Fethullah Gulen.

Gulen is living in self-imposed exile in a remote section of the Poconos in Pennsylvania.

Several reports claim that followers of Gulen have opened the network of charter schools across the U.S. and that federal authorities are investigating claims that school workers are donating portions of their salaries to a Muslim movement founded by Gulen.

Former Young Scholars of Central PA Parent Group President Ruth Hocker told WJAC-TV that she started filing freedom of information requests when local teachers were replaced by Turkish teachers and school administrators wouldn't explain the changes or verify teacher certification. "We liked that they were multicultural, but any group that is favoring certain people over other people, favoring less qualified people based on race, that's when it is of concern," said Hocker.

Hocker said four of her children attended Young Scholars of Pennsylvania; one graduated elementary school and three were eventually pulled from the classroom.

We would say, "Why are you hiring teachers who aren't certified?" And they would respond with, "We can't find anyone local and certified that is qualified." We would respond with, "Penn State is right around the corner; how can you not find someone certified and qualified in this town? It doesn't even make sense," said Hocker. "We weren't concerned about their safety, but we certainly are concerned about the secrecy and where the money was being spent."

State College Area School District officials said that Young Scholars of Central Pennsylvania charter was being renewed last July.

Calls requesting comment to the FBI, PA Department of Education and the Young Scholars of Pennsylvania have not yet been returned.

In 1998 Gulen departed Turkey for the US, reportedly to receive medical treatment for diabetes. His departure also enabled him to escape questioning on his indictment in 2000 for allegedly promoting insurrection in Turkey. About 100 of

his followers guard him and attend to his needs as he resides on his large rural estate in the Pocono Mountains of PA.

These servants are educated men who wear suits and ties and do not look like traditional Islamists in cloaks and turbans. They follow Gulen's orders and even refrain from marrying until age 50 per his instructions. When they do marry, their spouses are expected to dress in Islamic manner, as directed by Gulen himself. (Excerpted from *Middle East Quarterly*; Winter 2009, pp55-56, by Rachel Sharon-Krespin) www.meforum.org/2045/fethullah-gulen-grand-ambition

From *USA Today*, Greg Toppo's article (8/17/2010), "Objectives of charter schools with Turkish ties questioned":

They have generic, forward-sounding names like Horizon Science Academy, Pioneer Charter School of Science and Beehive Science and Technology Academy.

Quietly established over the past decade by a loosely affiliated group of Turkish-American educators, these 100 or so publicly funded charter schools in 25 states are among the top performing public schools in their towns. The schools educate as many as 35,000 students — taken together they'd make up the largest charter school network in the USA—and have imported thousands of Turkish educators over the past decade.

Top administrators say they have no official ties to Gulen. And Gulen himself denies any connection to the schools. Still, documents available at various foundation websites and in federal forms required of non-profit groups show that virtually all of the schools have opened or operate with the aid of Gulen-inspired "dialog" groups, local non-profits that promote Turkish culture. In one case the Ohio-based Horizon Science Academy of Springfield in 2005 signed a 5-year building lease with the parent organization of Chicago's Niagara Foundation, which promotes Gulen's philosophy of "peace, mutual respect, the culture of coexistence." Gulen is the foundation's honorary president, in many cases, charter school board members also serve as group leaders.

"Fethullah Gulen has long pushed for Islam to occupy a more central role in Turkish society. Followers of the so-called Gulen Movement operate education, media, and business network in more than 100 COUNTRIES," says University of Oregon sociologist Joshua Hendrick. [Emphasis in original]

I share the concern of the State College parent. The element of secrecy is of extreme importance. The funneling of tax dollars to unknown destinations and uses is another concern. Most recently, however, I found that there is one Gulen-connected charter, Sonoran Science Academy/Davis Monthan in Tucson, Arizona. Davis Monthan is a US Air Force Base. The charter is physically located on the base.

May 22 2011 — *Hawaii Free Press*, Andrew Walden writes:

After months of trying to get on base in Hawaii, is it "three

strikes and they're out" for the Turkish Gulen cult? [Author Andrew Walden's term — *Ed.*]

Hawai'i Free Press readers learned last December that the cult was attempting to take control of Mokapu Elementary School on the Kaneohe Marine Base.

The proposal had been withdrawn in December, but was re-submitted as Sonoran Science Academy for the new year, "... but after articles in the *Hawai'i Free Press* were made available, parents and teachers were ready. A petition was circulated. ..." and the school committee refused any further discussions regarding the charter.

Strike 2:

On the Legislative front, efforts to pass *HCR 30*, a symbolic resolution "Recognizing the cultural, educational, political and economic relations between the people of Hawaii and the Republic of Turkey," foundered after the Gulen cult was exposed and Legislators were informed by concerned citizens. *HCR 30* only passed after being stripped of all references to Gulen front groups.

The Gulenists' embarrassment and shame heightened when it turned out that they had hoaxed Sen. Mike Gabbard and several other Legislators during legislative lobbying visits earlier this year. A Gulenist portraying himself as "Ozkur Yildiz, President of the West America Turkic Council" was, in fact, one of two different Ozkur Yildizes — both of whom were portrayed as "President of the West America Turkic Council."

Strike 3:

... [A]nd then to top it off, Hawaii State Ethics Commission Executive Director Les Kondo sent out an April 19 memo to politicians warning them away from accepting free accommodations in Turkey from the Pacifica Institute — another Gulen front group.

It is easy for the Gulenists to provide free accommodations because they use Gulenist-owned hotels, restaurants, and transportation ... The trip was from May 13-24. ... Did any Hawaii legislators accept the freebies after the warning from Kondo? We will be watching. ...

(Source: "Gulen Cult strikes out in Hawaii Legislature, School?"

<http://www.hawaiifreepress.com/main/ArticlesMain/tabid/56/article-Type/ArticleView/articleId/4330/Gulen-Cult-strikes-out-in-Hawaii-Legislature-School.aspx>)

Students and their parents in Gulen charters are frequently given the opportunity to travel to Turkey. Usually at little or no cost.

January 2012 — *Chicago Sun Times* ... *News-Sun* Staff Report:

North Chicago — The Illinois State Board of Education and North Chicago Community Unit School District 187 announced Tuesday they have received three applications to run a charter school on the Naval Station Great Lakes.

Gulen ... "Concept schools" is one of the three. Bears watching. ...

One final concern

There are powerful people behind this — funding and driving it forward. You will hear, or have heard about Agenda 21, the United Nation's plan for one world government. Education is a major component of that plan. If you have watched and heard these presentations, then I hope you will come to understand that this is happening and why. What will be your role in it? That is your decision to make. We hope we have given you truthful, factual information that will help.

I opened this by noting that I was born as WWII was raging. Now, at age 70, I find myself and our nation in the midst of another war—a much more subtle war, but not less dangerous. No shots have been fired, but there has been a long period of "blackout" — one created so that we would have a difficult time finding our way to the Truth. Afraid to turn on the light of Truth because we "believed" that we would be placed in harm's way if we did. We were told to be careful about what we said. The term is political correctness. We obeyed for a while, didn't we? We were called conspiracy freaks! We "found" the conspiracy and placed it in the light—and lo and behold, it was and remains a *real plan*.

The Internet has allowed us to pull back the curtain and let even more light shine in. One has to wonder how long before that is going to be inaccessible. Much has already been scrubbed from it. Keep up the fight one battle at a time and we can win this war. When we do we must be sure to keep a record for the future, perhaps a journal, printed copies, or discs and such, of website information, books that have not been abridged to the point where they have no meaning, records of the truth for future generations so that they can spend sleepless nights reading about what we did in this day which becomes their past, to secure their futures and pass it along once again as history repeats itself, as it always does.

Polly Anglin is a Registered Nurse and education researcher, married, mother of three sons and grandmother to four grandchildren. Polly has lived in 8 states over the past 50 years and has watched the Education Reform Movement grow in strength as Progressive educators have attained control. Polly is now retired and living in central Pennsylvania.

The Prison of the Accountability System: Updates from Texas

By A. Patrick “Pat” Huff, Ph.D.

Hello to everyone. My name is Patrick Huff. It is great to be here with all of you at this unbelievable conference that we all have the privilege of attending. We are all learning a lot and I am sure that the information going out will be enlightening and helpful to many who are trying to connect the dots of what is happening in our world today. Maybe through our efforts here this weekend we can help others connect the dots.

My wonderful wife of 30 years, Connie, is with us today and we are from Tomball, Texas. Tomball is a small but growing town northwest of Houston. Connie is a high school counselor and, hopefully, after one more year she will be a *retired* high school counselor. She taught Biology, and Anatomy and Physiology when she was a teacher. Connie is my rock. She keeps me grounded. I am very glad she is with me today at the conference. We have two beautiful children: our son, 28, and daughter, 25, both teachers. I have another daughter by my first marriage and she is also a teacher. She has given us two wonderful grandchildren.

The title of my part of this conference we can call “The Prison of the Accountability System.” The system of accountability of schools has become a prison because of the shackles it has put on educators to conform to a predetermined standard. These standards for teaching are in control of information. The shackles are limiting the information that teachers impart to students so that only that which is tested is taught. I will attempt to make this clear later in this presentation.

I want to share with you a little about my background and what got me here, because I think that what I went through may be akin to what some of you may have gone through, as well. I am a retired educator of 34 years, enjoying the fruit of my labor. That means I am not in a public school anymore. I was a teacher and coach for 4 years, an assistant principal for 19 years, and a head principal for 11 years. As a principal I was 6 years at a middle school and 5 years at a high school. Nineteen and eleven make 30, and after 30 years of school administration I was thoroughly burned out and retired at the age of 55. I am now 61 and a teacher again. I teach undergrad education classes at a local univer-



sity. I am also working on my PhD and, if all goes well, will defend my dissertation in August of 2013.

When I was an assistant principal and a principal, I was entrenched in the system, burdened by the matrix that it had become. I had worked through 30 years of standardized testing in Texas. You probably had similar tests in your states, all with good sounding acronyms. In Texas it began in the early 80's with TABS. Then it went to TEAMS, then to TAAS, and then to TAKS, and now we have STAAR (the State of Texas Assessment of Academic Readiness).

I knew I was in an endless maze, but

I did not know why. All I knew was that we had to make Academic Yearly Progress (AYP) and I also knew that the AYP score and the Accountability Rating were the most important things I did as a principal.

But I was fortunate. The schools I was in charge of did not have to worry about not making AYP, or of ever having an unacceptable accountability rating. We were in a predominately affluent attendance zone, and most of the students had the advantage of two parent families and a supportive environment. When I used to talk to my principal colleagues, who were at low performing schools in our district, I did notice the yoke of oppression that hung around their necks. Every year they were on the brink of not making AYP.

Some of my colleagues were in schools that had fallen into an unacceptable rating. They were consumed with workshops, strategies for low performers, benchmark tests, tutoring, and some already working with the Texas Education Agency (TEA) on their plan for improvement. It was a never-ending fight to try and make the grade. The system was beginning to consume everything we felt was important and making us concentrate only on that which was graded by the state — the test. Schools that had a rich tradition in many curriculum areas, like art, music, dance, but struggled with the test, were now seen as below average or even failing.

I finally began to question the system just as I was getting ready to retire. Also at this time many things were occur-

ring in the world that caused me to look at government decisions as maybe not being in the best interest of the people. Different events that were occurring raised my concern; in health matters, medicine, pharmaceuticals, in education and in the geo-political arena, all caused me to question what I was being told on the evening news. Imagine that. I wanted to know the truth. I discovered the truth was not easy to find. It took lots of reading and lots of research, evaluating one thought against another and trying to connect the dots. I know many of you have been there. I also discovered that others were not really eager to hear about what I had discovered. They didn’t want to look at conflicting information and maybe have to change their own paradigm where they had grown comfortable. It was very frustrating, but I grew to accept it, realizing that I had been just like that myself at one time.

I read books, listened to many podcasts, searched the Internet, trying to find the truth. In one of the podcasts, guess who I found? I found Charlotte Iserbyt. Charlotte connected my dots for me. My geo-political dots got connected and my dots that involved education got connected. I also began to understand why we were all in what seemed like a rat maze. Charlotte’s work led me to Norman Dodd, G. Edward Griffin, Gary Allen, and from there I was so far down the rabbit hole there was no coming out! But that was a good thing. I would much rather be enlightened and aware, than to return to the matrix and try to act like none of it matters. It *does* matter; it matters greatly. We have lost our education system and we are losing our country. The only thing we can do is work to enlighten others and through sharing with one another — like we are doing now — maybe, just maybe we have a chance to turn this around.

Let me tell you quickly what is happening now in Texas. Texas has not accepted, yet, President Obama’s carrot to try and escape the 2014 mandate to have 100% of the children proficient. Each year more and more schools are hitting the wall of AYP failure. That means they have hit the 5th year of not making AYP.

AYP is derived from a formula that consists of a combination of test scores, attendance and the percentage of students matriculating through the system at the normal pace (which takes into account dropout rate). When they hit the wall at the 5th year of unacceptable AYP, the state education agency, which in Texas is the Texas Education Agency, can take over your school and do several things; one of which is to turn it into a charter school. Texas has contracted with one education management organization (EMO) called IDEA to be involved with the takeover of failing schools. Remember, the only reason we call them failing is because they are not making AYP, which is based on the matrix described previously.

I am learning about it all first hand. As fate would have it, our son moved to Austin in December of 2011 and got a

job teaching chemistry at a high school on the east side of town that is predominately Hispanic. He took the job there because he likes a challenge and he is fluent in Spanish. This high school is the lowest performing school in Austin Independent School District (ISD). But remember, this is using the government’s definition of what makes a school low performing. Prior to 2001, schools operated in their neighborhoods for generations giving an adequate, and maybe a very decent, education to many students. A school now is only judged a failure because the students did not perform well on a test; a test given to every child in every school. One size fits all. Students can go through school and pass every class in every grade, but if they can’t pass the math portion, or the science portion of *the* state test, they don’t get a diploma.

Well, at my son’s school, they have had their five years of not making AYP and are in takeover position from the TEA. The process is now with the middle school. Before that, IDEA took over the elementary school in the neighborhood. When the students that are in the middle school enter the high school, IDEA will restructure the high school and it will become a charter school just like the middle school and the elementary below. Our son will have to resign, as will everyone else in the high school, and wait to be rehired or not by the EMO. The students will be put on a waiting list to see if they attend the new charter school. Those who don’t get selected to attend the charter school will be partitioned off to other high schools in Austin. The EMO has a reputation for hiring Teach for America teachers in their new charter schools. This means that the likelihood of a former teacher being rehired at the charter school is slim. There will also not be a need for a school library. All the students will have laptops. The use of technology as the primary teacher fits comfortably in charter schools. The teacher becomes a facilitator and monitors the students as they work through the curriculum that is given to the student on the computer. This way not as many teachers are needed to work with the students.

Returning now to the future of public education in Texas, Governor Perry will eventually have to accept the carrot that President Obama is offering just to escape the 2014 deadline.* If he doesn’t, every school in the state will eventually suffer the same fate as the example I just described. No school can make AYP if the bar is set at 100%. We are looking at what a takeover of the education system looks like. Remember, even with President Obama’s carrot, the provisions of accountability of *No Child Left Behind* (NCLB) are left in place. The states just have to come up with their own plan of how they are going to meet accountability. The details of all of this are all very vague. My hunch is that the measures will only remove the 2014 deadline and delay for a while the final takeover. As long as NCLB is left in place the takeover will occur. And wasn’t that the intent to begin with? The Hegelian Dialectic in action. You know the dialectic: problem, reaction, solution. Create a problem, man-

age the reaction, and have the solution ready to go when everyone is clamoring for government to do something. The government is so good at that! In fact, I think they have perfected it! What amazes me is how the people continue to fall for it. But, I have to remember that I fell for it, too. That is why it is so important that the information we are sharing today is made known. We need for people to wake up and demand their schools back.

The other thing that is happening in the Texas Legislature now deals with how to get control of all the taxes. As it stands now, Texas cannot offer vouchers to the people as an alternative to public education. In order to have vouchers on the ballot, as I understand it, the state government must control *all* taxes. Currently, through property taxes, the local school district, called local education agency (LEA), controls the percentage of the property tax that goes to the LEA. The push, at high levels of decision making in Austin, is to change the property tax to a higher sales tax. If this is done then the LEA will not control any taxes and all taxing authority will be in control of the state. Then the state government can offer the people what they desperately want — vouchers. The opportunity to vote for vouchers was on the primary ballot in May in Texas as a state initiative. It passed overwhelmingly. Why did it pass overwhelmingly? The people are fed up with the public schools. Yes, the dialectic in action again. Look for the property tax/sales tax issue to be pushed hard in the new Texas legislative session. If the Texas Legislature pulls this one off, vouchers will be on the next election ballot for real, you can count on it.

The education system in Texas is much like it is in other parts of the country. Texas is a right-to-work state, so that means that the union doesn't have the hold on the profession that it does in other parts of the country. But the burden of NCLB is just as prominent in Texas as it is in the other states. Our schools are struggling when compared with other education systems throughout the world.

We have fallen from having the best, preeminent system to now being eclipsed by the likes of Hungary, Slovenia, Latvia, Lithuania, to name just a few. We are far behind China, Germany, the Netherlands, Japan, Singapore, and Belgium. These are all countries we used to be ahead of in quality education. Why the change? The answer to this can be found in the simple fact that our approach to instruction of students has become an “outcome-based” education system instead of “input-based” from the teacher education system. The “outcome” of the child is predetermined through the standards established from a central agency and the teacher only imparts the knowledge dictated to produce the outcome. The outcomes are measured and through the outcomes it is determined if the child is being successful. Teachers have their lessons scripted to produce the necessary outcome.

Gone are the days when a teacher, gifted in his or her sub-

ject, could impart jewels of knowledge that would provoke meaningful discussion with the students. This input of the teacher to the student is what used to give our students the quality education they deserved. The teachers were free to take the children down meaningful pathways that only enhanced their knowledge. Now, after 30 years of a gradual dumbing down of the curriculum and 11 years of NCLB we are left with an education system that is well behind the international standings and leaving our children at a significant disadvantage when competing for jobs on the world market.

No Child Left Behind is a dismal failure. Why won't the federal government, who is really now completely in control through Title I and Special Education mandates (mandates that are very underfunded, by the way) abandon NCLB? They will not abandon NCLB because it is a takeover system and is accomplishing exactly its design. It is accomplishing its purpose. Once all schools are under complete control, through charter schools and vouchers, that will bring private schools under their control, then the minds of our children will be forever theirs.

I know it sounds bleak. But being awake, aware, and informed means we must get the information out and work within the system to turn it around. It will be a huge undertaking, but one that must be done. Otherwise, we slip right into George Orwell's *1984*. We can't let that happen.

**Since this presentation, Gov. Rick Perry of Texas has applied for the waivers through Race to the Top to prevent persistent AYP to cause a state takeover of Texas local schools.*

Patrick Huff graduated with a B.S in Education from Texas Christian University, a Master's in Education from Sam Houston University, and has received his PhD in Educational Leadership. Serving in public schools from 1973-2007, I have worked as a teacher and administrator in three different public school districts in Texas. When I retired in 2007, I had completed 30 years as a public school administrator, including 11 years as a middle school and high school principal. Immersed in the testing regime that grew out of No Child Left Behind, I became acutely aware of the high stakes, intense atmosphere that working in the public schools had grown to become. After retirement, I have continued to work as a trainer of administrators in two Texas universities and also have pursued a PhD in Educational Leadership.

My wife, Connie, and I live in Tomball, Texas. Connie, who was also in public schools as a high school counselor, just retired last spring. Between us we have three grown children, all of whom are educators.

A Microcosm of Education's Role in the Coming World Economy

By Donna

It is important for people to put all the pieces together in order to see the full picture of the controlled and managed world economy that we are building. Without all the pieces; all that is accomplished is mass confusion, which I fear most of our inner circle research is missing. Economics is an important piece of this puzzle so I will tell you my story from the beginning.



City schools do not have elected school boards. They have a Metro form of government. The school boards are appointed by the mayor.

The population of Providence, Rhode Island, in the 1990s was primarily Italian, Black and a small white Jewish population from the upper eastside, which is the nicer part of the city that surrounds Brown University. The teachers' credit union was raided by a man named Joe Mollicone. He supposedly had ties to the Patriarcha Family. (You can research the case as it was reported in the *Boston Globe* and *Providence Journal*.) It caused a savings and loan crisis throughout the state, and the teachers' pension fund was hit to the tune of ninety million dollars to bail out the banks — at least that was what was reported.

We then had a mayor who went to federal prison on a conspiracy to run a criminal enterprise charge. I'm sure you have heard of Buddy Cianci, the Prince of Providence, who now has his own talk radio show. Our next mayor was Cicilino who also had criminal ties. He is now a congressman. He has been replaced by Angel Tavares who is a Harvard-educated, young, Hispanic lawyer. This raiding of public monies is a typical, organized crime "bustout" that was occurring in many failed savings and loans. It cannot be accomplished without organized crime, government, and elected officials all being complicit.

As the middle class moved out of the city to the suburbs, the businesses followed them and it left a large influx of welfare recipients and illegal immigrants. The fastest rising population in Providence right now is Hispanic. Many of these immigrants have some sort of legal status, but are not U.S. citizens; they are called "colonizers."

Providence now is plagued by a disappearing tax base and extremely low scores on exams, just as you would find in most inner city districts with these dynamics. We had seven years where we were under "correction" from the federal government for low performing schools. We had seven years to improve attendance and Yearly Acceptable Academic (YAA) scores which included national testing. We were given grants to improve.

These included after-school programs, consultants to principals and teachers, and a new superintendent who was a retired military man, fresh out of the federal superintendents' school that was recruiting business leaders and military leaders to run schools. Our director of operations is also retired military.

Providence did not improve enough. I was hired and certified under the new *Education 2000* guidelines established under President Bill Clinton. My credentials in understanding systems psychology made me a candidate. As you may know, these grants were given and lowered for seven years until the district had to pick up the tab for the new, badly needed employees. This created another fiscal crisis. Lay-offs and bumping followed every year, and who stayed was determined by seniority, which left all the new teachers in a constant state of fear.

I worked my way up from constant bumping and consolidations into a position as a guidance counselor in our test-in, premiere high school, Classical. This meant our students are given a test to see if they have math and reading skills. We have an edge on the other schools, and we have also creamed off the top students so the other schools have even lower scores.

After the seven years of correction, Providence was ordered to transform. Each year, approximately four schools were cited and those had to pick a transformation model. If your school was cited, it was either closed, or chosen as a turnaround model where the administration is replaced and staff is recommitted to a longer school day or not welcomed back. In some schools fifty percent of the staff was released and matriculated in one of the other schools. During this time teachers were required to receive further training in order to be "highly qualified."

During Barack Obama's first term, there were districts that applied for the "Race to the Top" money. In order to qualify you had to restructure your pension system to the federal model and use a percentage of Teach for America teachers. With a bankrupt pension system and our low scores, we were ripe for this program. Commissioner Deborah Gist was brought in. She had served on the board of Jeb Bush's foundation on education.

Over February vacation, as we said our goodbyes, every teacher and member of the support staff was sent a certified letter saying we were all dismissed from our positions at the end of the school year. Gist said this was legal because of the economic crisis in the city.

Never letting a good crisis go to waste, and a union who decided it was better to join them than be beaten, a new contract was hashed out with the current administration. We came back to work under a whole new system that was now fast-tracked. There was a ton of training money, new textbooks that conformed to the new testing models, and a whole new evaluation model. It was also our tenth year since our last accreditation, so New England Schools and Colleges (NEASC) was coming for our self-study. You may not know this, but a least one of their recommendations must be acted upon to retain accreditation. This must be done within the ten years before they come again.

We saw the "Teach for America" bus pull up. These teachers receive five weeks of training in the summer and are placed into the classrooms. Some of them have no content knowledge in their class' field. This is the end of "highly qualified." They wore red shirts. They are the "model" teachers. Experienced teachers are told to watch what they do. Evaluations are to take place four times a year. The administration is reporting that it is taking them nine hours to do one evaluation. They can do little else, and discipline is out the window. They now are academic leaders, policing us. They are not happy, either, and I assume this job will be replaced by an outside agency at some point. The union is also now in the business of running schools and training employees in evaluations. They are also reviewing evaluations. This summer thirteen schools are slated to be cited and managed by the union. This was modeled in Florida, Jeb Bush's model plan.

The district has adapted as "best policy" the workshop model: fifteen minutes of mini lessons, fifteen minutes of activity, and fifteen minutes of group discussion of activity. Anyone who is "chalking and talking" (traditional teaching) is told they will not pass the evaluation. Teachers whose desks in their classrooms are in rows are told to move them. The standards must be up on the walls at all times, and twenty-first century language must be used in the classroom. There is always someone who is observing them; they are completely demoralized and being called "ineffective." I can assure you that, being a systems psychologist, it is no accident that

the TV and the schools are using the fifteen-minute rule. This is part of programming.

If you are fired from your position at any time, you cannot collect your pension until you are age 67. That, of course, has been cut substantially due to the economic crisis. The new teachers are not concerned because this is what they have been trained in, and this is all they know. They need to get the non-compliant older teachers out.

As far as the students of Providence, they are doing no better; since most of them lack basic reading and math skills it is very hard to move them forward. Most of the district is gang-ridden and under the influence of the Hip Hop culture, part of the counter culture movement. We spend a lot of time making them pull up their pants so we do not see their underwear. Their clothing is full of all types of occult symbols and you can view JZ's clothing line which is called RoccaWear, short for Rockefeller. Once again, this is no coincidence. Their proms and dances are primarily grinding and border on lap dancing. When grinding is prohibited, few show up.

Ten-wheeler condom trucks have pulled up in front of the school, complete with hip hop music and circus tents. Youth Pride, a gay and lesbian organization is across the street for all those who need counseling in a health grant-funded clinic. The buildings are old and decrepit and we have a long way to go to be able to be completely on line, although a lot of it is being piloted at this time. Athletics are very strong and are not being cut at all. There is absolutely no workforce training going on at any level.

As far as anti-government curriculum, I have seen none. They are being taught to trust government and to focus on solving global problems. If teachers are not teaching globally, they will not get a "highly proficient" evaluation. The curriculum is the same propaganda that they are getting on TV: UN focus, global economy, American interventionism, bad Arabs, etc., US Peacekeeping *ad nauseum*. I ask you, would it make sense if it was anything else? Then it would not be programming.

It is important to see the combining of church and state funding in many of the charters, colleges, and voucher programs, because church, state and partnerships with corporations are all elements of a fascist state. It will come in holding a flag and a cross.

Donna is a long-time teacher and counselor in the state of Rhode Island.

The Golden GEM Years

By Bettina Dobbs

My husband and I were enjoying a quiet retirement in Maine, when a Letter to the Editor from a Camden School Board member telling of a dangerous education program changed our lives! Seeking more information, I phoned the writer, Mrs. Iserbyt, and was invited to her home to view the questionable materials. Mentioning this opportunity to neighbors, I was warned she was “a trouble maker — not the sort of person with whom you’d want to associate!” So with some concern, I approached the large, white Captain’s house, its giant American flag waving in the breeze, only to find within — a kindred spirit!

That afternoon, surrounded by papers and books, some pieces of the education puzzle started falling into place for me. There *was* an agenda for abandoning proven methods of teaching and materials; for the changes in terminology and instruction strategies; and making new textbooks and new teaching strategies overly difficult! There *were* reasons for those puzzling situations and rulings years ago. I wanted — I needed — to know more! This woman knew where to find the answers! Busy in the classroom, I had not seen the forest for the trees!

There was so much to reassess and learn: humanism — new meanings of old terms — standard stonewalling by school superintendents — deliberate denigration of questioning parents — the “new” basics — elimination of wholesome academic competition — emphasis on more sex education, etc., *ad infinitum*.

Mrs. Iserbyt knew of informative books, pamphlets and newsletters written by courageous, insightful people across the land who had been castigated by the “authorities.” Thank God for those pioneers who bravely published, sharing their knowledge and insights of what must be done. Those papers revealed a reversal of traditional and moral values, plus the highly unsuitable psychological technique of Role Playing — the subject of my Master’s thesis and familiar to me as a nurse/instructor at Boston Psychopathic Hospital, plus the controversial sex education!

Where was I while all this was going on? In the classroom and community. Where were parents and taxpayers? Busy



in home, workplace and community. Don’t school administrators have a duty to keep their citizen-employers better informed?

My husband and I had twice fought sex education in the public schools to a standstill before leaving Newtown, Connecticut. Yet, hidden in Maine’s School Health Education Program, with plans to spread it to 16 districts each year, was sex education, still morally and socially unhealthy.

Charlotte Iserbyt had sought reasons for the puzzling changes she found in this country’s attitudes, media, schools and culture when she returned from years abroad. While I, on the other hand had been gradually exposed to the “new, progressive, creative” changes in society either by protesting or adapting to them.

As a teacher I had opposed social promotion, “new” grouping methods, the “whole word” reading method, marking on a curve, intrusive surveys, “modern” math, faulty new textbooks and sex education. Each proposed change had seemed a singular excrescence. I never dreamed each was part of the plan to remove God from our lives, to weaken families, to dumb down and stupefy American citizens and foreign students in our colleges and universities through our once vaunted system of education, but here was the evidence!

After reading the US Supreme Court’s decision regarding a “set sectarian prayer” affecting one New York school district, I resisted the Connecticut Attorney General’s edict to remove prayer and Bible reading from the classroom. The media and Attorneys General of other states expanded it to cover public school graduations and even some public meetings! Where were the Christian clergy? Worried about losing their church’s tax-exempt status? Was the Christian populace stunned by the atheists’ and secular humanists’ demand that they exhibit Christian love and tolerance? Instead of seeking the truth, unthinking Christians parrot what they hear or read. I’m happy to announce that student prayer is still constitutional in this country!

Called “The Greatest Generation” by Tom Brokaw, my generation was taught the responsibility of active citizen-

ship to ensure the transfer of liberty to succeeding generations; and that each of us should expect to give one or two years of public service without pay. Although many were first generation Americans from many countries, we never thought of being divided into racial groups. What went wrong? What warning signs did I miss? Instead of waiting for someone more knowledgeable and wiser or in authority to speak up, should I have?

In late spring of 1959, faculty meetings plus agitated groups of young people signaled adoption of the “Humanities Curriculum” at our Connecticut Teachers’ College. As one of three adult students on campus, three girls approached me during those rushed final weeks before my graduation. They asked me to join them in protesting the change. I so regret my refusal to understand what the impending changes and removal of the Philosophy course would mean to teacher education. Instead I backed away, feeling one more issue added to the burden of wife, mother, housekeeper and student graduation activities was one more than I could handle. Now I realize that the change in focus resulted in the very problems plaguing us today!

So many changes had been accepted as right and good because parents, taxpayers, Christians and the general public were not paying attention! Are we so impressed with academic degrees or confused that we fail to check the accountability of our public servants? Why not? Your taxes are paying for the spotty learning the children receive because of callous citizenship, but that can change!!! You can make pro-active citizenship popular!

Attending school board meetings in School Administrative District (SAD) 50, my husband and I were shocked to be regarded as spies or troublemakers instead of the interested citizens we were! Our questions were met with tightened lips rather than the desired information. Evidently, citizens attended only when a child was in serious trouble or a change in the bus route was sought! We found the *Sinclair Act* made each district superintendent secretary of the local SAD board, thereby causing a conflict of interest and ample opportunity for omissions or unconsciously biased reports. Rare was the school board member who dared question the minutes. In many cases, the superintendent, (their hired boy) manipulated the school board with almost no input or control from parents and taxpayers! Education suffered. So did the children! The suggested remedy of taping the minutes became ineffective when unwary board members requested the superintendent keep the tapes for them!

Solution #1

We need to elect school board members who will do more than attend meetings, look important and consider ONLY information presented to them, but elect those who will check the laws in place and share what he/she has discovered.

From the *Sinclair Act* establishing regional school districts right through to the present charter schools and school choice policies, the Maine Legislature has contrived to ignore the state constitution they proudly pledged to support! The intervening governors, education commissioners, and members of a legislative oversight committee are likewise guilty of deliberately and repeatedly ignoring their duty and breaking their oaths. Legislators should initiate a simple, cost-saving remedy of:

1. listing those duly passed, non-enforced constitutional laws to do with the topic in hand, and
2. listing those laws and regulations contrary to either federal or state constitutions as null and void would resolve a number of present problems.

Solution #2

It is vital that the law research be done by the legislators (not the office or committee staff) so the legislators will know whereof they speak and vote!

Charlotte Iserbyt once aptly described our having met and joined forces in 1977-78 as an “un-noticed miracle.” Certainly, a sophisticated world traveler from New Jersey with contacts in the US State Department and Red Cross and friends in many countries would appear to have little in common with a retired school teacher and nurse from Connecticut. When she first broached the idea of forming an organization to inform parents of the truth about Maine schools, I was hesitant because I was regarded as an outsider. She won me over by saying, “As a Christian mother I can’t stand by and let this happen to innocent children!”

Guardians of Education for Maine (GEM)

In 1978 Guardians of Education for Maine was formed and staffed by non-paid volunteers. We shared documented information with mis-informed parents, concerned citizens and legislators through newsletters, meetings, and speaking on radio and TV. We circulated analyses of proposed legislation; organized peaceful protests at legislative hearings; brought out-of-state expert witnesses to testify; protested the gradual removal of parents’ rights to refuse immunization shots for a child; and were ready to work with public, private, religious and home schools. We debated “Homosexuals in the Classroom” at Bowdoin College and provided a forum for other state groups at the GEM Annual Conference on Education. We cooperated with friendly state, local and national organizations.

For several years the Department of Human Services persecuted home schoolers — taking children from parents under allegations of “child abuse,” making it necessary for GEM to have as many as five “safe houses” in Maine.

In 1988 GEM produced the first, governor-signed proclamation for National Home Education Week in the country! It has been re-issued and observed yearly by the Christian Homeschoolers of Maine who in turn, worked with legislators to produce a workable law with few reporting requirements. Home schools have become a success story which may well provide the needed leadership in returning our once great Republic to God and the Truth.

In 1977, I had been really ignorant of secular humanism — a religion making man more important than his Creator. Charlotte introduced me to the 1933 *Humanist Manifesto* written by John Dewey — famed Columbia University Education guru whose disciples spread his influence far and wide. The second *Humanist Manifesto* in 1973 left no doubt it was anti-God, anti-Christianity and anti-Old Testament Judaism. No wonder I had not read those before, yet the humanist intellectuals had been influencing me, other educators and teachers through their articles in professional publications!

GEM initiated the Maine Christian Legal Defense Fund which aided state-harassed citizens acting on their Christian beliefs. Landmark cases were the home school case of *Blount vs. Maine* which reached the Maine Supreme Court and the AIDS case of *Abbott vs. Bragdon* which reached the US Supreme Court. Twice, GEM worked to prevent passage of demands for a Constitutional Convention imperiling our unique republic. *GEM News* has been quoted in books and publications across the country.

While GEM was thus resisting secular humanism, anti-humanism was insinuating itself in education and our daily lives by stripping humans of their transcendent value and reducing people to mere things to be studied, reshaped and controlled. It was slow to be identified. Its activities like eugenics, population control, and radical environmentalism seem ever ready and willing to sacrifice human life and well being to reach their questionable goals! The elderly and children (even unborn) are primary, expendable targets! Consider the frequent vaccination drives, the international Codex Alimentarius (food code) aerial spraying, conservation easements, land trust, global warning, etc., and you, too, are included.

The capstone achievement has been Charlotte Iserbyt's opus — *the deliberate dumbing down of america* and its revised, abridged version available from 3D Research at Amazon.com. It stands as a great and continuing contribution to the knowledge and understanding needed to return GOD and TRUTH to education and the people of the world!

Christian School graduations and at legislative hearings. Bettina has, over the past 35 years, provided her extensive expertise on complicated education/health issues to Americans, including elected officials. She recently celebrated her 93rd birthday.

Bettina Dobbs, R.N., M.S. (Education) served as President for Guardians of Education for Maine (1978-2004) and has been a speaker on radio and TV, at Home School and

International Baccalaureate (IB) Unraveled

By Debra K. Niwa

*The following is excerpted from "International Baccalaureate (IB) Unraveled" © Debra K. Niwa, 2009
(updated 2010, 2013) British English spellings are retained in quotes.*

Part 1: More money-sucking school reform?

The growing presence of International Baccalaureate (IB) programs in the United States warrants a close look at this education model that among its goals includes teaching for “global citizenship,”¹ “intercultural understanding and respect,” and “social justice.” Substantial taxpayer dollars are spent on IB programs that strain school budgets, sever local prerogatives, incite divisiveness in communities, and alter the content and purpose of education. Is IB necessary or justified?



programmes by the year 2020.”⁶

The added revenue needed for IB — particularly the two-year Diploma Program — can reach generous six-digit amounts for numerous requirements. To start, schools pay application process fees that involve three stages that must be successfully completed: “a feasibility study (where teachers and administrators undertake IB-approved professional development); a trial implementation period of at least 12 months, during which the school will be visited and supported by an IB representative;

Three IB offerings are available for school adoption: the Diploma Program (DP) for ages 16 -19; Middle Years Program (MYP) for ages 11-15; and Primary Years Program (PYP) for ages 3-12. Among all nations, the U.S. has the most sites with the IB World School label. The breakdown of IB authorizations in the U.S. is: 694 Diploma Programs; 336 Middle Years Programs; and 200 Primary Years Programs (as of March 29, 2010).²

A fourth program is in a pilot phase: the **International Baccalaureate Career-related Certificate (IBCC)**. IB introduced this idea “to help achieve its strategic aim of increased access” and “to work with, and support, schools and colleges that wish to add an international dimension to their vocational offerings.” The IBCC was “designed to provide ‘value added’ for schools and other educational institutions that offer vocational courses.”³ Ten schools worldwide are pilot participants. Study completion was expected by September 2011. While unstated, the IBCC will complement the *Convention on Technical and Vocational Education* adopted by the UNESCO General Conference on November 10, 1989.⁴

IB's #1 cash cow: United States' public education

Multi-millions of local, state, and federal tax dollars pay for IB Programs in 47 states plus the District of Columbia. Almost 93% of the 1,095 IB World School sites in the U.S. (as of March 29, 2010) are in public schools,⁵ yet programs are often adopted without general public knowledge or taxpayer approval. If the IB authorization rate continues, the International Baccalaureate Organization (IBO) expects a worldwide tally of “10,000 schools and 2.5 million students enrolled in IB

**Fig. 1: IB Programs
in the United States**

(Figures updated January 2013)

Number of schools			Year introduced
3/29/10	1/5/13		
694	777	Diploma Programs	1969
336	475	Middle Years Programs	1994
200	342	Primary Years Programs	1997
1,230	1,390	Total for all three programs	

Note: Some sites have more than one program which accounts for the difference between school site totals vs. program totals.

**Fig. 2: IB World Schools
in the United States (by state)**

Number of schools		Number of schools	
3/29/10	5/13	3/29/10	1/5/13
17	19	Alabama	4
2	2	Alaska	5
18	27	Arizona	1
12	11	Arkansas	18
113	135	California	2
67	93	Colorado	59
7	12	Connecticut	52
3	5	Delaware	0
104	144	Florida	24
50	70	Georgia	4
5	7	Hawaii	21
4	5	Idaho	17
33	39	Illinois	1
21	27	Indiana	47
1	7	Iowa	0
5	8	Kansas	17
5	7	Kentucky	94
7	6	Louisiana	11
3	4	Maine	0
33	44	Maryland	68
11	14	Massachusetts	19
28	58	Michigan	1
35	49	Minnesota	13
9	11	Mississippi	3
13	14	Missouri	5
2	3	Montana	
		Nebraska	6
		Nevada	5
		New Hampshire	4
		New Jersey	14
		New Mexico	5
		New York	72
		North Carolina	57
		North Dakota	0
		Ohio	32
		Oklahoma	4
		Oregon	31
		Pennsylvania	22
		Rhode Island	1
		South Carolina	49
		South Dakota	0
		Tennessee	20
		Texas	111
		Utah	12
		Vermont	1
		Virginia	67
		Washington	24
		West Virginia	1
		Wisconsin	18
		Wyoming	3
		District of Columbia	10

and an authorization visit, where a judgement is made about the extent to which the school is suitably prepared to offer the programme.”⁷

After authorization, a school then pays a per program annual fee, per student registration fees each year, and fees for 2-3 consecutive-day in-school workshops (per capita fee, administration fee, and meeting leader(s) daily rates plus expenses, including “travel, visa costs, single hotel accommodation, meals, and any other expenses the leaders incur for the duration of the event”⁸). For the IB DP, there are also annual student fees per subject and per examination. For the MYP, there is a Program Evaluation Fee required every four to five years.

IB fees can change often and increase substantially. For example, the 2008-2009 per school annual fee for the Diploma Program was \$9,150⁹ — \$300 more than the prior year; for 2009-2010 the fee was \$9,600, reflecting a \$450 hike. The 2009-2010 annual fee for the Middle Years Program is \$8,000 and the Primary Years Program is \$7,000 — higher than the prior year’s fees by \$1,380 and \$380 respectively.¹⁰ (See block below)

In addition to fees, the Diploma Program adds new staff positions — including salary/benefits for an IB coordinator; “Community Action Service” (CAS) supervisor and Extended Essay supervisor. Also added are extra costs for: IB instructional materials, meetings (release time and substitute teachers), postage, and out-of-state/country training and conferences (tuition, airfare, lodging, meals, etc.), marketing, and recruiting.

Grants may initially cover some expenses, but when those funds expire, the annual burden falls on local and state taxpayers. This scenario is also common to other grant-seeded programs that allow school district administrators to bypass local scrutiny and approval when bringing in outside programs. While school districts can and have dropped IB programs, the more common strategy is to increase local and state taxes.

The 2008 *IB North America Action Kit for Educational Leaders* says:

In the United States, schools wishing to implement IB have access to a number of federal grants to help defray costs for the programmes. If a school qualifies, a key funding opportunity

comes from [ESEA] Title I funds for schools with low-income populations.

The kit also says: “Other federal grants to research for funding opportunities include:

- The Magnet Schools Assistance Program
- AP Test Fee Program
- GEAR UP
- Advanced Placement Incentive Program
- Smaller Learning Communities Program
- Academic Competitiveness Grants.”¹¹

To provide an idea of IB’s added cost, consider that Arizona’s Tucson Unified School District (TUSD) has thus far spent \$939,000 on IB (*Arizona Daily Star*, 2/1/10¹²). One location offers IB — a Diploma Program at a magnet high school that is in its second year of implementation. IB DP classes began with the 2008-2009 school year. There were 42 juniors and no seniors.¹³ In 2009-2010 there are 32 seniors. Not all IB students are “Diploma Candidates”; some are simply taking one or more IB classes. [*Update: One IB Diploma was awarded in the school’s first IB graduating class (2010); the second year, four IB Diplomas were awarded (2011).*] Amid district-mandated budget cuts for TUSD schools, as well as ongoing proposals for school closures, the district plans to put IB in more schools and bring in other budget-busting programs that will require multi-millions of extra revenue.¹⁴

Paying more for what?

With increased IB Diploma Program authorizations and student participation, the *percentage* of IB Diploma Candidates who receive the IB Diploma has declined in most states since 2005 as compared with 2008 (Fig. 3).¹⁵ Also during that period, many states show decline in the percentage of IB exams awarded a score of 4 or above.¹⁶ This impacts IB students seeking college transfer credits. Higher education policies tend to require IB Diploma holders to achieve a score of 4 or above (on a 7 point scale) in order to receive college credit. Generally, only IB DP “high level” (HL) courses are considered for credit.

IB School Fees

IB clearly states in its documents that “all fees are subject to change.” Below are the IB Annual School Fees from 2005 to 2013. Each school site must pay the school fee each year *per each IB program offered at a location*.

	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Diploma Program	\$8,590	\$8,850	\$8,850	\$9,150	\$9,600	\$10,000	\$10,200	\$10,400
Middle Years Program	3,380	4,500	5,520	6,620	8,000	8,400	8,550	8,700
Primary Years Program	2,850	3,720	5,220	6,620	7,000	7,300	7,450	7,600

Data source: “Scale of Fees” for the DP, MYP, and PYP published in various IBO documents from 2005 to 2011; current annual school fees are posted at <http://www.ibo.org/become/fees/>

**Fig. 3: IB Diploma Program
pass rates in the USA***

*States not listed did not have IB Diploma Programs during the surveyed years (Iowa, Maine, New Hampshire, North Dakota, South Dakota, and Vermont) or were missing data for 2008. In 2006, IBO stopped releasing certain information for states with 4 or fewer schools, which includes data for the number of DP candidates and % DP pass rates.

	No. schools with Diploma Program		No. of DP candidates		% DP pass rate	
	2005	2008	2005	2008	2005	2008
Alabama	5	7	117	166	66%	67%
Arizona	6	10	186	279	80	67
California	59	68	1213	1665	72	68
Colorado	16	21	670	870	81	80
Florida	40	49	3163	3714	78	77
Georgia	18	20	442	521	61	68
Illinois	16	16	270	381	47	40
Indiana	5	14	60	177	85	68
Maryland	14	19	155	227	70	70
Michigan	4	8	130	198	92	89
Minnesota	11	12	155	227	79	70
Missouri	8	8	112	190	83	74
New Jersey	8	9	157	188	78	81
New York	25	35	630	904	68	70
N. Carolina	21	23	452	538	69	56
Ohio	8	13	69	191	71	63
Oregon	12	14	279	415	84	69
Pennsylvania	7	12	107	241	78	61
S. Carolina	20	25	161	315	72	55
Texas	24	32	515	964	79	67
Utah	4	7	63	120	78	52
Virginia	32	35	829	1112	81	73
Washington	13	14	251	460	79	74
Wisconsin	5	9	83	182	52	49

Data source: IB North America's *Profile of Diploma Programme Test Takers, Examination Review & Data Summary*, for May 2005 (Table 15, p. 12;) and 2008 (Table 33, p. 30).

[UPDATE: September 10, 2010 notes from an IB CAS Co-ordinator's Workshop, says that Creativity-Action-Service (CAS) — which is one of three core requirements of the IB Diploma Program (IBDP) — is “the single biggest reason that students fail the IBDP (which can cause problems with and pressure from parents and administrators).” The *Creativity, Action, Service Guide*, for students graduating in 2010 and thereafter (March 2008, IB) explains that CAS

is at the heart of the Diploma Programme. . . . It involves students in a range of activities alongside their academic studies The three strands of CAS, which are often interwoven with particular activities, are characterized as follows:

- Creativity: arts, and other experiences that involve creative thinking.
- Action: physical exertion contributing to a healthy lifestyle, complementing academic work elsewhere in the Diploma Programme.
- Service: an unpaid and voluntary exchange that has a learning benefit for the student....]

Severing local prerogatives

Local communities pay for school district management and have elected board members to govern the district. But when a school adopts IB (or any program from an outside vendor), the control over the content and purpose of education is transferred to private interests.

Governance over (IB) curriculum, teacher training, and assessments is in the hands of the Geneva-based International Baccalaureate Organization (IBO), a nonprofit Swiss Foundation under Swiss law.¹⁷ The International Baccalaureate Curriculum and Assessment Center — located in Cardiff, Wales (United Kingdom) — handles “Curriculum development, Assessment development, Examination administration, Web services: Online Curriculum Centre, Curriculum support, IBNET and IBIS, [and the] On Line Curriculum center (OCC).”¹⁸

Each IB Program has two legal documents that “set forth the relationship” the IBO has with: 1) IB World Schools (Rules for IB World Schools), and 2) an IB student and their legal guardian (General Regulations). The rules and regulations are under Swiss jurisdiction. Disputes are settled in Geneva, Switzerland “by one arbitrator in accordance with the Swiss Rules of International Arbitration of the Swiss Chambers of Commerce.”¹⁹ (NOTE: A new International Baccalaureate global center was expected to open September 2010 at The Hague, Netherlands. IB staffs from Cardiff, Wales and Geneva, Switzerland are “being encouraged to relocate from their current offices.”)²⁰

Dominating a school site

Adoption of IB affects an entire school site. At the high school level, IB does not have to be the sole curriculum but the expectation is that

it must be made very clear that the programme does have a major role to play in the school and that the intrinsic values espoused by the IB DP are relevant to the whole school, are firmly embraced by the published school mission statement (or equivalent) . . . to embrace and to espouse the importance of developing certain international values in students, especially a strong sense of international awareness, intercultural understanding, tolerance and compassion. Candidate schools for the DP must recognize from the start that this goes far beyond holding the traditional annual United Nations Day celebrations²²

IB is unnecessary

Costly theme concoctions like IB are not needed. Where desire exists, public schools can provide an exceptional academic foundation without IB. For example, this has been achieved at University High School (UHS) in Tucson Unified School District (TUSD) in Arizona. UHS has a well-implemented Advanced Placement program and is one of the district's

lower-funded high schools.²³ Student accomplishments are many and UHS has repeatedly had the most National Merit Scholar Finalists out of all public and private schools in the state. Most graduates are awarded scholarships. UHS has a student selection process mostly based on academic criteria, logic and cognitive abilities. “Diversity” has played a role in some admission considerations.

Regardless of exceptional student achievements (academic and otherwise), there have been on-and-off maneuvers to stir interest in IB as well as alter UHS in ways that hinder maintaining a strong academic foundation. Tapping into an existing high achieving student body would make the IB Diploma Program look good, but would not provide greater academic benefits. Upholding the integrity of UHS is an ongoing battle. Change agent superintendents have wanted to reform ALL district schools, even those that successfully educate. Attempts to alter strong academic schools by introducing programs like IB should signal an alarm about the wayward intentions behind school reform.

Part 2: A tangled web

International Baccalaureate’s connection to the United Nations is an oft-cited criticism that is generally denied by IB supporters at local levels. What are the facts?

In 2001, Dr. Ian Hill, then-Deputy Director General of the IBO, explained in “Curriculum Development and Ethics in International Education” (*Education for Disarmament*, 2001):

... the International Baccalaureate Diploma Programme (IBDP) was developed appropriately and largely by the staff of the first of the international schools during the 1960s with the first official examinations in 1971. (Two other international programmes are now offered: since 1992 the Middle Years Programme for students from 11 to 16 years of age, and since 1997 the Primary Years Programme for children from 3 to 11/12 years of age.) UNESCO provided financial and moral support for the development of international curricula until the mid-1970s.¹

An old, now unavailable, “History of the IBO” web page (accessed Jan. 29, 2005) stated:

The IBO was funded by Unesco, the 20th Century Fund, and the Ford Foundation until 1976. From 1977 the Heads Standing Conference (HSC) of Diploma Programme (DP) schools was formed and they began to pay the IBO an annual registration fee. . . .

[Note: The United Nations Educational, Scientific and Cultural Organization (UNESCO) was founded in 1945 as a UN special agency. It succeeded the International Institute for Intellectual Cooperation of the League of Nations.]

Threads in the development of IB

1924: International School of Geneva (a.k.a. Ecole Internationale de Genève, or Ecolint) is founded under the League of Nations Charter² “by a group of parents predominantly from the League of Nations [est. 1919] and the International Labour Office [est. 1920]”³ to educate the children of League of Nations delegates.

1947: United Nations International School (UNIS) is founded in New York. UNIS became an IB World School in January 1971⁴ and was one of seven pilot sites for IB trial examinations that began in 1968.

1948: A UNESCO handbook is published titled *Techniques d’éducation pour la paix. Existent-elles? (Réponse à une enquête de l’UNESCO) (Is There a Way of Teaching for Peace? Response to an inquiry from UNESCO)* by Marie-Thérèse Maurette, then-director of the International School of Geneva. In September 2005 at the Biennial Conference of IB Nordic Schools held in Stockholm, Sweden, IBO’s George Walker presented Maurette’s ideas:

First of all, Maurette . . . urges her teachers to play down the whole concept of nationality, either as a source of pride or of pity. Let’s avoid all sentimentality, she says.

She then argues the case for a new kind of geography which puts the students into contact with the whole world before they ever see a map of their own country. . . . She had equally radical ideas about history which, she insisted, should not be taught before the age of 12 if it was to avoid becoming a gallery of dubious national heroes. For the next six years it should become world history with events in India, China, Japan and the Middle East synchronized with those in Europe. . . .

Maurette then insists upon the acquisition of two working languages: . . . (Once someone uses two languages he uses two modes of thought. And then he understands the other person’s way of thinking. He is no longer surprised or hostile. And from understanding and familiarity comes agreement: a spirit of internationalism is born.)

She then describes ways of encouraging students to keep up to date with contemporary political and economic events, and alumni of that period . . . I suppose we would now call it “current events” . . .

Finally, she turns to the importance of human solidarity, saying that it depends on habits of mutual support and community action and **she goes on to describe the IB CAS programme** 20 years before it ever happened, . . .” (Emphasis added)

Mme. Maurette attacks on all three curriculum fronts: **compulsory, extra** and **hidden** realizing that each part must reinforce the others; there must be a consistency of message. But I particularly admire her courage in attacking the compulsory curriculum. “It’s not going to be any old history course; it’s going to be this special kind of history” and that, of course, is her legacy to the IBO and it is no coincidence that the IB Diploma Programme grew out of a syllabus and an examination called Contemporary World History.⁵ [Emphasis added]

1949: UNESCO convenes the **Conference of Internationally-minded Schools (CIS)**.⁶ About CIS: According to Lesley F. Snowball at an International Organization of Education Conference “Preparing Teachers for a Changing Context,” May 3-6, 2006:

The Conference of Internationally-Minded Schools of 1949-1969 (Hill, 2001) attracted support from national as well as international schools, . . . and could be regarded as the first promoter of the concept of an international education certificate for teachers. . . . It is clear that curricula should include peace studies and conflict resolution, interdependence and intercultural communication, human rights and social responsibility, world issues and problem-solving skills, with an overall aim of developing students who are not only internationally minded but internationally hearted.⁷

1951: International Schools Association (ISA) — “was established at UNESCO in Paris . . . as a non-governmental international organization for the development of co-operation among its member schools and with all those interested in promoting international understanding”⁸ by Ecolint parents employed in UN organizations.⁹ Russell Cook from the UN’s World Health Organization chaired the ISA for 18 years (1952-1970). The ISA “is the most senior organization in the world of international education” and is “an international non-governmental organization and the first educational NGO to be granted consultative status at UNESCO.”¹⁰ ISA received “three successive [*sic*] contracts by Unesco to study practical ways of harmonizing curricula and methods for the development of international understanding.”¹¹

1961: A few Ecolint staff developed interest in “an international examination that would be acceptable to more than one ministry of education.”¹²

1962: United World Colleges (UWC) is created as “a new and unique model for global citizenship education.”¹³ In a monograph by Andrew Mahlstedt — “Global Citizenship Education in Practice: An Exploration of Teachers in the United World Colleges” — the author notes “the important role that AC [United World Colleges of the Atlantic –Ed.] played” in the creation of IB: “Alec Peterson, before becoming the first director of the International Baccalaureate Organization (IBO) and one of the key developers of the IB, had previously helped to develop the formal curriculum at AC.”¹⁴

1964: International Schools’ Examination Syndicate (ISES) — predecessor to the IBO — is created with a three-year grant from the Twentieth Century Fund that was given to the ISA “to establish machinery for the development of a common curriculum and examination programme for the international schools.”¹⁵

1967: International Baccalaureate Office is created and in 1968 the group is registered in Geneva, Switzerland.¹⁶

1968: IB trial examinations begin. Seven pilot sites are involved: United Nations International School (UNIS), Atlantic

College (Wales, UK), International School of Geneva (Switzerland), International College (Beirut, Lebanon), International High School (Copenhagen, Denmark), Iranzamin International School (Teheran, Iran), and North Manchester High School for Girls (UK).¹⁷

The following individuals are listed as “Key People” in the History of the IBO:

Desmond Cole-Baker — Director, International School of Geneva (Ecolint), 1961-1968

John Goormaghtigh — Director of the European Office of the Carnegie Endowment for International Peace; Treasurer of ISA, 1957-62; Chairman of the Board of the International School of Geneva, 1960-66; Founding President of the IBO Council of Foundation, 1968-81

Bob Leach, Ruth Bonner, Gérard Renaud, Nansi Poirel — staff International School of Geneva (Ecolint)

Alec Peterson — Director of Department of Education, Oxford University, Oxford Research Unit, 1967-74¹⁸

Current UN links

The United Nations is involved with IB teaching material, including input and approval of “two teaching booklets about UN global issues: one each for primary and secondary years.” The UN holds the copyrights for the booklets that are for distribution “to the governments of all member states for use in schools.” (IBO web site, accessed 1/20/06)¹⁹

According to the IB: “The IB has been recognized as a NGO of UNESCO since 1970 and currently has the status of ‘formal consultative relations as a network’ with UNESCO. IB representatives participate regularly in UNESCO meetings and comment on UNESCO proposals in education. Some projects have received UNESCO funding . . .”²⁰

The UNESCO Constitution says the UNESCO Executive Board grants “consultative relations” status to a non-governmental organization (NGO) if such a group is “useful for the achievement of the objectives of UNESCO” (3.1) and can give “proof of their ability . . . to contribute effectively by their activities to the implementation of UNESCO’s programme.” (3.2)²¹ Stated conditions for a group to be an NGO include:

(a) it shall be engaged in activities in one or more specific fields of UNESCO’s competence, and it shall be able and willing to make an effective contribution to the achievement of UNESCO’s objectives, in conformity with the principles proclaimed in UNESCO’s Constitution (2.2).

The obligations, cited in 7.1 (a), for an organization to maintain formal consultative relations include:

- (i) keep the Director-General regularly informed of those of their activities that are relevant to UNESCO's programme and of the assistance given by them to the achievement of UNESCO's objectives;
- (ii) acquaint their members, by all the means at their command, with those UNESCO programme activities and achievements that are likely to interest them;
- (iii) at the Director-General's request, give advice and provide assistance in connection with consultations on the preparation of UNESCO's programmes, and in connection with UNESCO's inquiries, studies or publications falling within their competence;
- (iv) contribute, by their activities, to the execution of UNESCO's programme and, as far as possible, include in the agenda of their meetings specific items relating to UNESCO's programme;
- (v) invite UNESCO to be represented at those of their meetings whose agenda is of interest to UNESCO;
- (vi) submit to the Director-General periodic reports on their activities, their statutory meetings and the support they have given to UNESCO's action;
- (vii) contribute substantially to the preparation of the sexennial report by the Executive Board to the General Conference on the contributions made to UNESCO's activities by non-governmental organizations, . . .
- (viii) send representatives, as far as possible at the highest level, to the Conference of International Non-Governmental Organizations...

Non-Governmental Organizations (NGOs) play a crucial role in the UN system. These groups are the footsoldiers that help with the implementation of UN initiatives. A March 7, 2008 UNESCO Executive Board document highlights the NGO role:

. . . UNESCO very early on asked leading international NGOs – which it had itself sometimes established – to help it defend universal values and implement its programmes. These relations were gradually consolidated, organized and diversified to become the foundation of an enduring partnership in an environment transformed by globalization. Today, some 300 officially accredited international organizations are involved. . . . This history [discussed April 2008 in the “History and stories of partnership between UNESCO and NGOs”–Ed.] will include some recent, detailed examples of successful partnerships which illustrate how NGOs in partnership with UNESCO have contributed to the implementation of one of its programmes, or even to its main lines of action or the definition of one of its objectives.²²

Part 6: Transformation

September 2009 (updated March 2010)

The IB learner profile is the IBO mission statement translated into a set of learning outcomes for the 21st century. The attributes of the profile express the values inherent to the IB continuum of international educa-

tion: these are values that should infuse all elements of the Primary Years Programme (PYP), Middle Years Programme (MYP) and Diploma Programme and, therefore, the culture and ethos of all IB World Schools. The learner profile provides a long-term vision of education. It is a set of ideals that can inspire, motivate and focus the work of schools and teachers, uniting them in a common purpose.

– *IB Learner Profile Booklet* (2006)¹

Dr. Ian Hill, then-Deputy Director General of the IBO, wrote that Article 26, par. 2 of the UN 1948 *Universal Declaration of Human Rights* (UDHR) “provides the philosophical planks of an international education” (*Education for Disarmament*, 2001). UDHR Article 26, par. 2 states:

Education shall be directed to the full development of the human personality, and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.²

In a 2005 *IB Research Notes* article “The Language of International Education: A Critique,” author Isaac Quist writes:

The first step towards developing a language of international education, [George] Walker continues, is to reach agreement on what he defines as the “deep structure” of international education, which is the values we must all share if we are to have any chance of understanding what each other is saying. Arguing that the problems with its implementation are no real reason for ignoring it, he calls for **renewed engagement with and commitment to the Universal Declaration of Human Rights to bring it back forcefully** into the public consciousness.³ [Emphasis added]

Not to be overlooked with IB's endorsement of the UDHR is Article 29, sec. 3: “These rights and freedoms may in no case be exercised contrary to the purposes and principles of the United Nations.”⁴ The UDHR kids' version is more explicit:

Nobody should use her or his freedom to go against what the United Nations is all about.⁵

United Nations vs. United States

With the UDHR, the rights of the UN supersede the organization's defined “human rights.” As an IB student in a US public school remarked in an online discussion: “The UN article 29 exists to protect the rights of governments to govern their people.”⁶ (The same student opined, “To be honest, I don't really care if IB is linked to the UN, or wants to create global citizens.” That attitude is not surprising coming from an IB student — it aligns with IB values. But we would be wise to consider the implications.)

Conversely, the United States' *Declaration of Independence* says in part:

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with

certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness. ... That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed, ... That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their Safety and Happiness.⁷

The UN influence on IB is problematic. What suits the UN is not always compatible with the United States' *Declaration of Independence*, *Constitution* and *Bill of Rights*, or the USA as a sovereign nation established as a Constitutional Republic. In "Liberty or Sustainable Development?" Michael Shaw compares "the founding documents of the United States of America with the founding documents of the United Nations":

In America's case, the governmental premise is based on the ideal of self-governance which leads to individual liberty and which is predicated on the idea of unalienable rights including the right to the reasonable use of one's property. The right to property secures the right of liberty which in turn secures for all a life as a human being. These rights are inherent to our nature and are imbued by our creator. They cannot be stripped away – even by the force of government. Legitimate government exists to protect these rights.

The United Nation's premise is quite different. Article 29 Sec 3 of the *United Nations Declaration of Human Rights* proclaims "Rights and freedoms may in no case be exercised contrary to the purposes and principles of the United Nations." The United Nations and the men behind its mantle are the ultimate power for determining your rights. The UN model is global state collectivism. It will lead to tyranny because the idea of human rights, or animal rights for that matter, are rights granted by a narrow group of men. These "grants" can be withdrawn by men. Rights can be selectively granted for some men and not for other men. What comes can go because an "elite"⁸ makes the decisions for all.

Peace = social justice?

Returning to the UDHR, recall that education "shall further the activities of the United Nations for the maintenance of peace" (Article 26, sec. 2). What does this mean? Stuart Chevalier's 1946 book about the United Nations — *The World Charter and the Road to Peace* — contains this pause-for-thought quote:

Peace is not the absence of war. Peace is the presence of justice.⁹
[Emphasis added]

UN concepts of justice are found in UN sustainable development agendas. In "Liberty or Sustainable Development?" Michael Shaw identifies Sustainable Developers' so-called "three E's":

- Social Equity or social justice. This means using the law to re-

engineer humanity,

- A "new" Economic system — so-called Public-private partnerships,
- "Environmental justice." Devaluing man to the level of animals and plants.¹⁰

Shaw adds, "The modern war on liberty fosters confusion in our schools regarding the nature of what is a moral government. It uses divide and conquer tactics by separating people into groups under the principle of social justice. It creates dependency via an emerging global corporate socialism based on public-private partnerships."¹¹

Attention to social justice is appearing in all levels of US education and may be found under the guise of cultural or intercultural competency/proficiency, multiculturalism, diversity, and ethnic studies. Critical pedagogy is integral to social justice education:

Critical Pedagogy is the educational arm of the "social justice movement," which is the political arm of "liberation theology," all of which are aspects of "Cultural Marxism." ... The goal of critical pedagogy is social transformation, which is the product of the practice of social "justice" at the collective level. Social transformation is accomplished through indoctrination of the young, leading to social transformation of the larger society as succeeding generations inculcate the "lessons of awareness" transmitted to them by their "teachers."

— "Bill Ayers, the 'Critical Pedagogy' movement and 'Cultural Marxism'."¹² (Dec. 15, 2009)

Social Justice is a core part of International Baccalaureate. *A continuum of international education* (IBO, 2002) says an IB school's "ethos which has a commitment to social justice and equity will be readily apparent in the daily life, conduct, management and leadership of the school."¹³ In 2003, Monique Seefried, president of the IB Council of Foundation, explained in her "IBO, a World of Givers" speech:

At the core of an IB education, starting with our youngest students is the aim to develop caring young people with a commitment to action and service. ... This is the most idealistic part of the education our students receive. ... It is also essential in **developing in them the drive to become an agent of social change** in our ever evolving societies where there is still so much to do to reach an ideal of **social justice**.¹⁴ [Emphasis added]

In November 2007, the World Day of Social Justice was proclaimed at the 62nd session of the UN General Assembly — to be observed on February 20, effective in 2009. The UN Social Perspective on Development Branch says:

As recognized by the World Summit, social development aims at social justice, solidarity, harmony and equality within and among countries ... To achieve "a society for all" governments made a commitment to the creation of a framework for action to promote social justice at national, regional and international levels. They also pledged to promote the

equitable distribution of income and greater access to resources. . . .¹⁵

Much has been written about social justice and I encourage readers to do more investigation. But for now, the following highlight a few issues worth contemplating:

Social justice relies on the establishment of “civil law,” which is designed to expand government and its partners’ authority at the expense of individual liberty. Equal justice on the other hand respects individual rights and private property. (Michael Shaw, “Principles of Equal Justice Encouraged by Ninth Circuit Court of Appeals,” Jan. 18, 2008.¹⁶)

Social justice is always controversial in theory and imperfect in practice. In education we talk about things like “equality of outcomes” or “equality of learning outcomes.” To think that we could single-handedly achieve this without dismantling existing power structures is naive. Some kinds of social justice are just not achievable because they are at odds with the political and economic forces which shape our society. If society stays the way it is, there are some kinds of social justice that we can never have. (Karen Starr, “What Is Social Justice?,” Sept. 3, 1991.¹⁷)

The philosophy of communism primed around the concept of universal social justice for all, where all groups in society are classless secured by the vigilance of a benevolent State that will provide for all needs — from homes to child caring — is today discredited. 70 years of experimentation and application has seen the communist model to be more likely associated with repression of individual thought, economic stagnation, and the removal of choice as against the attainment of universal social justice. The communist model is today, with very few exceptions, debunked as a social economic instrument. (David Spiteri Gingell, “Social Justice: A New Agenda?,” 2007.¹⁸)

Many of the foundational writings of social justice can be traced back to the ideas proposed by Marx and Engels. (Bharath Sriraman, “On the Origins of Social Justice: Darwin, Freire, Marx and Vivekananda,” 2007.¹⁹)

. . . Karl Marx formed and detailed the popular concept of “social justice,” (which has become a kind of “new and improved” substitute for a storeful of other terms — Marxism, socialism, collectivism . . . (Barry Loberfeld, “Social Justice: Code for Communism,” Jan. 12, 2004.²⁰)

Closing remarks

International Baccalaureate does not belong in US public schools. Higher cost is a big problem; but what IB *is, does, or fails to do* is of greater concern. This became apparent during my research that was initiated in part because of my history. During 11th and 12th grade I lived outside the US and attended a private k-12 International School with students from many countries. There was no IB. The high school standards supported admission into top USA higher education institutions. Years after I graduated from the International School, IB appeared as an option. I wondered why.

Given my background, I might have welcomed IB. But as

I learned more about the programs, it was obvious that IB intends to create a *particular kind* of “global citizen” and a *particular kind* of “intercultural understanding and respect.” The IB brand is troubling; it supports UN issues such as Agenda 21/sustainable development, disarmament under the guise of peace, a collectivist view of social justice, a consensus-building type of civic engagement, and more. Cloaked in utopian feel-good jargon, the UN system is *communitarian* in nature.* Strip away the high-sounding rhetoric and what comes into view is central planning for all aspects of life — cradle-to-grave control of the world’s “human resources.”

com-mu-nism (kom'ū-nizm), *n.* [= F. *communisme*, < L. *communis* (or F. *commun*): see *common*.] A theory or system of social organization based on the holding of property in common, actual ownership being ascribed to the community as a whole or to the state; a theory or system by which the state controls the means of production and the distribution and consumption of industrial products; also, communalism. — **com'mu-nist**. [= F. *communiste*.] *I. n.* An advocate of communism; also [usually *cap.*], a Communist. *II. a.* Pertaining to communists or communism. — **com-mu-nis'tic**, *a.* — **com-mu-nis'ti-cal-ly**, *adv.*

com-mu-ni-ta-ri-an (kō-mū-ni-tā-ri-ən), *n.* A member of a communistic community; also, an advocate of such communities.

com-mu-ni-tiv (kō-mū-ni-ti) *n. + pl. -tives (-tiz)* [*L. com-*

Source: *The New Century Dictionary*, Edited by H.G. Emery and K. G. Brewster, Revision Editor, Charles H. Ficht, 1944, (D. Appleton-Century Co., New York/London), Vol. 1, p.292.

IB supports a global system that requires populations to be **adaptable to change** and be **agents of social change**. Why? And exactly what kind of change is looming? Bottom line: the strategic plans of social engineers will only produce a “sustainable world” for a gaggle of the self-appointed and their ilk who regulate and monitor what the rest of us think and value, and how we live.

Those who are adverse to Big Brother machinations need to watch the international stage and pay attention to the type of so-called education programs that are funded with local, state, and federal tax dollars. I emphasize that IB is not the only problem. Other education “innovations” use similar methods to meet similar objectives. This is a tasteless joke on the public. Many programs share the same “affective” (value, attitude, and behavior) goals under the cover of special themes, school choice, and community education, among others. If these are not in your area, just wait. Schools/districts need only to acquire a large enough dipping pot of money and to replace educators who value teaching.

If public schools are to educate, there must be a halt to public-private partnerships that allow for private self-interest meddling, and an end to the taxpayer funding of unsubstantiated progressive/humanistic experiments with children. A permanent fix requires school leaders who will not continue to subvert education.

It is not costly to provide students with a strong academic foundation and extracurricular activities that help build a solid base for a wide range of life options. But a cradle-to-grave “lifelong education”** social engineering system is

an unjustified economic burden that reduces opportunities. IB programs globally spread this concoction. Community members would be wise to look carefully before leaping off this cliff.

* For more information see ACL's research at
<http://nord.twu.net/acl/research/agenda21.html>

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Endnotes follow on page 36

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Created Classroom Chaos to Controlled Cyber Conditioning

By Mary Thompson

Good morning. It seems that compared to most here today I may have a lot more history than future. I go so far back that my education began in a two-room school in southern Michigan with nine grades and no indoor plumbing. I can thank one teacher there for arranging circumstances that began the journey resulting in my four years at Michigan State University.

My husband and I moved to California where our two native Californians were born. About 1960 I dived into political activism through Republican Women Federated and became a loyal GOP worker bee.



Two-room school house in Southern Michigan.

Before the first and only paid position I ever had in politics, our daughter in fifth grade experienced what was nearly a nervous breakdown — not wanting to go to school, afraid to go to bed for fear of dying and not believing in God, etc. Then she brought home a handful of little pieces of paper on which classmates had written what they thought of her — most favorable, but not all. I was appalled at the very exercise, raced to the school to find out what was going on!

She had been selected to be in an innovative class using methodologies the teacher had learned during a summer course in Santa Cruz, California. All of the Human Potential Methods were being piloted. Part of that was the self and group criticism recorded on those little scraps of paper. The undermining of her religious faith came from an exercise with students having to stand in front of the class to explain why they believed what they believed as classmates challenged them. This “Mother Tiger” awakened



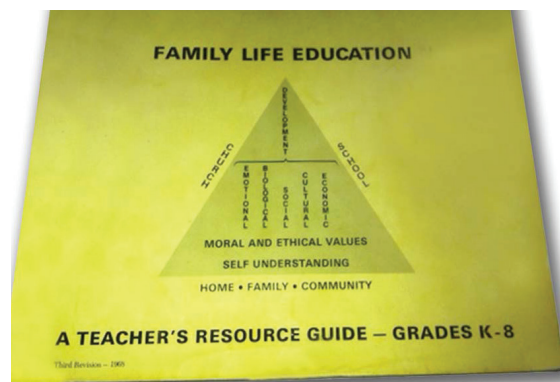
and roared! But I still thought it was an isolated situation.

It soon became apparent that something much bigger was afoot. My husband commented that it smelled like it was coming from US Department of Health Education and Welfare (HEW). That “something” was Family Life Education (FLE), a nationally programmed total curriculum involving every facet of a student’s existence.

I began to learn of other parents objecting to FLE, or parts of the package that was the first nationally and internationally promoted curriculum since the passage of the *Elementary and Secondary Education Act of 1965* (ESEA). The segment of FLE that generated the most public alarm was the sex education component.

The media zeroed in on that and parents were distracted from the totality of the FLE that was devised to break down traditional concepts of family, religion, and communities — the foundations of society.

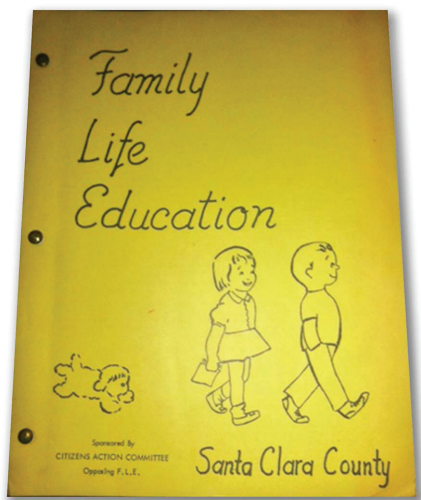
The model for all the FLE curricula around the country was contained in the *San Mateo County K-12 Teachers’ Guides for Family Life Education*. The areas to be incorporated into the general curricula involved every facet of every student’s life, “School, Church, Home, Family, Community” with “development of emotional, biological, social, cultural, economic, moral and ethical values and self understanding.” All inclusive.



Cover of *Family Life Education — A Teacher’s Resource Guide — Grades K-8*.

About that same time in 1968, I took the position as executive secretary of the county campaign for Max Rafferty for US Senate. Max Rafferty had been California's superintendent of education who had sided with parents protesting what was happening to schools. During the campaign, parents came into our campaign headquarters alarmed about losing their children — some in tears. Rafferty lost the election. Another subject could be “How candidates get sabotaged by their own party establishment,” but that's for another time.

Fast forward. The chairwoman of that campaign was also concerned about all of the above. An anonymous parent gave the two of us some seed money if we would publicize and tackle the issues taking over schools. That began a lifetime friendship between Deloris (Dee) Feak and me as we formed our two-woman organization, Santa Clara County Citizens Action Committee Opposing FLE. (We became known as SCCACOFLE). We didn't open control of our organization for we both knew about how infiltration worked.



Cover of a handbook produced by the Santa Clara County Citizens Action Committee Opposing F.L.E. (Family Life Education)

We issued press releases, acted as our own speakers' bureau, printed articles and published a monthly newsletter called “The FLE Biter,” and put together a handbook to inform parents or anyone interested. It contained tools for parents to use in their respective 33 school districts in the county.

We saw ourselves as advocates for

opposition, a resource for documented original source material. Some teachers would come to us under cover of darkness with documents parents weren't supposed to see hoping we would expose the documents.

One speech Dee delivered to many audiences was prophetic in view of the developments since. I have brought some copies if it in her memory as an example of her work so long ago.

Other individuals and organized parents were also sounding the alarm in California and other states. There was awareness of the like-minded “others,” but never any coordinated umbrella organization. But the activity did catch the ear of a few state legislators. One hearing in Sacramen-

to was held about “sensitivity training.” Imagine that happening today.

It was becoming clear to any who followed the issue, that FLE was being presented as locally inspired, but all the FLE proposals were nearly identical across the country. How could that be? And how come local “needs assessment committees” were popping up everywhere supposedly demanding FLE in the schools? Sound familiar?

Digging deeper we discovered the existence of change agents, trained by the same National Training Lab Charlotte Iserbyt was exposed to in Maine. They spread to other regional labs and filtered down to existing local social agencies. In our county one of those agencies was set up as a separate organization called Family Life Education Association, created by some very influential individuals associated with a charitable organization with religious sponsorship. Family Life Education Association recruited parents from PTA and Home and School Clubs to train them to be change agents to demand FLE at local school board meetings and other venues. It received funding from the local United Fund Charity. We managed to get the funding stopped from United Fund.

Shortly after that, we read in the local paper about results

1972

A LOOK AT THE FULL SCOPE OF THE NEW EDUCATION
by Mrs. Deloris Feak, Chairman Santa Clara County Citizens Action Committee Opposing FLE

My usual lecture on this subject of Family Life Education takes an hour and a half. Today, I'm going to compress that lecture into about 35 minutes, in order to allow time for some questions. Consequently, it will be necessary to eliminate much that is valuable and enlightening. Documentation will have to wait for the question-answer period also, in areas where you have doubts as to the conclusions we have arrived at. I assure you, I carry reams of documentation with me, and I have done so today. Let me, then, proceed directly to the main points of FLE that we have time to consider during this half hour or so.

I do hope, in this brief time, to at least succeed in redirecting your thinking on this important topic of FAMILY LIFE EDUCATION. Most people think FLE is sex education, and though sex education is a component of FLE, it is only that—a component. FLE is a much bigger ball game than just sex education. Before we move into consideration as to exactly what it is and what it does, let me first state three broad points about it:

1. It is national, indeed, international, in scope. It is part of a total concept, not a mere program.
2. It is part of a political movement.
3. It is part of a religious war.

I use the term “part of” in those three points because Family Life Education incorporates the “Planning” and “Programming” phase of a total system of thought control via attitudinal and behavioral development and manipulation that is being rapidly perfected and implemented in our country, and exported to much of the remaining free world. That total system is PPBS—Planning, Programming, Budgeting System. It's difficult to determine which should be examined first — The FLE (Planning and Programming of human action) or the larger implementation aspect called PPBS. Because FLE surfaced first in our country, and because I was invited here to speak on that topic, and because without FLE, PPBS would have no implementation (since it would then be primarily reduced to a budgeting system—the “B.S.” of PPBS), we will treat FLE as the main topic today. Keep in mind that it is the major component of a national and international political and religious war. It's overall and ultimate purpose is more than external totalitarian control over our actions; it aims for total control over our minds as well. I say “our” minds advisedly here, for though the direct victims are the children in elementary and secondary schools, its effects spill over into society in general: into colleges, universities, businesses, volunteer groups, etc. FLE has been largely responsible for the current thrust toward government control of infants and toddlers in such programs as Head Start, Home Start, Early Learning Program, and child care and “Child Advocacy” legislation. (I mention these for your consideration and further exploration; I haven't time to draw them into this brief presentation.)

The total FLE thrust comes in a big triple package. I'm going to name the trio; then we'll return to a short examination of each one to see what each is designed to do. I'll explain each in turn.

1. The first is FLE (Family Life Education).
2. The second is PPBS (Planning, Programming, Budgeting System).
3. The third is Voldec.

As you can see, I am beginning at the main points, and working backward. When I have time, I do it the other way around. I use each point or facet to work into the next one. But today we'll deal with the bigger points first; that is, the ultimate goal of the three-point “unholy trinity” I have just named. The ultimate goal is CREATION OF A NEW MAN. And also, creation of a NEW DEITY! The “new deity” is to be the State; and that is not to be confined to global deity, or State deity. It is to be man's new god! The “new man” must be brought into being by the many states (meaning nations), working in union to “create” him, so that he will be receptive when his new “god” (the World State Deity) emerges. Indeed, the new “god” dare not emerge until and unless his subjects are willing not only to accept him, but they must help create him! (Remember the earlier three points: we are examining a national, international political and religious movement.)

Now that the premises are stated, let us return to FLE—PPBS—and Voldec. I said FLE was national in scope, and indeed, it is international, for since the whole package is meeting with so little resistance here in this country, we are now exporting it! Australia, Chile, and Canada are good cases in point that we are able to document. We have evidence however

that the education systems of all the free world are adopting the FLE concepts developed and initiated (Planned and Programmed) by the United States.

FLE was successfully launched in this country through many guises, disguises, and false fronts; the most notorious being the belief that FLE was sex education. Even if it had been, it is my considered opinion that such a thing as sex education in public schools should have been disgustingly rejected by a Godly, moral, and thinking society. But it wasn't, and so “sex education” became a successful front that our country was neither Godly nor moral, and that consequently they were ready for the heavy concepts of FLE. The dangers of FLE had little impact on parents, even when it was made well-known to them that the real thrust was total development of their children by the State! That is, indeed, the radical new concept that FLE promoters are asking parents to accept, and they are accepting it!

FLE is the development of children's values, attitudes, emotions, morals, knowledge, behavior and actions by the State, via the education system. It includes political and spiritual development in every area also, although these last two are not mentioned by name in the five strands of total human development incorporated in the national FLE Guides.

There is only one FLE program in this country, and in the free world to which we are exporting it; that is the total development of humanity as contained in the *San Mateo County Family Life Education Resource Guides*. Every facet of control of the development of our upcoming generations of children is incorporated in these two Guides, and I repeat, every FLE program in the country is predicated on these Guides to illustrate my point. I'm going to show you four supposedly “local school district FLE guides”: one from Roanoke, Virginia; one from Maryland, and two from districts in our own county, San Jose and Campbell school districts. Notice that the two from districts in our own county are merely exact reprints from selected pages of the *San Mateo Guides*; the other two have the same format, concepts, philosophy, and resource material; they have merely been re-written and rearranged. Notice also the permanent and finished format of the *San Mateo Guides* (there are two, K-8 and 9-12), and that these other Guides are obviously only preliminary; they are loose-leaf, so that material can be added later, as they successfully initiate into their local schools the basic concepts of the *San Mateo* program, and with this success, are free to be added to and expanded the “program.” We have numerous other FLE Guides in our file, and they all further prove our point. All are “open-ended,” so that they can be added to later as they move into the total “development” of children as contained in the original prototype *San Mateo Guides*. These Guides comprise five strands of human development: emotional, biological, social and cultural, and economical. They cover every area of a person's growth, and rest assured, they include political and spiritual. These *San Mateo Guides* are much more comprehensive and extensive than most people think, as you would soon discover if you were to study thoroughly the three columns contained on every page. These are “Concepts and Understandings,” “Techniques and Devices to Stimulate Learning,” and “Resource Materials.” The real indoctrination is in the “Resource Materials.” Too many parents either just look at the titles of these materials, or else merely see what the schools make available for them to see. But as I said before, the real national problem is that far too many parents simply agree that it is alright for the State to assume this total development of their children. SO—FLE then is a concept; it is a concept for radical alteration of the very purpose of education. These concepts, and controls, and the philosophy for the “creation” of the “new man,” are all written into these Guides. Other material may be added, and some may be deleted as constant testing and evaluation is undertaken to determine if the State's “product” is indeed, being “created.” If not, modification in the resource material can be made.

In a free country, such as we were, schools were established to instruct children in academic subjects. They were established and financially supported for this purpose by parents, for most had no expertise in academic teaching. Then came the movement by Horace Mann to put them under public domain, thereby secularizing them. It should come as no surprise to us today that statists and totalitarian governments should think the schools are their possession, as well as the children who attend them. The fact is that governments belong only to “the people” when they are thrifty and self-sufficient, and above all, God fearing and Biblically moral. When people cease from practicing and believing in these virtues, they soon

“A Look at the Full Scope of the New Education” (1972) by Deloris “Dee” Feak, Chair for the Santa Clara County Citizens Action Committee Opposing FLE.

of a county grand jury investigation of FLE. Surprise, surprise! The conclusion by the jury was that FLE was in no way harmful and, in fact, was a positive thing. The media didn't report that only the advocates of FLE were consulted. Including us, no known opponents even knew about the investigation until we read about it in the paper.

Layer after layer we peeled away and we discovered the Planning, Programming and Budgeting System (PPBS), a systems management form of governance had been superimposed over our constitutional representative republic without a shot being fired. Our governor, Ronald Reagan, signed it into effect in California during his tenure. Nationally, PPBS was implemented originally at the US Department of Defense by Secretary of Defense Robert McNamara. Since then it has permeated not only every level of government, but most public and private organizations, including churches. Corporate business has been at home with PPBS from its inception for it fits well with dealing with manufactured products, but people aren't "products." It can be seen everywhere. It employs the Delphi Technique familiar to everyone here. It is the Hegelian Dialectic.

In a speech at a tech conference in Aspen, Colorado in 2001, former CEO of Hewlett Packard Company and recent US Senate candidate from California, Carly Fiorina, bragged about admiring Georg Wilhelm Hegel, father of the dialectical process. She said she used it every day. In that same speech she suggested that charter schools and vouchers could be the coming synthesis for schools. I quote from that speech:

The other evening...one young journalist asked me, "Who is your most influential business author?" I paused and said, "Hegel." To which the reporter shot me a quizzical look — evidently Hegel has fallen off the *New York Times* business book list.

I expounded, "Hegel, you know, the process of thesis, antithesis and synthesis. I use it every day. . . ."

The Hegelian dialectic is about one point of view pitted against its countervailing opposite. And from that contradiction and conflict arises a true synthesis that unifies these different views into a cohesive and often unexpected understanding.

It demands holistic thinking. It demands a clear definition of the problem — and then a vision of the desired end-state. And it requires finding connections between polar opposites, and in the networked age, in the digital era, power and value lies in the connections. It's exactly the process of thesis, antithesis and synthesis — the search for new and different connections where exponential power and value can be found.

Let's test this theory a bit.

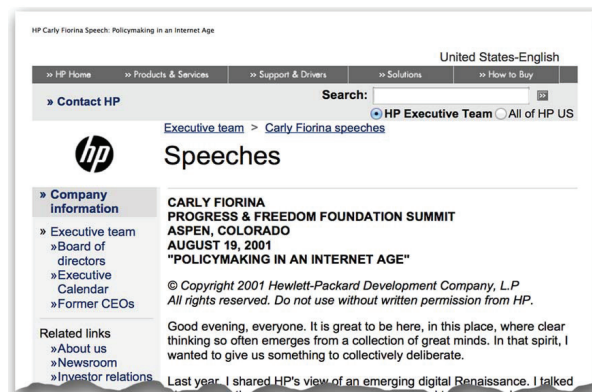
In education, the polarizing debate is about vouchers versus public schools. It's about "teaching to the test" versus

"teaching that nourishes hearts and souls." It's about squeezing history and music and philosophy out of the curricula in order to make room for math and science and reading in the quest for test scores and future funding. Let me tackle just one dimension of the debate: The private versus public school debate — free access for all versus a free-market voucher-driven system. The thesis on the table is: Keep the system the way it is — a vast system of public schools, some with strong performance, but many that are able to achieve only the lowest common denominator. The antithesis: Let competition reign, give all students vouchers, and let the strongest schools prosper — and the weakest ones perish.

If we could invoke Hegel, he'd help us find a synthesis: Perhaps a view that decisively bolsters the public schools system we have, but at the same time fosters more innovation and leadership through charter public schools....

It is in that same way that we might find synthesis of the debate between the thesis that says the primary purpose of education is to teach the fundamentals: reading, writing, job skills, technological literacy. And the antithesis: Schools are about providing food for the soul — the literature, arts, music language education that emphasizes seeing connections and gaining perspective. The fact is: We must have leaders who are both technically skilled and holistic in their approach, fiercely analytical and HUMANISTIC [*Emphasis added by speaker*], smart business people and passionate advocates of corporate citizenship. Our challenge as policy makers is to dispel the myth of "either/or" and find an elegant way to get to "and."

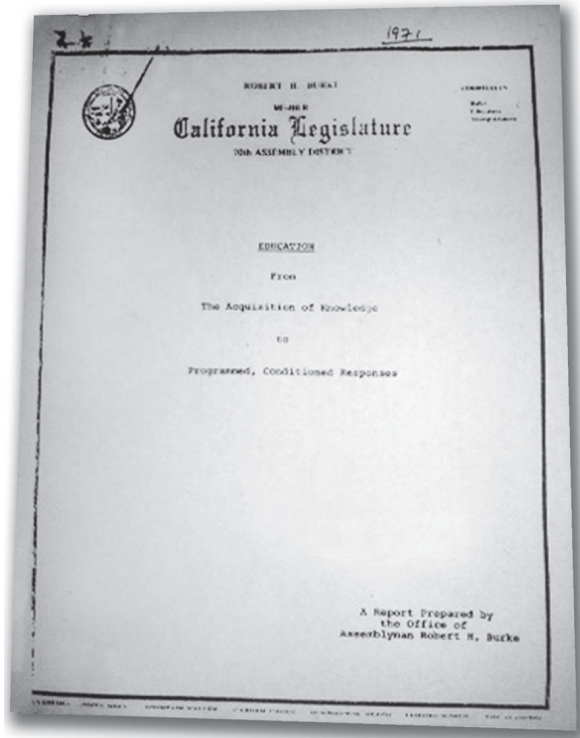
Hello??? (This speech is still available on any search engine by referencing Hewlett Packard, Aspen Colorado, 2001, Carly Fiorina.)



Carly Fiorina, "Polymaking in an Internet Age," Progress & Freedom Foundation Summit, August 19, 2001, Aspen, Colorado.

I digress. In 1971 one astute California Assemblyman, Robert Burke, prepared a report about how PPBS redefined education. The report was entitled "Education from the Acquisition of Knowledge to Programmed, Conditioned Response." That about says it all, doesn't it? In it, he spelled out what we see coming to fruition today. As-

semblyman Burke wrote in a newsletter early in the 1970s, “This insidious plan already has widespread support in many quarters. Left unchecked, the consequences will be unimagined amount of power and control over society in the hands of a few.” It wasn’t “checked.” The concept was so mind boggling, but it explained why our efforts were so easily derailed.



Cover sheet for “Education from the Acquisition of Knowledge to Programmed, Conditioned Responses,” A report prepared by the Office of Assemblyman Robert H. Burke, May 1, 1971.

In 1972 I was asked to address the issue with a speech for a Republican Women’s Club. I tried to explain the nuts and bolts in simple terms about how it works in practice, especially regarding education. Imagine my surprise when, twenty-seven years later, someone called my attention to Charlotte Iserbyt’s 1999 big book, *the deliberate dumbing down of america*, and reading it, I found an abridged version of that 1972 speech included in the book! That was my introduction to Charlotte.

Keep in mind all the draconian possibilities had not yet revealed themselves in 1972 as we have them today. Our concept of how it would manifest itself was that *government* would be the instigator and controller as big brother on steroids. We had not envisioned the advent of public/private partnerships with global corporate interests and their tax exempt foundations setting the agenda for schools as work-force training for a global economy. Then using government as their enforcer with taxpayers’ money. That is what we see

today. The system had to be in place first to accommodate that — the “unfreezing of the system,” then “refreezing of the system” with the new foundation.

The groundwork has been laid for a very long time. I have the original of a newspaper clipping I found between the pages of my grandparents’ *Holy Bible* that I inherited. It is from *Monroe Evening News* in Monroe, Michigan, September 13, 1933. Charlotte’s 1999 book also includes it from another source. In the article a spokesman for the New Deal *National Recovery Act* (NRA) — later declared unconstitutional by the Supreme Court, said the following:

The rugged individualism of Americanism must go, because it is contrary to the purpose of the New Deal and the NRA, which is remaking America.

Russia and Germany are attempting to compel a new order by means typical of their nationalism — compulsion. The United States will do it by moral persuasion. Of course we expect some opposition, but the principles of the New Deal must be carried to the youth of the nation. We expect to accomplish by education what dictators in Europe are seeking to do by compulsion and force.

The editorial continues as follows: “Mr. Alber added that the ‘primer’ is only the first step, and that the plan is being considered for the extensive use of motion pictures in the schools for the same purposes.”

In 1933, motion pictures were the communication technology of the day. Imagine how much further along they would be if the technology of today were available in 1933 when I was four years old. They are very close to accomplishing what the article describes as we move into the twenty-first century. It’s taken 80 years to get this far.

How did they do it? We all know change agents went into high gear to deliberately destroy what existed when the *Elementary and Education Act* (ESEA) opened the spigot for federal funds. It was methodology that hastened the process with “Inquiry” being the model. Students were to be facilitated by trial and error to arrive at knowledge and their own conclusions independent of recorded history or their parents’ values. Teachers were to assume the role of facilitators as students were expected to reinvent the wheel one by one. Even the classroom’s physical arrangements were changed to reflect the underlying philosophy that was Humanism in action: OUT with the idea of the authority figure of a teacher with orderly seating arrangements; IN with the teacher wandering among grouped tables or circle seating (often on the floor). Circle seating is necessary for the physical reinforcement of group dynamics in which everyone’s ideas or lack of informed knowledge is equal to everyone else’s. You may remember things such as “Magic Circle.” A lot of ignorance sharing was the order of the day to say nothing of the personal data about families spilled out

PAGE FOUR

Monroe Evening News

Consolidation of—
The Record-Commercial
Established 1840.
The Monroe Democrat
Established 1880.
The Monroe News-Courier
Established 1915.

Every Afternoon Except Sunday

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Wednesday, September 13, 1933.

NOT THAT!

Are the schools of America to be
used as a propaganda agency to
mould public opinion into conform-
ity with the policies and theories
of the administration?

We hope not, and believe not.
Even the suggestion of such a
thing is shocking. But that is just
what Louis P. Alber says is going
to be done, and Louis P. Alber is
chief of the speakers' division of
the NRA.

In an interview at New York,
published everywhere in the Satur-
day papers, he declared that a
"primer" expounding the principles
of the NRA and the Roosevelt pro-
gram would be sent into the high
schools, both public and parochial,
of the country. That of itself
would not be a disturbing thought,
for such a primer might be a prac-
tical explanation of the plan that
would be helpful and commendable.
But apparently there is much more
to it than that. Just read these
astounding utterances by Mr. Al-
ber:

The rugged individualism of
Americanism must go, because
it is contrary to the purpose of
the New Deal and the NRA,
which is remaking America.

Russia and Germany are at-
tempting to compel a new order
by means typical of their na-
tionalism — compulsion. The
United States will do it by
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expect some opposition, but the
principles of the New Deal
must be carried to the youth of
the nation. We expect to ac-
complish by education what
dictators in Europe are seeking
to do by compulsion and force.

Mr. Alber added that the "prim-
er" is only the first step, and that
a plan is being considered for the
extensive use of motion pictures in
the schools for the same purposes.

It still might be thought that
perhaps, after all, he proposes noth-
ing more than to explain in the
schools the nature and operation
of the National Industrial Recovery
Act—that perhaps we are reading
too much meaning into his words.
But he removes all doubt on that
point when he says:

The NRA is the outstanding
part of the President's program,
but in fact it is only a frag-
ment. The general public is
not informed on the other parts
of the program, and the schools
are the places to reach the
future builders of the nation.

So, according to what Mr. Alber
says, NRA—sweeping and revolu-
tionary as it is—is only a "frag-
ment" of a greater program of
which the public knows nothing,
and this unknown program is to be
inculcated in the minds of pupils
in the schools everywhere, by offi-
cial efforts and at government ex-
pense. Hitherto the purpose of the
schools has been merely to educate
the youth of the land—to impart
knowledge, in an unbiased and non-
political manner. Now, according
to Mr. Alber, our schools—like
those of Italy, Germany and Rus-
sia—are to become an agency for
the promotion of whatever politi-
cal, social and economic policies
the administration may desire to
carry out. And the taxpayers,
whether they like those policies or
not, are to pay for having their
children converted to them.

The whole proposition is so
amazing, and so alarming in its im-
plications, that we refuse as yet to
take it seriously. We prefer to
believe that Mr. Alber is merely an
enthusiast who has been carried off
his feet, and who spoke rashly.
We cannot believe that Mr. Alber
reflected the President's designs
or his desires.

by youngsters.

Along with all that came the self-esteem movement, sen-
sitivity training, etc., etc. In California who can forget
the legislature approving an official agency for "self es-
teem" promoted by Assemblyman John Vasconcellos. As
I have pointed out elsewhere, Rand Corporation's term
for it all, "unfreezing the system," was apt. The unfreez-
ing has been accomplished.

It is a grievous thing to have seen it all transpire in my
lifetime, and the general public never catching on. My
post-World War II generation dropped the ball, assum-
ing business as usual after the war, assuming that the
traditional organizations and the institutions would con-
tinue as they had been into perpetuity. But termites were
busy undermining what made this country great. Those
of us who have caught on now need to be careful not to
give the impression that we want to preserve the *status*
quo of what schools have become and what we fought for
for over half a century, while we warn about the false
cures being advocated such as charter schools, vouch-
ers, cyber schools, and then Distance Learning, which
is what is to follow.

A few years ago I heard Dr. Terry Moe of Stanford Hoover
Institute advocate for Distance Learning as what is com-
ing. Individual students are to have curricula devised just
for them through lifelong assessments. *Santa Clara County's*
Master Plan for Education (2010) calls for prenatal visits to
expectant parents and the child, even before it is born.
Regular brick and mortar schools won't be necessary.
The curricula can be accessed on a student's computer
screen or Ipad technology wherever they are. The role of
classroom teacher is to be redefined to become monitor or
overseer to keep students on task in front of their comput-
er screens, with Pavlovian, Skinnerian Direct Instruction
being imparted from teachers who may be on the other
side of the world.

Teachers need to wake up! This means their jobs are
about to be off-shored just as manufacturing, engineer-
ing and other professions have been. Teachers' unions
won't be able to stop it any more than industry unions
could for the unemployed at empty factories and lost
professional jobs.

"Not That!" commentary about the *National Reconstruction Act* (NRA):
Monroe Evening News, Wednesday, Sept. 13, 1933, page 4.

Mary Thompson began activity in politics in the
1960's. She participated in the Goldwater Campaign,
and worked for the local campaign for Max Rafferty's
1968 U.S. Senate race. Later, she and Dee Feaks (who
chaired the Rafferty campaign) formed a local organi-
zation, Santa Clara County Citizens Action Commit-
tee Opposing Family Life Education. The group was a
resource for information about Family Life Education
and PPBS, which were the nationally planned curricula

following Federal passage of ESEA and the political methodology used to put it in place across the country.

In 2001 Mary was a plaintiff with the Silicon Valley Taxpayer's Association in a lawsuit against the Santa Clara County Open Space Authority resulting in a favorable unanimous landmark decision by the California State Supreme Court. She was the class representative in a negotiated settlement allowing property owners to receive refunds from the illegal assessment by the SCC Open Space Authority (2008).

Originally from Michigan, Mary has a degree from Michigan State University and relocated with her husband to California where their two children were born. Mary and her husband were small business owners until the 1990's.

Making Americans Illiterate: A Key Factor in the Deliberate Dumbing Down of America

By Samuel L. Blumenfeld

The planned, deliberate dumbing-down of America was started in 1898 by socialist John Dewey with his attack on the primary school's emphasis on teaching children to read. This emphasis sustained the capitalist, individualistic system and it produced high literacy whereby the average American could read anything and think for himself. Dewey wrote in an essay entitled *The Primary School Fetish*:

The plea for the predominance of learning to read in early school life because of the great importance attaching to literacy seems to me a perversion. . . .

No one can clearly set before himself the vivacity and persistency of the child's motor instincts at this period, and then call to mind the continued grind of reading and writing, without feeling that the justification of our present curriculum is psychologically impossible. It is simply superstition: it is a remnant of an outgrown period of history.

What Dewey deliberately ignored was the tremendous language learning faculty that every child is born with, and that teaching a child to read at that early age expands the child's mastery of language, which is the key to academic success.

A different way of teaching reading had to be developed that would lower the literacy level of the American people. Dewey and his socialist colleagues were determined to change individualistic America into a collectivist society.

Dewey got his egalitarian, utopian ideas from Edward Bellamy's novel, *Looking Backward*, a fantasy of a socialist America in the year 2000. That book is still being read today in American universities.

Dewey's plan required that a new educational curriculum should be developed and tested in private "experiment stations." He wrote:

After such schools have worked out carefully and definitely the subject matter of a new curriculum — finding the right



place for language-studies and placing them in their right perspective — the problems of the more general educational reform will be immensely simplified and facilitated.

All of this was being carefully planned by a self-appointed group of socialists who called themselves "progressives." They knew that what they were doing was subversive and treasonous. Indeed, Dewey wrote:

Change must come gradually. To force it unduly would compromise its final success by favoring a violent reaction.

If the changes were so beneficial to America's children and society, why would they favor a violent reaction?

Obviously, the dumbing-down plan would have to be imposed by stealth, deceit, and lies. And that is why no progressive educator can be trusted. They have been told to lie in order to bring about their socialist scheme in our schools.

Did they know that their new teaching methods would create reading disability and dyslexia? They found out pretty early at the expense of four of the richest boys in America. Believe it or not, John D. Rockefeller, Jr., was a great admirer of John Dewey, and he put his four sons, Nelson, David, Laurence, and Winthrop, in the Lincoln School, one of the experimental schools called for by Dewey. Rockefeller donated over \$3 million (worth \$300 million today) to the school. The result? All four boys became dyslexic! But of course that didn't stop the progressives from implementing their plan.

Incidentally, when Nelson was Governor of New York, he wrote in the *Reading Teacher* of March 1972:

I appreciate the opportunity to make some observations on the importance of reading—for I am a prime example of one who has had to struggle with the handicap of being a poor reader while serving in public office.

On many occasions, upon confronting an audience, I have elected to announce that I have thrown away my speech in favor of giving the audience the benefit of my spontaneous thoughts. And, usually, I have added: "Besides, I went to a progressive school and don't read very well anyhow." This, of course, is a trial to my very able speech writer as well as a libel upon all the devoted teachers and professors who saw me through the years of my formal education. It is also usually a rather popular device to communicate with the audience on a much more intimate basis — but the truth is that it serves primarily to cover the fact that I really wish I could do a better job of reading a speech or other public statement.

And as you know, Nelson Rockefeller was vice president under Gerald Ford. In other words, a functional illiterate was a heartbeat from becoming president.

David Rockefeller writes in his *Memoirs*:

It was Lincoln's experimental curriculum and method of instruction that distinguished it from all other New York schools of the time. Father was an ardent and generous supporter of John Dewey's educational methods and school reform efforts... Teacher's College of Columbia University operated Lincoln, with considerable financial assistance in the early years from the General Education Board, as an experimental school designed to put Dewey's philosophy into practice.

Lincoln stressed freedom for children to learn and to play an active role in their own education. . . . But there were some drawbacks. In my case, I had trouble with reading and spelling, which my teachers, drawing upon "progressive" educational theory, did not consider significant. They believed I was simply a slow reader and that I would develop at my own pace. In reality, I have dyslexia, which was never diagnosed, and I never received remedial attention. As a result my reading ability, as well as my proficiency in spelling, improved only marginally as I grew older. All my siblings, except Babs and John, had dyslexia to a degree.

Note that David Rockefeller says he couldn't learn to read because he was dyslexic, when it was the progressive look-say reading program that *caused* his dyslexia.

Returning to Dewey, he advised that a statement by psychologists was needed to give the new reading instruction program the backing of educational authority. A psychologist by the name of Edmund Burke Huey, who got his Ph.D. at Clark University under G. Stanley Hall, was chosen to write the needed book. It was published in 1908 under the title *The Psychology and Pedagogy of Reading*. In it, Huey reiterated Dewey's views on the teaching of reading, and he provided an idea of how the new whole-word, look-say method of teaching worked. He wrote:

It is not necessary that the child should be able to pronounce correctly or pronounce at all, at first, the new words that appear in his reading, any more than that he should spell or write all the new words that he hears spoken. If he grasps,

approximately, the total meaning of the sentence in which the new word stands, he has read the sentence. . . . And even if the child substitutes words of his own for some that are on the page, provided that these express the meaning, it is an encouraging sign that the reading has been real, and recognition of details will come as it is needed. The shock that such a statement will give to many a practical teacher of reading is but an accurate measure of the hold that a false ideal has taken hold of us, *viz.*, that to read is to say just what is upon the page, instead of to think each in his own way, the meaning that the page suggests.

There you have the whole-language philosophy of reading well described in 1908, and practiced today as Huey described it. In other words, the progressives knew in 1908 what kind of readers their teaching methods would produce. Indeed, Huey's mentor, G. Stanley Hall, had this to say about literacy in 1911:

Very many men have lived and died and been great, even the leaders of their age, without any acquaintance with letters. The knowledge which illiterates acquire is probably on the whole more personal, direct, environmental and probably a much larger proportion of it practical. Moreover, they escape much eye-strain and mental excitement, and, other things being equal, are probably more active and less sedentary. . . . Perhaps we are prone to put too high a value both upon the ability required to attain this art and the discipline involved in doing so, as well as the culture value that comes to the citizen with his average of only six grades of schooling by the acquisition of this art.

Fifteen years later, a neuropathologist at Iowa State University, Dr. Samuel T. Orton, made a survey of students with reading problems, and came to the conclusion that they were being caused by the new method of teaching reading. Alarmed, he wrote an article, "The 'Sight Word' Method of Teaching Reading as a Cause of Reading Disability," which was published in the *Journal of Educational Psychology* in February 1929. The *Journal* was being edited by the very professors who were about to impose this new teaching method on all the public schools of America. Orton wrote:

I wish to emphasize at the beginning that the strictures which I have to offer here do not apply to the use of the sight method of teaching reading as a whole but only to its effects on a restricted group of children for whom, as I think we can show, this technique is not only not adapted but often proves an actual obstacle to reading progress, and moreover I believe that this group is one of considerable educational importance both because of its size and because here faulty teaching methods may not only prevent the acquisition of academic education by children of average capacity but may also give rise to far reaching damage to their emotional life.

What Orton had actually done is convince the educators that their new method of teaching reading would do exactly what

they intended it to do: destroy American literacy. In the next two decades reading programs like *Dick and Jane*, *Tom and Betty*, and others were adopted by the schools of America.

By 1944, *Life* magazine could publish an article on dyslexia which, when read today, indicates the incredible lengths to which the educators had gone to find fault with the children who could not learn to read by the look-say method. The article reads:

Millions of children in the U.S. suffer from dyslexia which is the medical term for reading difficulties. It is responsible for about 70% of the school failures in 6- to 12-year-age group, and handicaps about 15% of all grade-school children. Dyslexia may stem from a variety of physical ailments or combination of them — glandular imbalance, heart disease, eye or ear trouble — or from a deep-seated psychological disturbance that “blocks” a child’s ability to learn.

Was this ignorance or deliberate deception on the part of *Life* magazine? It should be remembered that Henry R. Luce, a Yale graduate and publisher of *Life*, was a member of Skull and Bones.

Meanwhile, in the Soviet Union, some interesting psychological experiments had been conducted by Dr. Ivan Pavlov, in his Moscow laboratory, on techniques of artificially creating behavioral disorganization. All of this was well described in a book written by one of Pavlov’s colleagues, Alexander Luria, *The Nature of Human Conflicts: Researches in Disorganization and Control of Human Behavior*, published in 1932. It had been translated from the Russian by W. Horsley Gantt, an American psychologist who had spent the years 1922 to 1929 working in Pavlov’s laboratories in the Soviet Union. In his preface to the book, Luria wrote:

The researches described here are the results of the experimental psychological investigations at the State Institute of Experimental Psychology, Moscow, during the period 1923-1930. The chief problems of the author, were an objective and materialistic description of the mechanisms lying at the basis of the disorganization of human behavior and an experimental approach to the laws of its regulation. . . . To accomplish this it was necessary to create artificially affects and models of experimental neuroses which made possible an analysis of the laws lying at the basis of the disintegration of behavior.

In describing the results of the experiments, Luria wrote:

Pavlov obtained very definite affective “breaks,” an acute disorganization of behavior, each time that the conditioned reflexes collided, when the animal was unable to react to two mutually exclusive tendencies, or was incapable of adequately responding to any imperative problem.

One of the reasons why we know so much about Humanistic Psychology today is because of the defection of one of

its major practitioners, Dr. William Coulson, a former colleague of Carl Rogers and Abraham Maslow. He testified how fraudulent the Encounter Movement was as science and how destructive it was in practice.

The Encounter idea was first developed at the National Training Laboratory (NTL) at Bethel, Maine, sponsored by the National Education Association. It was founded in 1948 by Kurt Lewin, a German social psychologist who invented “sensitivity training” and “group dynamics,” or the psychology of the collective. Lewin’s work was very much in harmony with John Dewey’s collectivist educational philosophy.

Lewin’s work in Germany in the 1920s was also in harmony with the experiments taking place in Moscow on techniques of artificially creating behavioral disorganization. Alexander Luria wrote:

K. Lewin, in our opinion, has been one of the most prominent psychologists to elucidate this question of the artificial production of affect and of experimental disorganization of behavior. The method of his procedure — the introduction of an emotional setting into the experience of a human, the interest of the subject in the experiment — helped him to obtain an artificial disruption of the affect of considerable strength. . . . Here the fundamental conception of Lewin is very close to ours. (pp. 206-7)

Lewin died in 1947 shortly after establishing the National Training Laboratory at Bethel, Maine. Sensitivity training was considered his most original achievement. Carl Rogers considered sensitivity training to be “perhaps the most significant social invention of this century.”

B.F. Skinner writes in his autobiography:

In May 1961, Eve and I were members of a delegation of behavioral scientists who visited Russia, Czechoslovakia, and Poland under the auspices of the National Academy of Science and the State Department. . . . We saw a good deal of Alexander Luria at the Neurological Institute. . . . Although Luria was the best known Russian psychologist, he and his wife, together with his daughter and her husband and an older woman, lived in three small rooms. He explained that they were near his work and a library. He had a dacha.

Skinner discussed the idea of setting up a Walden Two with Luria. Skinner was also well acquainted with Kurt Lewin. He writes:

Kurt Lewin was up here a month or two ago [in 1938].... Have you seen his new book? He diagrams several lever-pressing situations, and did the same for me for two or three hours. He is sure we agree, but fundamentally there is the same old ghost of purpose standing between us. (p.224)

So it is obvious that Skinner was quite aware of the experi-

ments in artificially creating behavioral disorganization. The lever-pressing situations relate to Skinner's animal training experiments. Indeed, he boasted, "I could make a pigeon a high achiever by reinforcing it on a proper schedule." He also wrote in *Walden Two*:

We can achieve a sort of control under which the controlled, though they are following a code much more scrupulously than was ever the case under the old system, nevertheless feel free. They are doing what they want to do, not what they are forced to do. That's the source of the tremendous power of positive reinforcement — there's no restraint and no revolt. By careful cultural design, we control not the final behavior, but the inclination to behave — the motives, desires, the wishes.

Skinner also wrote:

Give me a child and I'll shape him into anything.

The "anythings" now control our culture. And that is why America is in the mess it is.

Skinner's colleague, Siegfried Engelmann, applied Skinnerian teaching principles to Direct Instruction, Mastery Learning, and to the OBE — Outcome-Based Education — curriculum. The reason they work so poorly is because of the complete absence of the spiritual component which must be part of education. Godless, atheist education leads to purposeless education. The computer is the perfect Skinner box because it connects directly with the student and can change his values. That is why the computer will prevail in the school because of its ability to control the student's learning.

Luria's book describes how dyslexia is created by the clash between phonics and look-say. The phonics reader, with a phonetic reflex, automatically sees the phonetic structure of the written word while the look-say reader (with a whole-word reflex) automatically looks at each word as a picture and cannot see the phonetic structure of the word. The clash of reflexes causes dyslexia.

Skinner also became a member of the Pavlovian Society at Johns Hopkins University, founded by Horsley Gantt, Luria's translator.

By 1955, the reading problem had become so acute that Rudolf Flesch felt compelled to write his eye-opening bestseller, *Why Johnny Can't Read*. It gave the reason in no uncertain terms:

The teaching of reading — all over the United States, in all the schools, and in all the textbooks — is totally wrong and flies in the face of all logic and common sense.

And then he explained how the alphabetic phonics method — the proper way to teach children to read — had been

replaced by a look-say, whole-word method that was causing untold harm to the children.

What was the reaction of the professors of education? They circled the wagons and created the International Reading Association which became the citadel of the whole-word method. And they did everything in their power, through their professional publications, to denounce and discredit Flesch. In my book, *The New Illiterates*, I quote the professors *ad nauseam*.

Nevertheless, Flesch's book awakened many parents, which led to a revival of phonics programs, but the reaction was not strong enough to derail the dumbing down process in the schools.

In 1961, Watson Washburn, a New York attorney, created the Reading Reform Foundation and he asked me to become a member of his National Advisory Council. At that time, I was an editor at Grosset & Dunlap and knew nothing about the reading problem. He advised me to read Flesch's book and that's how I became involved in the reading problem.

I attended all of the foundation's conferences, which, of course, were totally ignored by the reading establishment. However, knowing that millions of children were being denied proper phonics reading instruction, I decided to write a reading program that any parent could use to teach their child to read at home. The result was *Alpha-Phonics*, which I consider to be the most effective, easiest to use and least expensive reading program ever created.

Meanwhile, the most noteworthy event in the mid-sixties was the completion of Jeanne Chall's study of reading instruction methods and its publication in 1967 under the title *Learning to Read: The Great Debate*. Three years of intensive research confirmed what phonics proponents had known all along, that a phonics "code-emphasis" method used in the beginning of reading instruction produced better readers than methods that began with a "meaning emphasis" (whole words).

Since Chall's book was written for the teaching profession rather than the general public it did not have the impact that Flesch's book had. She was criticized by the reading establishment and spent the rest of her professional life in constant conflict with them.

In 1981, Flesch wrote another book, *Why Johnny Still Can't Read*, bringing the reading problem up to date. This time the reading establishment completely ignored him. By then the look-say method had morphed into the "psycholinguistic" method and finally the Whole Language method. A new generation of parents and teachers were as confused as ever when it came to reading instruction.

Meanwhile, those parents who were informed enough to know what was going on, left the public schools and began

to homeschool. My *Alpha-Phonics* program helped thousands of them teach their kids to read. As for the public schools, reading continued to deteriorate.

By 1981, a Harvard professor, Dr. Anthony Oettinger, was bold enough to tell an audience of Telecon executives:

The present “traditional” concept of literacy has to do with the ability to read and write. . . . Do we, for example, really want to teach people to do a lot of sums or write in “a fine round hand” when they have a five-dollar hand-held calculator or a word processor to work with? Or, do we really have to have everybody literate — writing and reading in the traditional sense — when we have the means through our technology to achieve a new flowering of oral communication?

“Do we have to have everyone literate?” That’s the attitude of the elite. But then why are we spending billions on public schools if it is not to make everyone literate?

In 1983, we had the *Nation at Risk* report, which stated:

If an unfriendly foreign power had attempted to impose on America the mediocre educational performance that exists today, we might well have viewed it as an act of war. As it stands, we have allowed this to happen to ourselves.

Finally, someone was actually identifying the treason of our educators?

Did this alarming report change anything? According to Parents for Choice in Education:

On the 25th anniversary of this sobering report, the American education system remains in a state of crisis. We are “A Nation STILL at Risk.”

In 2008 the U.S. Department of Education released a report entitled, *A Nation Accountable: Twenty-five Years After a Nation at Risk*, stating:

If we were “at risk” in 1983, we are at even greater risk now. The rising demands of our global economy, together with demographic shifts, require that we educate more students to higher levels than ever before. Yet, our education system is not keeping pace with these growing demands.

A year earlier, in November 2007, the National Endowment for the Arts issued an alarming report on the present state of literacy in America, *Reading at Risk*. According to the report, the number of 17-year-olds who never read for pleasure increased from 9 percent in 1984 to 19 percent in 2004. About half of Americans between the ages of 18 and 24 never read books for pleasure.

Endowment Chairman Dana Gioia stated: “This is a massive social problem. We are losing the majority of the new generation. They will not achieve anything close to their po-

tential because of poor reading.” The survey found that only a third of high school seniors read at a proficient level. “And proficiency is not a high standard,” said Gioia. “We’re not asking them to be able to read Proust in the original. We’re talking about reading the daily newspaper.”

What was disappointing about the report is that it did not state the cause of this decline in national literacy: the refusal of our educators to use the time-tested, traditional phonics reading instruction programs that once made Americans the most literate people on earth.

And finally, in 2012 the Council on Foreign Relations (CFR) has gotten into the act by issuing another alarming report on American education. The CFR task force was chaired by Joel I. Klein, former head of New York City public schools, and Condoleezza Rice, former US Secretary of State in the George W. Bush administration, two very prominent members of the elite establishment. Klein had this to say about the reading problem in an interview conducted by Jon Meacham:

People ask me, what surprised me most about being chancellor? I used to go to public schools in this city and walk into a high school and ask a kid to read, and the kid could not read. I don’t even mean comprehend; I mean read the words on a — on a text. How the hell can a kid be in a school system for a decade and not read?

I mean, so, you know, this kid — now, it may be that financial literacy will incentivize them, or entrepreneurship, or some of the kind of project-driven work that should happen. But it’s just not going to win in the 21st century to have kids in high schools who can’t read.

When Klein was chancellor I wrote him a letter with a proposal to help solve the schools’ reading problem by using *Alpha-Phonics* to turn the worst school in the city to the best school in the city. Some months later I received a very nice letter from Klein who said he appreciated my interest. And that was all. My proposal was not even considered. Which told me something about how constricted members of the establishment are in considering true solutions to the problems they deal with. The solutions must be within politically correct parameters. And that is why the reforms offered by the CFR task force will get nowhere.

Their main recommendation was for the schools to adopt Common Core Standards. Concerning the Common Core idea, this is what former Secretary of Education Margaret Spellings, a member of the Task Force, had to say in the Meacham interview:

I would target the Common Core effort because I do think that’s the way out of the wilderness. But I wouldn’t do it with — today let’s go try to do, you know, get to millions of teachers on how to — how to do it.

We got to get, you know, very smart and strategic with places like the College Board and the big publishers, the big technology companies, to get some research-based tools that are scalable and systematic. And so this idea that we can expect every single teacher, master teacher or otherwise, many of whom are not capable of doing this in the first place, to sort of do the magic in their own classroom is just unreasonable, period, paragraph. And so, you know, we gotta get smarter about that and THEN deploy it. I mean, I wouldn't even talk to the teachers about the Common Core at the moment until we get our act together about what it is and how it works and, you know, materials around it and assessments built to it. Otherwise, I fear it's going to be one of those, "we tried that, and it did not work."

Considering the difficulties pointed out by Spelling in implementing the Common Core throughout the education system, we can foresee that educator resistance will kill it. So there is no possibility of true education reform as long as the nation tolerates a public system of education that has literally become a highly organized criminal enterprise.

What are its crimes? Its teaching methods injure children's brains, which is a form of child abuse. It contributes to the delinquency of minors by pornographic sex education and the distribution of condoms. It destroys a child's religious beliefs and leads many students into atheism, nihilism or self-destructive Satanism. It pushes powerful drugs like Ritalin and Adderall on kids in the schools, which, if done on the streets would put you in jail. And it extorts billions of dollars of the taxpayers' money on the false pretext that they are educating the children.

So where do we go from here? We should work to get the public schools back under local control. We must shut down the computerized data collection system on all students in America. In short, we must get the federal government out of the education business and restore the schools to the people in the communities who pay for them and send their children to them.

Samuel L. Blumenfeld is "the" national expert on how to teach reading. He is the author of *Alpha Phonics: A Primer for Beginning Readers*. His many other books include *Home Schooling: A Parents' Guide to Teaching Children*, *Is Public Education Necessary?*, and *New Illiterates and How You can Keep Your Child from Becoming One*. Blumenfeld has lectured in every state in the USA and in Canada, Australia, New Zealand, and England. He was born in NYC, graduated from City College of New York (1950), and is a veteran of the WWII Italian campaign.

Other works by Samuel L. Blumenfeld:

N.E.A.: Trojan Horse in American Education
Why Schools Went Public
How to Tutor
The Whole Language / OBE Fraud
The Victims of Dick and Jane
Property in a Humane Economy

The Deliberate Destruction of Education in Tennessee and Who Is Behind It

By Kelleigh Nelson

In religion and politics people's beliefs and convictions are in almost every case gotten at second-hand, and without examination, from authorities who have not themselves examined the questions at issue but have taken them at second-hand from other non-examiners, whose opinions about them were not worth a brass farthing

— *Autobiography of Mark Twain*

My name is Kelleigh Nelson. I was born and raised in Chicago, Illinois, now the number one indebted state in the Union. For the past 25 years I have lived in Tennessee, the state twice voted the most corrupt in the Nation.

The Governor of Tennessee is Bill Haslam. Haslam is co-owner of Pilot Oil/Flying J. He is a pro-United Nations Agenda 21 governor and, like the rest of the phony political right, he is in favor of vouchers, choice, and charter schools.

Prior to Haslam's election as governor in 2010, there was a moratorium on charter schools in the state of Tennessee. He has now lifted that moratorium. Haslam's bagman, Senator Mark Norris, carried the bill to passage allowing unlimited charter schools in the state of Tennessee. Want ads in our local papers are now advertising for Knox County Schools to issue requests for charter school proposals. And, Governor Haslam is eyeing adding funding to pre-K and creating a larger voucher system in Tennessee.

It was in 2008 when then-Mayor Bill Haslam and the leftist chamber of commerce boys in Knoxville put their school board possé onto a jet to head up to Boston to fetch down a fresh, Eli Broad-trained graduate to begin Knox County's transition to corporatized schools. The Knoxville School Board selected, by a 5-4 vote, Boston's James McIntyre as superintendent of Knox County schools. This followed back-room machinations by then-Mayor, Bill Haslam, who in 2010 bought his way to the Governor's Office in Nashville and has since become Bill Gates' and Eli Broad's chief edustooze among southern governors. McIntyre's base salary is \$222,800 per year plus countless perks.



By the way, the Bill and Melinda Gates Foundation is spending \$1.1 million testing galvanic skin response bracelets to see if they can measure whether students find their teachers engaging. I wonder how long it will be before our governor decides we need these bracelets on the students in Tennessee.

As if that isn't enough, US Secretary of Education Arne Duncan and Governor Bill Haslam participated in a forum on education reform in June of 2011. Knox County School Superintendent, James McIntyre, served as moderator of the panel discussion. Haslam pushed measures to change teacher tenure laws and to open the door for more charter schools in Tennessee.

The Gates Foundation, the Walton Family Foundation, and the Eli and Edyth Broad Foundation form a powerful trifecta. The combined net worth of the three families who operate these foundations is \$152 billion. These three foundations have been able to steer the direction of education reform over the past decade by strategically deploying their immense wealth in training school leaders, financing think-tank reports, and supporting "Astro Turf" — grassroots — advocacy groups. The Broad Foundation is the least wealthy of the three, but has still spent nearly \$400 million on its mission of "transforming urban K-12 public education through better governance, management, labor relations and competition."

Countless Eli Broad graduates who have become infamous superintendents of schools have all used a top-down dictatorial approach. Most have alienated parents. Many closed schools. A number had questionable audits on their watch. More than one used false or questionable data to support their reforms. All commanded large salaries with perks, while at the same time slashing services for children and closing schools in the name of financial scarcity. A number of them avoided informing the elected school board of their plans or actively withheld information from them, effectively bypassing local control.

One of Broad's newest members of its board of directors is none other than Representative Harold Ford, Jr., a former five-term Congressman and chairman of the Democratic Leadership Council. His bio states, "Ford is currently managing director and senior client relationship manager at Morgan Stanley and professor of public policy at New York University's Robert F. Wagner Graduate School of Public Service. On the House Committee on Education and the Workforce, Ford sought results-oriented solutions to address issues of American workforce preparedness and social challenges faced by faith- and community-based groups."

Knoxville's Eli Broad-trained superintendent, James McIntyre, is pushing STEM curriculum schools, magnet schools (forestry and agriculture in surrounding "region"), replacing all public schools with charter schools, and funding teachers with stimulus grant monies from Race to the Top. Tennessee is one of the first two states to win Race to the Top funding in 2009 and thus received a waiver from *No Child Left Behind*. Race to the Top requires certain education policies, such as performance-based standards for teachers, complying with nationwide standards, promoting charter schools and computerization. In order to be eligible for these grants, the states had to adopt the Common Core State Standards that are now fully implemented in Tennessee. Common Core Standards are funded by the governors and state schools chiefs — with additional support from that bastion of conservative ideology, the Bill and Melinda Gates Foundation and the Charles Stewart Mott Foundation.

Since his appointment as superintendent, McIntyre has been a faithful water-carrier for the Tennessee Business Roundtable agenda, as witnessed in his supporting of teacher bonus pay for test scores, downsizing instructional and non-instructional personnel, outsourcing public jobs such as janitorial services to corporations, and marginalizing teachers and the Knox County Education Association.

McIntyre has also been at the forefront of making Tennessee Comprehensive Assessment Program (TCAP) test scores a significant part of student grades. As a result of his recommendation, the Knox County School Board passed a plan last January to make TCAP scores count 15 percent of student school grades. So, if economically disadvantaged and special needs children were not being treated unfairly enough already, now they have an additional disincentive for going to school. Since 1965, the southern states have traditionally had the lowest education scores since the Skinnerian Direct Instruction training experimentation has been used on them. While the northern states remained academically focused, they always had higher scores. The change has come with all of the states now implementing the Skinnerian workforce training. Because the southern states are now teaching to the "tests" and the tests are on the training, the scores for the southern states are rising.

On July 27, 2011, Governor Haslam was thrilled to an-

nounce the TCAP score growth in all four subjects, reading, math, science and social studies. He just announced the same results for 2012. The gains are a total lie. Our children are deliberately being dumbed down for the global workforce.

Now, the latest stealth attack by corporate stooge, Superintendent Jim McIntyre, comes in the form of a brazen attempt to put himself in charge of deciding which public schools in Knoxville will be converted into corporate welfare charter schools. Conversion of existing schools to charters may be initiated through reorganization decisions made by the director of schools, through charter decisions by the board of education, or through consideration of charter petitions by 75% of faculty and/or 75% of families at the school to be potentially converted. And who gave McIntyre the authority to institute the constitutionally challenged Parent Trigger to change or close a school? And just where is our board of education?

We just had an opportunity, in Knoxville, to elect a school board member who understands what is going on, but Gov. Haslam funded her opponent who will go right along with Haslam and Superintendent McIntyre's goals.

WORKFORCE

Taxpayer-funded charter schools with their unelected boards, (they do away with school boards and have appointed or publicly unelected boards or councils) are necessary for implementation of the global workforce training.

On August 1, 2012, local business leaders told Gov. Bill Haslam they do not have enough qualified workers with specific skills, a high work ethic, and critical thinking abilities. Meanwhile, college and university leaders said they need more resources to adequately educate and graduate more students to fill those jobs. The exchange was part of an hour-long roundtable hosted by the governor at Scripps Networks Interactive in West Knoxville. Haslam brought together local business executives and college leaders to discuss how the state's higher education system can better meet its workforce needs.

The meeting focused entirely on matching the education system to the job market, but Haslam has said he wants to also examine costs and accessibility. The governor said he expects to have legislation to put before the next General Assembly. I can only imagine what that will entail.

After the meeting, the former Knoxville mayor said, "It's a crying shame in today's economy, where we have huge unemployment, that there's still a lot of good jobs going (unfilled) because we haven't prepared people for it, whether it be a welder or an engineer. We're trying to have those conversations around the state to make certain we're providing positions that will train people for the jobs that are there today."

Haslam's close friend and ally is Senator Lamar Alexander, a long-time proponent of privatization. Alexander doesn't want just pre-K schools, he wants the babies the minute they're born and here's how he'd do it. Alexander said, "The private sector is charging ahead, helping clear the way for reform. One of the ways privatization can 'clear the way' is by avoiding the accountability due elected officials." Sure, there will be no elected officials. Dr. Hamburg, chief negotiator for the Soviet exchange admitted, "Privately endowed foundations can operate in areas government may prefer to avoid," — by getting rid of elected officials.

At the 1989 Governors' Conference, Lamar Alexander stated:

I would go down to the maternity ward of the local hospital, or whatever you call the part of the hospital where the nurses are who are there when the babies are born. Find out how many babies are born out of wedlock, how many babies are born with single parents. Just so you know that! I would think the Brand New American School would be year-round, open from 6:00 to 6:00.

A second characteristic might be that these schools will serve children from age 3 months old to age 18. That may be a shocking thought to you; but, if you were to do an inventory of every baby in your community and think about what the needs of those babies were for the next four or five years, you might see that those needs might not be served any other way. They have to be served in some way and maybe around the school. Or, if you study a little more, you might go back and think the school might have to serve the pregnant mother of the baby in terms of prenatal healthcare. . . .

A few months ago, Superintendent McIntyre asked for a \$35 million increase in school funding. At the county commissioners' meeting, they listened to the community and over 45 people spoke for 3 minutes each. Our County Manager is Tim Burchett and his proposed budget did not include the \$35 million. Union members filled the auditorium and spoke. When I spoke to the Commission I asked them why we'd want to keep throwing money at the schools and getting lower test scores. I told about Direct Instruction, Pavlovian and Skinnerian training. I told about the Carnegie Corporation and the Soviet/US education agreements. The next day the local paper referred to me as a conspiracy theorist. The \$35 million request failed. Our Knoxville schools are 62% of the county budget, and that does not include the cafeteria, or maintenance and operations, which brings the cost to an annual 75% of the county budget for schools. The total school funding for Knox County is over \$400 million for less than 500,000 people.

The very next night, I was at the communist, pro-Agenda 21, Council for West Knox County Homeowners and the mayor came in to speak. He told about the budget and then told about a new reading program wherein the reading level of the children was brought up exponentially in a short pe-

riod of time. I raised my hand and asked him what the name of the program was, and if it was truly phonics-based. He talked around the subject and gave me no answer. I raised my hand again and said, "But Mayor, what is the name of the program and is it phonics-based?" He told me to call his office the next day. Before he left, I gave him a copy of Charlotte Iserbyt's new book.

The reading program our mayor is so thrilled about is called Voyager. Voyager reading instruction is one of several programs, along with Reading Mastery, that use scientific, research-based instruction, which is Skinner and is nothing more than Seigfried Englemann's Direct Instruction dog training. It apparently was designed for disabled students, was first used on minorities, and is being used (as far as I can tell) on all students. The math follows the core curriculum. It is, of course, a computer course that uses a timer, colored dots for reinforcement, i.e. — Mastery Learning. It's the same old, same old stuff. I checked the cost on line, and it is a very expensive program. Reading gains are shown in the first few grades, and then drop precipitously in third and fourth grade.

I called the mayor's office and asked for a luncheon appointment. I gave him countless documents on Direct Instruction, but since our mayor has little influence on the schools, especially after the commission denied Superintendent McIntyre's request for \$35 million, the mayor said to get together with our State Representatives and force a bill that would elect rather than appoint our school superintendents. Another job to tackle.

What is happening in Knoxville, is happening throughout our entire state and is being directed by Governor Bill Haslam.

BUT LET'S LOOK AT WHO IS BEHIND IT

In 1934, the Carnegie Corporation said we are going to use the schools to change the US from a free market system to a *planned economy*. In a planned economy, as in Communist countries, the administration chooses at an early age what your child will do all throughout their lives. They want your child to decide by 5th grade! I still don't know what I want to be when I grow up!

This plan was carried out with the signing of the education agreements by President Ronald Reagan with the Soviet Union in 1985 and 1988. The Soviet polytech system is being implemented right now with students being tracked into specific training at an early age to suit the needs of the corporate fascist global economy.

Vouchers and education choice originally came from the left and was sold to the right. Now, both the right and left support this shift in emphasis from academics to workforce training. This is proven by the fact the elites from both parties, includ-

ing the globalist, new world order-promoting US Chamber of Commerce; the internationalist Aspen Institute, of which UN Agenda 21's Maurice Strong was director; President Obama, his Secretary of Education Arne Duncan; the Heritage Foundation and all other neo-con Trotskyite groups; and the globalist Council on Foreign Relations (founded in 1921 by the global-minded Rockefellers) support charter schools and vouchers.

Chris Whittle's Edison Project (Whittle was in Knoxville, Tennessee originally) was an early pioneer in public/private partnerships in K-12 education in America. The project had countless members and financiers such as: Vanderbilt University professor and former Assistant Secretary of Education in the Reagan Administration, Chester Finn, a noted neo-con education "change agent," who is deeply involved in the school choice/workforce training agenda, and John Chubb of the liberal Brookings Institution and Center for Education Innovation. In the words of John Chubb and Terry Moe of the Brookings Institution and Stanford University, respectively,

Our guiding principle in the design of a choice system is this: Public authority must be put to use in creating a system that is almost entirely beyond the reach of public authority. (*Politics, Markets and America's Schools*, 1990)

This is elimination of the local school boards, elimination of community input, and is blatant "taxation without representation."

Chubb was on the Executive Committee of the Center for Educational Innovation, an independent project of the Manhattan Institute for Policy Research, another neo-con group loaded with Council on Foreign Relations (CFR) members like Dick Cheney and Condoleezza Rice. The center's work is made possible by grants and gifts from The Chase Manhattan Bank, Exxon Education Foundation, The Lauder Foundation, the Rockefeller Foundation and others.

ASPEN INSTITUTE

Lawrence C. Pierce delivered a paper to the Aspen Institute in 1976 entitled "School Site Management" that called for education vouchers. School Site Management was an early term used by the National Education Association (NEA) in the 1980s and 1990s. The call for the use of vouchers that will supplant "choice" is essential for the international school-to-work program.

Globalist World Federalist member, Mortimer Adler, was one of the most visible facilitators for the Aspen Institute of Humanistic Studies which was developed in the 1940s. This group is responsible for training most of our government leaders in the dialectical process of reaching consensus. His book, *The Paideia Proposal*, was used to introduce the concept of charter-type schools into mainstream school reform.

The Director of Aspen, Walter Isaacson, makes a base pay of \$760,425 annually.

The left started the whole voucher/choice/ charter school designs for American education. It has been sold to the nation's conservatives by the Heritage Foundation.

SO, NOW LET'S LOOK AT THE HERITAGE FOUNDATION

The 1955 United Nations Educational, Scientific and Cultural Organization (UNESCO) book, *Mental Health in Education*, is the earliest reference to the need for "choice" in education. The Charter Schools concept, strongly marketed around the country by Heritage affiliates in every state, attempts to link patriotic free enterprise themes to a blatantly unconstitutional system of corporate fascism to business/government partnerships in the education of children.

Today, Edwin J. Feulner is the president of Heritage Foundation. His yearly income, including deferred compensation, is \$1,098,612. Former Attorney General Edwin Meese takes home half a million a year from Heritage. Feulner is a charter member of the Council for National Policy (CNP) as was the original president and co-founder of Heritage, Paul Weyrich, until 1974. [South Carolina's Senator Tom DeMint has just resigned from the US Senate to serve as president of the Heritage Foundation as Edwin Feulner rotates to a position on Heritage's board. In January of 2013 DeMint will focus Heritage's resources toward furthering its charter/choice agenda, according to DeMint's press releases. Ed.]

Who is the Council for National Policy? They are a right-wing group founded in 1981 by oil man, Nelson Bunker Hunt; Dominionist Pat Robertson of Christian Broadcasting Network; Tim LaHaye who found no problem in accepting millions from cultist Sun Myung Moon, and T. Cullen Davis of Texas, twice-tried for murder and attempted murder of his wife and her friend. The CNP was allegedly founded to counter the Council on Foreign Relations, but the charter membership roster had five CFR members on the board.

Richard Mellon Scaife, (Chase Mellon Bank) and heir to the Carnegie-Mellon fortune, has been on the board of trustees of Heritage since 1985, and the Sarah Scaife Foundation has donated nearly \$16 million to Heritage and initially funded them \$900,000 to get them started. There were other financiers of Heritage: Amoco, General Motors, Chase Manhattan Bank (through David Rockefeller), Olin, and Bradley, a right-wing foundation. Feulner was recruited in 1977 by Richard Mellon Scaife to become Heritage president. One must remember that Scaife funds both sides of the aisle and is a strong pro-abortion supporter and proponent of taxpayer funding of Planned Parenthood.

Heritage's Richard Allen first proposed the idea of creating a North American free trade zone from the Yukon to the

Yucatan (NAFTA). In Charlotte Iserbyt's recent article on the Heritage Foundation, she states,

What we are looking at now in education is a result of NAFTA that got the ball rolling in the development of workforce skills standards by the National Skills Standards Board, endorsed by the US Labor Department Secretary's Commission on Achieving Necessary Skills (SCANS). This study originated under Labor Secretary Elizabeth Dole in 1990 and eventually led to the *School-to-Work Opportunities Act* and the dumbing down of American education curriculum for workforce training.

And from education researcher Chey Simonton's article on the Rockefeller/Heritage Connection, she states:

The top men of the Heritage Foundation, first Weyrich and now Ed Feulner, with the trust and cooperation of masses of sincerely committed conservatives, have been in a position to further elitist Rockefeller goals. Along with radical world government advocate, Walter Hoffman of the World Federalist Association, they participated on the 16-member U.S. Commission on Improving the Effectiveness of the United Nations. Working with the US Information Agency, Feulner also participated in facilitating the infamous 1985 *US-Soviet Education Technology and Cultural Exchange Agreement*. Soviet pedagogy, based on behavioral conditioning for a compliant collective labor force, is a dream come true for the dozens of multinational corporations funding all the think tanks promoting American education reform. The humanist Carnegie Foundation, a century-long collaborator with Rockefeller philanthropy, facilitated the Soviet side of this Exchange Agreement.

Heritage's communist connections, were established rapidly after the historic meeting between Reagan and Mikhail Gorbachev at the Geneva Summit. Feulner was appointed by Reagan as chairman of the U.S. Advisory Commission on Public Diplomacy. The commission was responsible for expediting a signed *Soviet-American Educational Exchange Agreement*. At the same time, note that Heritage founder, Weyrich, once served as advisor to former Russian President Boris Yeltsin.

Both Feulner and Weyrich were also involved with other powerful players and shadowy figures, some from the right and some from the left. They have been included in groups formed to reinvent the UN, supposedly to face the 21st century. It is becoming more and more evident that Weyrich and Feulner were, in fact, organizing a tight group that represented the merger of right and left, which we have seen over the past 65 years.

ONE LAST POINT ON TENNESSEE'S GOVERNOR AND AGENDA 21

Tennessee House Joint Resolution 587 denounced "the destructive and insidious nature of UN Agenda 21." It was passed by Republican legislators over Democratic complaints that it buys into a conspiracy theory. The resolution was approved, 72-23 in the House and by a 19-11 vote in the Senate. This is

a non-binding position statement by the General Assembly, not a law that is implemented. Our Republican Governor Bill Haslam refused to sign the *Resolution*. It is the first *Resolution* he has refused to sign since he took office in 2010.

When Haslam was mayor of the City of Knoxville, he hired his former opponent—who lost by only a few points—environmental extremist, Madeline Rogero, as director of Community Development. While in this position, she applied for the Smart Growth federal grant from Housing and Urban Development (HUD). The grant gave the City of Knoxville \$4.3 million and another \$2.5 million came from local non-profits. The City of Knoxville is now a member of International Council for Local Environmental Initiatives (ICLEI). The ICLEI name has been changed to Local Governments for Sustainability. We are now fighting "Smart Growth," thanks to our governor and the now new mayor of the City of Knoxville, Madeline Rogero.

East Tennessee's five-county, local, "regional" Smart Growth program is called *Plan East Tennessee: Regional Plan for Livable Communities (Plan ET)*, a plan that will eliminate private property rights in five counties. ("Regional" means Communist.)

Series II of *Plan ET* held a week of six forums in every one of the five "regional" counties (Blount, Knox, Anderson, Loudon and Union) asking for "community input." Yet, *Plan ET*'s definition of "community input" seems to be neutralization of any expressed opposition to their plans of eliminating private property ownership under the guise of Smart Growth. Their "community consensus" is scripted for their pre-determined outcome via their use of the RAND Corporation's mind-control Delphi Technique. RAND developed the Delphi method in the 1950s for the US Department of Defense. It was originally intended for use as a psychological weapon during the cold war.

Wallace, Roberts, and Todd (WRT) architectural firm, headquartered in Philadelphia, Pennsylvania, is the *Plan ET* partner chosen to head the forums. They are paid \$1.7 million to accomplish the pre-determined outcome of these forums through facilitation of the Delphi Technique. WRT was established in 1963 by David Wallace and they are expert "regional planners," with the firm's origins rooted in "sustainability." The American Planning Association (APA) has continually recognized this firm and their principal leaders for their contributions to sustainability and Smart Growth. The APA even has a *Policy Guide on Smart Growth*. Governor Haslam helped spur residential and retail growth in the downtown area, mainly by offering developers tax subsidies. He helped implement a master plan for the development of the South Knoxville riverfront, which was given an Outstanding Planning Award by the Tennessee Chapter of the American Planning Association. So he is quite familiar with the American Planning Association.

Another top WRT principal is David Rouse. His biography

states, “David has a special interest in planning and design for sustainability, community engagement in the planning process, and capacity-building for implementation.” From WRT’s website:

Principal David Rouse is one of 11 members of the American Planning Association’s Sustaining Places Task Force, established earlier this year to address the use of the comprehensive plan as the leading policy document and tool to help communities of all sizes achieve sustainability. The Task Force is part of the Sustaining Places Initiative, announced in March 2010 by APA President Bruce Knight and Chief Executive Officer Paul Farmer at the United Nation’s Fifth World Urban Forum in Rio de Janeiro, Brazil. Sustaining Places is a multi-year, multi-faceted program to define the role of planning in addressing all human settlement issues relating to sustainability.

David Rouse, UN Smart Growth architect of Wallace, Roberts and Todd, stated in the *Chattanooga Times Free Press* newspaper last fall that he is “committed to an open process, and that property rights won’t be impacted without the public’s consent.” (Note: He said “without the public’s consent,” not the property owner’s.)

Here’s the real rub with this whole “community input” nonsense this UN Agenda 21 Smart Growth bunch is pulling. At the majority of meetings, there were 18 to 23 *Plan ET* members present who are Delphi facilitators, along with WRT and Metropolitan Planning Commission (unelected) staff. Then there were 20 to 25 invitees from local governments, including local government planning committees, community development, Oak Ridge National Labs, University of Tennessee, etc. All of these invitees are employed by government and have a vested interest in this *Plan ET* coming to full fruition.

I have attended nearly all of the *Plan ET* forums and, at every table, the “shills” who were invited answered all the questions with the pre-determined and ordained outcomes the Smart Growth facilitators desired. Then there are another 18 to 25 people who know what Agenda 21 really is all about. The majority of meetings have approximately 40 to 45 people, not counting the facilitators. If those of us against UN Agenda 21 did not attend, the only people giving “community input” would be the invited government shills who have a vested interest in Smart Growth and should not be voting at these Delphi meetings as it is a conflict of interest! At one meeting, one of the invitees admitted she was a paid participant. By the way, these attendance numbers were also given by the *Plan ET* staff present at all the forums.

very balanced community input, now, is it?

This is what our governor brought to Knoxville when he was our mayor. He is now working to change Tennessee law regarding water rights. All the water in Tennessee belongs to the citizens — the aquifers, rivers, lakes, wetlands, etc. Our governor wants the state to control the water and the water to belong only to the state, not the citizens. If we lose this battle, the loss of our private property rights can be laid at the feet of our Republican “Conservative Christian” Governor Haslam.

AND FINALLY,

In our primary election held on August 2, 2012, two local knowledgeable candidates lost to candidates apparently funded and obviously backed by the Governor of Tennessee to continue to carry out his education agenda as well as his United Nations Agenda 21 Smart Growth/Sustainability goals. Despite Tennessee being the very buckle of the Bible Belt, the state is not the conservative bastion of leaders one would expect. In fact, it is just the opposite. We are loaded with neo-con Trotskyite traitors who are destroying our children and our freedoms, and the people continue to sleep.

Kelleigh Nelson has been researching the Christian right and their connections to the left, the New Age, and cults since 1975. Formerly an executive producer for three different national radio talk show hosts, she and her husband live in Knoxville, Tennessee, and she has owned her own wholesale commercial bakery since 1990. Prior to moving to Tennessee, Kelleigh was marketing communications and advertising manager for a Fortune 100 company in Ohio. Nelson was born and raised in Chicago, Illinois. Kelleigh is presently the secretary for Rocky Top Freedom Campaign, a strong freedom advocacy group.

The total number of attendees in the 6 forums of Series Two, was 235 people. Of those 235 people, almost 100 of them were patriotic Americans who are fighting Smart Growth and Agenda 21. This means that 135 invited government employees were deciding the future property rights of the 800,000 people in the five-county area of *Plan ET*. Not a

A Teacher's Testimony: The Agenda in the Public Schools

By Jane Aitken

I've been listening to your presentations about education and in many instances you've jogged my memory about things that happened to me when I was teaching. We talk about the political brainwashing that is being done to kids all the time in public schools, but please know that the public school teachers were put through this brainwashing, too.

I started teaching in 1970 at barely the age of 21. I didn't retire until age 53 which gave me about 33 years in the classroom. I was certified in three areas: Art Specialist, Elementary K-8 Classroom, and Technology Specialist. Had I gotten the job I'd applied for as Tech Specialist I'd probably still be teaching. It seemed that a job working with the teachers and computers might be less political, and there might be less controversy surrounding it. But even though I was the most qualified of all the applicants, I didn't get the job because I was not one of the principal's favorites.

Throughout my career I witnessed the waste, corruption, fraud, many teaching fads, and government interference that prevented me from doing my job in the most efficient, ethical, and effective way.

By the 1990s, I really knew something was very wrong, but wasn't quite sure what. At one point, I couldn't put a name to what I was feeling and experiencing. I was so driven to figure it out that I was compelled to go to the public library and read every book they had on "cults." I guess I finally figured out that I was being brainwashed, but hadn't been able to get my head around that idea at first. Reading those books turned a light bulb on for me, and so I kept my eyes and ears open and kept reading everything I could. Once the Internet became more usable, it all came together. I kept finding things that helped explain away my experiences until something happened that finally allowed me to make the complete connection: I came to realize that we no longer had local control over our public schools and that outside forces were shaping the educational agenda.

When school "reform" passed in Massachusetts where I was teaching, we were required to re-apply for our jobs because we teachers lost our lifetime tenure status due to the new laws. I was asked to sign a statement — and a lot of people



will call me a liar, but I have witnesses — that promised I would pledge to teach the mission of "world government." Even though public education had always been tainted with a political bias, I finally was able to connect this obvious political agenda directly to the United Nations (UN). Now I understand why every other word used in our training was "global" — "global" this, "global" that, and why, when presenting ideas for lesson plans, we were often asked, how do you justify this lesson "globally"? At the time we did not really understand what they meant by that question. I remember that I used to

think, isn't it obvious the reason why I am trying to teach children how to add, for example? Why do I have to justify that globally each time? You can see the political influence they'd hoped to infuse into the lesson, even without an obvious connection to any UN program like the International Baccalaureate.

Since the other teachers didn't understand the implications of that pledge, I tried to explain to them that they shouldn't sign any such document. Amazingly, the union agreed and stood by us and we had our contracts renewed, thus we were moved into the new, federally funded and appointed elementary school.

If you don't think federal money comes with strings, consider this; even the choice of furniture in the rooms and the books in the library were subject to the decision of an educational consultant that worked with the builder. Teachers were asked to meet for input on what they would like to see for such appointments, but when we complained that desks with no book compartments would be impractical, we were told the children would no longer be using books. We looked at each other in amazement, and wondered who in the world made THAT kind of a decision.

I have since come to realize that it is outside corporations, foundations, and their consultants — working with the federal and state governments, and some working directly with the United Nations Educational, Scientific and Cultural Organization (UNESCO) and the World Bank — that are responsible for the changes that had been slowly happening and finally taking root in the schools. And as someone

else mentioned, the only reason this didn't happen sooner is that teachers are basically good people who didn't go into the profession expecting to do anything other than teach children. Often people in my generation, especially bright young women, were encouraged by our parents to teach because we were well-rounded in the areas of music and the arts, and teaching would be a great way to apply our talents.

In my last few years of teaching, I believe I was targeted for removal (as were many other older teachers) because I openly demonstrated contempt and disapproval of educational fads and questionable content, and fought the "change agents" that came to "retrain" us. Even the non-political among us knew there was no longer any academic freedom and we were watched over and treated with a lot of suspicion while being made to feel as though we had input and control when we had none. We felt like we had to sneak around to be able to teach things like phonics and spelling, instead of using the new "constructivist" approach, a method that is not effective for the less able children.

As a result of my experiences in the public school, and the realization that the purpose of education is no longer learning but political indoctrination, I have studied and advocated against a program known as the International Baccalaureate (IB). It's a program authorized by a group based in Geneva, Switzerland and created by a group that is a Non-Governmental Organization (NGO) of UNESCO. School districts actually buy it even though it is not touted as a curriculum but a values-based program. And it's under Swiss jurisdiction.

The program actually has as one of its few requirements (other than the money paid to them) that the students promote UNESCO's political agenda (Millennium Development Goals and Sustainability) as part of their daily learning. We're not talking about one community service project that students might do, required to graduate (nothing wrong with that as long as you can choose where you will volunteer), but about students being exposed every single day to UNESCO's aims and goals, embedded into every subject, and upon which students are expected to take a stand and then "take action." In addition, UN values are charted and checked every two weeks.

Children in the IB Primary Years Program (PYP), as it's called, for their yearly project are required to make yearly project presentations that are not really academic or scientific in nature, but more like political reportage. Upon listening to their presentations it becomes clear that they are being used for nothing more than purveyors of propaganda meant to support and sympathize with UNESCO's Millennium Development Goals. (*See the URL for the "exhibition" at the bottom of this presentation.*)

Team teaching was another means of control. If you didn't

follow along with what your grade team did, they could be penalized so it was in their interest to tattle on you. I had this happen to me when I questioned what was being done to us in one training session where the facilitator seemed to be using psychological programming.

Let me tell you about that. I thought we were at this workshop to learn how to hone up our own skills or how better to teach. When I questioned the purpose of an activity, the change agent immediately changed to a new activity. She picked me out to be her partner in this new and different exercise. We were all to face our partners closely and repeat our "stream of consciousness." So there she was, barely an inch from my nose when I dared to ask, "Why are we doing this?" I was brought up on charges for asking the question because other teachers tattled on me. This is the gulag mentality. They tie you together. One falls down, the rest go with you unless they get you back in line quickly. Even when the teachers' union president sat next to me at my "inquisition" he said, "It seems a little bit Orwellian that a teacher can't ask, during a training session: 'What is the purpose of this exercise? Why are we doing this?' We're supposed to be learning how to improve reading skills!" This is the kind of psychological stuff that was done to teachers. And it really felt like something I had read about that only happens in places like Communist Cuba.

Someone spoke in an earlier presentation about the Magic Circle. That was an activity we were supposed to do to start the day. I never made that into anything harmful. I tried to use it to teach basic skills, such as a discussion of the weather or how to find the date on a calendar, or a short discussion about current events. But I never allowed the kids to spill their guts about personal issues because I knew that was not appropriate. In journal writing I did the same. I always tried to give them a subject to write about and taught them *how* to write; that good stories had an actual beginning, middle, and end. In fact, I was the only teacher that had any first grade student writing good enough to put up in the hall. Believe it or not, I got marked "unsatisfactory" for that on my evaluation because the principal picked up on the fact that one of the papers hadn't been changed out as often as the others. I was not even allowed to explain that perhaps this was a child who only produced a good paper every three weeks instead of every week, and that is why it hadn't been changed as often as some of the others had. Yet she found that as something negative with which to criticize me.

After being a top teacher for 33 years, you can see how more things like this were used to justify an evaluation of mostly "unsatisfactory" ratings. And so, now you know what happens when you don't go along with the change agents; they will target you.

Basically, we were, as teachers, "Delphied" to death. The other teachers didn't know about that process. They used to

say to me, "Somehow they keep asking for our input, but we don't understand why because it seems like the answer and solution are all predetermined." And I would say, "That's because they are."

I remember one time I said to the teachers, "I know what's coming around Christmas time... How much do you want to bet that the principal is going to call us down for a short meeting and he's going to tell us we can't celebrate Christmas, but we should worship the Winter Solstice?" Sure enough, this happened! The principal (a male at the time) put a chair in the middle of the front of the room, sat down and said to us, "You know, we have to start thinking about not celebrating Christmas in school. It's okay if you celebrate the Winter Solstice, but not Christmas." Those of us who were going to be rebels, still put up greenery on the walls. It was nothing religious ever — just wreaths or something to decorate the room, because, if you didn't the kids would say, "Where are the Christmas decorations?" Consequently, enough of us did this that we had to fill out a form explaining what everything was. So I said to myself, "Two can play this game." I wrote down on my form something akin to, "These green trees and wreaths you see on my walls are not Christmas decorations and are never to be construed as such." So I just turned it right around on them, which I'm sure didn't win me any points.

I remember another incident that really got me angry. Our custodian was a veteran and I asked him why the UN flag was flying over our school. I said, "Please take that down." I think I gave him a 15-minute little speech about the UN controlling us through the federal government. That situation is all so complicated that you can't really educate someone on that in just a few short minutes, but, by George, he got it! And he took that UN flag down. So, some people may have thought I was a kook, but now knew I was right when I had made the connection earlier with the words about the world government on the contract sheets. I am involved in politics today and trying to change things, all because I saw this happening in the schools and knew there was something wrong.

Regarding some of the methods, Sam Blumenfeld jogged my memory when he talked about kids "constructing" their own reading: meaning that they didn't have to read what was on the page, but they were supposed to construct their own idea for what was on the page — that's "constructivism." We were supposed to let them take a book of their own choosing and learn how to read from that by themselves with no instruction from us. Imagine trying to keep track of and trying to grade 25 first graders on their reading progress when they were all reading different books. One day one of the consultants came in and she put the kids in a row. And she said to the kids, "Okay, everyone go ahead, read out loud." Well, they all had a different book. The children just looked at me like they thought she was crazy and I had to keep a straight face. This was done because, according

to the consultant, teachers are NOT supposed to listen to children read aloud in front of the others. I am not sure how I was supposed to assess each child's ability to read while 25 voices, albeit softly, were reading 25 different books, but this is the kind of chaotic thing we were supposed to do. Sometimes I think chaos was the goal.

There were a lot of things like this that just didn't make sense. I had just about had it at the end. But I have not stopped talking about it — and I will not stop talking about it.

Sam [Blumenfeld] also talked about jargon. There's a wonderful website called IllinoisLoop.org that has an explanation of all the jargon: all the fad methodologies — all the language that is used to confuse parents — things that don't mean what you might think they mean. It's a good way to familiarize yourself with some of the words that might be tossed at you when you meet with your child's teacher.

I previously referred to a UN program called International Baccalaureate (IB). The parents from the Merrimack Valley School District in New Hampshire asked for a website to be put up. It dissects the International Baccalaureate. It tells you what their mission is. The material comes right from their IBO.org website: what the requirements are, an example of the Primary Years Program exhibition that I referenced earlier, etc. This URL is www.mvsd-ib.org. On that website you'll see how the parents of Merrimack Valley School District were upset because, unbeknownst to them, in the quiet way school systems do things, the whole school district was turned over to the UN IB program. They want to be a "World School." And the objection for that, money-wise, is that we don't want our tax dollars going to Geneva, Switzerland — being under Geneva's Swiss law. If you had a problem with examinations and exam results, for example, can you imagine having to go to the Swiss court to solve the problem with your school? In addition, everything the kids do has to be tainted with the UNESCO world view.

You'll see — if you look at the video of the children's exhibition — they make wonderful little reporters. But each project is just a report. They're reading. It's not like what *my* first graders did — experiments with minerals. We actually had things on the table. We did things with butterflies — we hatched them. We did science projects where they actually got their hands dirty and did experiments. This PYP exhibition is little more than reporting — very professional sounding, but it was all promoting social propaganda. So, if you want to call it "having a tin foil hat" for not liking that, I'm sorry. Children should be able to learn in an environment devoid of any political agendas. As I said, the bias is heavy — it has been since 1970 — but now it's concentrated and codified with this IB program that schools purchase. The IB organization admits they are trying to influence all the schools with it.

At one team meeting, a very good teacher who was not particularly political, commented about all these upside down changes. She said, "What is this, the new world order or something?" I found that quite amusing since she was not political and didn't really know how those words were usually used or what they related to in the global sense, but that she used them because they seemed to adequately describe the situation in our school.

Jane Aitken is the founder of the New Hampshire Tea Party Coalition, founder of the USPEINetwork@Yahoo (a national education activism group), and serves on the board of the Coalition of NH Taxpayers. She is a retired educator who taught for 35 years in the Massachusetts public school system.

Please watch this video on the *World Core Curriculum*:

<http://youtu.be/Lqhf-BeADT4>

Other URLs mentioned above:

www.ibo.org

www.mvsd-ib.org

www.illinoisloop.org

Developing a Winning Strategy

By Rosa Koire, ASA

Speech to San Francisco Bay Area leaders, July 29, 2012.

As I travel around the country I'm asked the same question: What can we do — is there a chance of winning?

I'm asked this question by women and men, by Republicans and Democrats, by Libertarians and Tea Party members, by young and old, by rural and urban residents. My answer is always the same: We can do a lot and yes, we will win.

Now, that's a powerful statement and has to be backed up with tactics, or it's just empty rhetoric.

In this gathering today, in addressing you who are in leadership and organizing positions, it's necessary to discuss strategy. A good idea acted on at the wrong time is wasted. An action with no follow-up is lost. An assertion without a solid grounding in facts destroys credibility.

The shocking truth that we all deal with on a daily basis is that UN Agenda 21/Sustainable Development is the action plan to inventory and control all resources, both human and natural, all means of production, and all information in the world. Twenty years ago the Agenda for the 21st Century was agreed to by our government and then implemented through Executive Order in 1993. It hides in plain sight — masquerading as regional plans, climate action plans, as scenic byways, as smart meters, as domestic surveillance, as land trusts, as Outcomes-Based Education, as sustainable communities strategies, as public/private partnerships, as comprehensive, master or general plans. Because it is a stealth plan, we are at a tremendous disadvantage in bringing it to the public's awareness. We are smeared in the media and in our neighborhoods; called conspiracy theorists, and disregarded. We're subjected to a disinformation campaign that is Delphi'ing the entire world.

What you and I know is that it takes courage to fight this, and that is against us, too. Because most people are afraid. We live in a culture of fear. Global warming, terrorism, food shortages, economic collapse — these are all part of UN Agenda 21/Sustainable Development.

Yes, "*These are the times that try men's souls.*" As I've said, it's as if there has been a football game going on for the last 20 years and most of us didn't know it. The other team has been making touchdowns while we've been in the locker



room. But now we're suited up, we're out on the field, we're up on the board. That game analogy is a good one because all over the US we've got teams forming, but they don't know what to do.

In reality, though, it's not a game. This is war. The American Planning Association knows it. The American Bar Association knows it. The National Association of Counties knows it. The League of Cities knows it. Bank of America knows it. The Federal government knows it. *We* need to know it.

We are dealing with a bloodless coup — an administrative *coup d'état* implemented through regulatory means. UN Agenda 21/Sustainable Development is top-down: global, regional, neighborhood. None of those tiers is elected. This is government by unelected boards and commissions, managed through money and power. We need to have average citizens refusing to go along to get along with regional plans. We reject global governance. We need to re-occupy our government as free Americans and refuse to be divided with artificial distractions. Our liberty is at stake.

Now, there's no question that this is daunting. So we need to use strategy to win. I'd like to share some tactics that work:

ONE: Know what you're talking about.

This seems obvious, but you'd be surprised that many well-meaning people fly on emotion. They use slogans instead of facts. This is a mistake. Educate yourself to the point that you can answer the questions "Who? What? Why? When? Where? and How?" on the big picture. For example, when you are challenged while informing your neighbors about UN Agenda 21/Sustainable Development and you're told, "It's a non-binding agreement that has no impact here in the US," counter that. Counter it with the 1993 Executive Order that created the President's Council on Sustainable Development (PCSD), solely in order to implement UN Agenda 21 in the US. Trace for your listeners that process that went directly from George H. W. Bush signing the agreement in 1992, to the 1993 PCSD, to all federal agencies changing their policies to conform to Sustainable Development principles, and then down into the states and

local governments through *Growing Smart Legislative Guidebook*, federal grants, and private awards by partner organizations. From there, bring it right into your town's comprehensive plan. Do this every time. Destroy that tin-foil hat smear once and for all.

It's not enough to know this information; you have to get it out to the public. We are still at square one in terms of awareness. The best way to do this inexpensively, quickly, and comprehensively, is with flyers. One hundred two-sided flyers cost \$10. In one hour you can reach at least 200 adults by putting flyers on doorsteps. You don't waste time arguing, you can be anonymous, and you'll have a huge impact. With six hundred dollars and ten people we blanketed a town of 170,000 with 7,000 strategically placed flyers. Flyers infuriate those controlling your town because they can't be refuted without actually acknowledging that the flyers are out there. You make your case uninterrupted, with each household reading the information independently. We target single-family homes, small businesses, rural areas, and wealthier areas, because these are the people who are targeted by UN Agenda 21.

Take your city map and divide it up into sections. Assign those sections. Keep track of which streets have been covered. If you don't have the people to do the walking, hire teenagers. You'd pay \$50 to have someone mow your lawn or clean your house — pay them to walk flyers around your town. Our movement is mostly over the age of 55. We need to involve young people. We need to involve all races, creeds, and parties. We need critical mass. Our biggest weapon is getting the information out so that people immediately recognize Agenda 21 when they see it. Take flyers with you everywhere you go and drop them on tables, put them on bulletin boards, pass them out at sporting events. Make them clear, bold, simple, and official-looking.

I'll tell you how effective this is. We used flyers to inform town residents on a city plan for mandatory green retrofits and mandatory inspections on every building. Prior to our flyering, most citizens had not heard a word about it. We killed that plan. We used flyers to bring the public to previously unattended meetings on redevelopment where we then turned the tide and were able to raise a half million dollars to fight our city in a lawsuit. We used flyers to inform the public that their tax dollars were going to pay for a private parking structure at the mall. We were effective. We won a lot of our battles.

Here's something else about flyering: It can be anonymous. I spoke in Cleveland, Tennessee a couple of months ago, and someone in the audience decided to use flyers to notify residents of a redevelopment plan to take their homes by eminent domain. The mayor of the town was furious when newly-informed citizens started to object. At a city council meeting he asked for a vote of the council to order the police chief to investigate — to find out who had put out the flyer. The local Tea Party hired an attorney who has now sent a

threatening letter to the city objecting to spending taxpayer dollars to investigate a legal action, an act of free speech. The city is in a heap of trouble now. This is a win for us.

Another part of this tactic is to identify someone in your group who is the spokesperson. This will be your calm, intelligent, well-groomed, articulate speaker who is the most solid on information. Always refer press to this person. Everyone wants to see their name in the paper, but this is not the time for ego. Tell your group that any inquiries from the press must be referred to your spokesperson, then stick to it.

Your spokesperson knows that the press, no matter how charming and friendly they seem, are intent on showing the "Resistance" in as unflattering a light as possible. The spokesperson is alert, sharp, and ready for the double-edged question, the sly insinuation, the misdirection of the discussion. If you're the spokesperson and are asked, "Why do you object to zoning?" you know that this loaded question means that the reporter will say that your group would support building anything anywhere — like a pig farm next to a church. You understand more about this than the reporter does. You explain that you are not against zoning, but the city's general plan changes land use without property owner notification. Whole areas of the city are being redesignated as transit-oriented development or mixed use. The existing zoning must then be brought into compliance with the general plan. Result? Legal non-conforming uses and reduced property values. It literally makes existing zoning irrelevant. OK? What I just did is demolish a whole line of questioning.

When asked, "What's wrong with sustainability?" you say, "Do you know where that term came from? The United Nations 1987 report *Our Common Future*. Did you know that single family homes, private vehicles, appliances, meat eating and tillage are considered unsustainable?" When you're asked about UN Agenda 21 always link it to sustainable development and regional plans. *One Bay Area* (San Francisco) is Agenda 21: public/ private partnerships, Smart Growth, the Wildlands, Communitarianism, manufactured consensus for the "common good." All regional plans are the same and are Agenda 21.

Stay focused on your local issues. Who are the consultants, what are the programs, who are the players, where does the money come from and go to? What are the plan names, what other cities have the same plan, same consultant, same grants? Contact Resistance fighters in those cities and share information. Identify the organizations and corporations in the public/private partnerships. Who are the board members? Are these the same people who will profit from the project? Expose this in your flyers. Look at addresses, law firms, spin-off groups and match them up. In my town I discovered that a number of non-profits were sharing the same suite of offices. I investigated the ownership of the building and the other tenants and found a tremendous amount of revealing connections. Read your local paper daily. It's full of

Agenda 21. The more you know, the better fighter you'll be.

TWO:

Turn the tables on your opposition.

Don't do the expected. Do the *unexpected*. When a coalition of groups anti-Delphi'd *One Bay Area* (SF) Delphi meetings, the consultants were completely thrown off balance. Use timing. When you are strategizing in your group, make sure that you know and trust all participants. If you're working in coalition, make a pact to keep your plans private unless you agree to consult with someone. No one should email or share your projects and timing with *anyone*. Don't give your enemy an opportunity to block you before you get off the ground. Don't release information until it is strategically right. Take action after studying the timing, then follow up.

In Cotati, California and Williamsburg, Virginia, people who were not able to get our message into the mainstream media opened their own newspapers. Whether as individuals or as a group, explore media possibilities that are unconventional, or go around mainstream media.

If you win, celebrate! Send out flyers, do a press release; get it on local community media. But be ready with another action so that you don't lose your people through inactivity. Break your struggle into pieces that can be won. If you lose, turn the loss into a win. The San Carlos City Council meeting is a perfect example of that. The city put their membership in ICLEI* on the agenda and many of us spoke eloquently in favor of severing that membership. Vice Mayor (now Mayor) Matt Grocott gave a fantastic speech. Then the council members voted one by one to keep their membership in ICLEI. Although we lost that night, Steve Kemp filmed it and the whole country got to see the disgusting display of city officials ignoring the facts and their constituents. That is a win!

[*What does ICLEI (pronounced ICK-LY) stand for? International Council for Local Environmental Initiatives. It was created as a non-governmental spin-off by the United Nations in 1990 to implement Agenda 21 locally across the world. In 2003 ICLEI changed its name to "ICLEI — Local Governments for Sustainability." More information at the end of this article.]

THREE:

Identify spies. Use them.

The opposition will go directly to your people and try to turn them against your group. With the use of flattery, board appointments, or subtle threats, people can be turned. Infiltrators may enter as new members. They will often be the people who caution you not to act, who tell you that you're wrong about the motives of the council members or city attorney or staff, or tell you not to mention Agenda 21/Sustainable Development. They will be there at all strategy meetings. They may do nothing or they may take control. Test them by giving them false information — tell

them that you plan to do an action, then change your plan. Watch to see how much opposition shows up at the event. Move these people out of your inner circle. Use them to transmit information to the opposition or drop them from your group.

FOUR:

Recognize aptitude in your group and nurture it, but don't confuse ego with aptitude.

This is not a popularity contest or a way to gain personal power. We are in service to our country. There are no generals in this fight and no heroes. Help people to do their best. If you have artists, then have them design a flyer or a poster. If you have joggers or walkers, have them put those flyers on porches. Those of us with children and grandchildren should be encouraged to bring those young people to events where they will be thanked and invited to speak about their experiences of censorship and manipulation in school and social groups. Young people use social media effectively. Ask them to help get this information out to their friends. Sponsor a cash prize for the best five-minute video on UN Agenda 21/Sustainable Development in your town and put notices up at the local schools. Have an awards banquet and a showing.

Encourage citizens to get involved and guide them to activism. If you have access to funds, use them to fund outreach. I am often invited to speak to Tea Parties, Libertarians, and property rights groups, and they generally pay my expenses. But what about those universities and colleges that can't pay our expenses? There are lots of young people there who are not being reached. Provide access by funding speakers.

FIVE:

Publicize the names and acts of collaborators, creating consequences.

Who is supporting and financing UN Agenda 21/Sustainable Development in your town? We researched our new neighborhood president and discovered that he was a former employee of the Environmental Protection Agency (EPA), and had designed and headed up a program to partner the EPA with local communities to "rebuild democracy." Our city paid to have him go up and study Seattle's Department of Neighborhoods, a top-down, Delphi-using agency. This is the kind of thing you want to broadcast. When a council member votes to support a \$20 million bike bridge at the same time that there is no money to keep your streetlights on, make a flyer with a mug shot of that council person on it. Use this to defeat him at the next election. Consider targeted recalls. Show collaborators that there are consequences. We are working on a catalog of supporters of UN Agenda 21/Sustainable Development that includes the American Lung Association, Siemens, Bank of America, IBM, and Google.

If you are volunteering for a group or making financial con-

tributions, whether for a non-profit or a religious group, do some checking on it. For example, is your religious organization a member of Religious Campaign for Forest Conservation? This multi-denominational non-profit is officially recognized by the United Nations as a Non-governmental Organization (NGO) and advocates for an end to commercial logging. Pull your financial support from any group that is supporting UN Agenda 21, ICLEI, Smart Growth and regional boards. Refuse to pay dues, refuse to volunteer, and put out a flyer informing members. Use that money you would have contributed to make flyers.

The flip side of this is to *support* elected officials who are on our side. I was just contacted by a councilman in Montana who was fighting participation in a federal grant program. He said it looked like UN Agenda 21 to him. He was right. But where were the citizens to support him and three other council members when they voted to turn down federal money? They lost by one vote. How can those council persons say they're representing their constituents when no one shows up?

Elected officials need to put out a newsletter — put out a call for the community to support them when they're refusing federal grants. This is big, isn't it? It could ruin a politician's chances for re-election, so the support of the people is crucial. Elected officials must inform the public. Put on a town hall meeting to raise awareness and support.

**SIX:
Make being part of
the Resistance fun.**

Use ridicule. These UN Agenda 21 plans are often ridiculous. Millions of tax dollars are going for studies. Our government is spending huge amounts of our money for things we don't need or want, but they can't pay to pave our roads. The implementation of Agenda 21 costs a fortune. We haven't even scratched the surface and we're already bankrupt. High speed rail is an example. We're going to spend billions to lay tracks from Fresno to Bakersfield? Comedy. How about a neighborhood association run by city-hired consultants because it's too messy to hear what you really think? They did this in Seattle. Comedy. How about "road diets" that narrow the road and put bikes and cars in the same lane? They call this "sharing the road." Ridiculously dangerous. Building high density, transit-oriented development subsidized with our tax dollars will indebt us for 40 years: two generations of debt used to build apartments by the train tracks. Sustainable or ridiculous? Remember in the late 1960s Jerry Rubin and Abbie Hoffman throwing dollar bills into the New York Stock Exchange? The traders went crazy running for the money. It was fabulous political theater. Be creative.

**SEVEN:
Be honorable.**

Work with other groups in coalition on your common goals. Keep your politics to yourself and focus on what you can

agree on. What do we have in common? We object to Smart Meters, to domestic spying, to endless war, to economic devastation, to crushing school debt, to globalization. We have compassion for those who think of themselves as environmentalists and are waking up to the manipulation. Make a commitment in front of your group, person by person, that you are dependable and serious in defending our freedom and that you will do the work. Show up when you say you will. Stay consistent in your message and in everything you do. Speak the truth, and be trustworthy. When you say you're going to sue, do it. If you make a threat and don't follow through, no one will take you seriously in the future.

**EIGHT:
Understand what your
people's limits are.**

Remember streaking? Now imagine your group doing that. Not going to happen, right? People who don't want to speak at a meeting should hold up signs in front of the cameras. It is best to speak because silent people are assumed to agree. Reading something is better than not speaking at all. Choose those events carefully. We don't want to burn out our people. If there is a popular issue in your town that you agree with, get out there and get in front of it. Get email addresses and grow your group.

**NINE:
People become active when
their interests are threatened.**

Telling them that they are losing their sovereignty or their rights is not as effective as telling them that the city council is proposing to require a \$750 energy inspection on every single building in the entire city, and that they'll have to pay before they can sell their house or get a building permit. We stopped this with a flyer — seven thousand flyers. Choose fights that the public actually cares about. Money out of their own pocket is the number one concern. Always think of the issue in terms that will get people up, angry, and active. Then direct them and grow your group.

Target those on council who support Smart Growth, regional plans, visioning projects, etc. We were able to change the balance of power on the Santa Rosa City Council by exposing the Agenda 21 faction that supported spending a million dollars to turn our neighborhood street into an obstacle course called a bike boulevard. Frame the issue in a way that will appeal to the public. When we wanted to stop the bike boulevard our slogan wasn't "Stop the Bike Boulevard," it was "Restore Humboldt Street." We won.

**TEN:
Real resistance is about power.**

This is a fight for the hearts and minds of the American people that will be won by engaging our fellow citizens in their own self-interest. It's up to us to help them see what that means. We must refuse regional plans leading to global

governance. Camping on the city hall lawn isn't power. This is a method used to mass obedient troops that can be used later. Power is getting information to your fellow citizens so that they will not be Delphi'd. Power is revealing the gears behind the machine so that citizens will stand up and say, "Hey! That looks like Agenda 21 and we don't want it." Power is encouraging people to use their reasoning and then to speak out. The word "encourage" means "to give courage to." To "empower" means to "assist those in the fight to see the power they have and then to encourage them to use it." This is our job.

Let's do everything we can to relentlessly bring the awareness of UN Agenda 21/Sustainable Development to critical mass. Freedom is non-partisan. There is joy in taking your power. Awareness is the first step in the Resistance.

We can do it.

Rosa Koire, author of *Behind the Green Mask*, is a forensic real estate appraiser specializing in eminent domain valuation. Her research into and fight against redevelopment led her to UN Agenda 21 and was the genesis to co-found the Santa Rosa Neighborhood Coalition, Democrats Against UN Agenda 21, and the Post Sustainability Institute.

ICLEI

What does ICLEI (pronounced ICK-LY) stand for? International Council for Local Environmental Initiatives. It was created as a non-governmental spin-off by the United Nations in 1990 to implement Agenda 21 locally across the world. In 2003 ICLEI changed its name to “ICLEI — Local Governments for Sustainability.”

Public-private partnership

ICLEI is a public-private partnership. Your local government is a member but there is no transparency or publicity: ICLEI is a non-profit, non-governmental group. You have no access to meetings, information sessions, or plenary sessions unless you are a member. Headquartered in Bonn, Germany, ICLEI is a lobbying and policy group that is designed to influence and change local governmental policies related to all aspects of human life, one locale at a time.

By concentrating power in cities, this group circumvents requirements for ratification of international treaties and gives the illusion of local control. In fact the cities then align in regional conglomerates which break jurisdictional boundaries and will destroy local control. Ultimately, this facilitates global governance by invalidating individual cities, counties, states, and nations with contractual agreements and interwoven systems.

How many cities in the United States are members? It's almost impossible to know at this moment, because ICLEI still shows only 600 or so members on its ICLEI USA website. This is a lie. To see what ICLEI was claiming as total United States membership in June 2012 please click here

to go to a pdf of a screenshot that we took from ICLEI's international website in June. This information has been scrubbed from ICLEI's websites and is no longer available.

ICLEI is claiming over 1,300 members in the United States and about 7,800 worldwide. That is city/county members, *not* individuals. This means that literally the majority of Americans are living in ICLEI cities. The most populous cities in the United States are ICLEI members including New York, Chicago, San Francisco, Boston, Seattle, Portland, Oregon and Miami. Millions of Americans are in ICLEI cities.

Parallel government

ICLEI is a parallel government — an arm of the United Nations — and is being used to establish regional governance worldwide. It is structured like the United Nations with a hierarchy of committees headed up by a Global Executive Committee.

A fundamental element of UN Agenda 21 is the sharing of information. ICLEI facilitates this sharing by selling greenhouse gas and water monitoring software; creating spin-off organizations that monitor, rank, and report “progress.” This includes energy, water, procurement, attitudes, identifying “partners” and detractors. ICLEI is the eyes and ears of UN Agenda 21 in your city, county, nation, and world.

Remember: if you get your city to drop its membership in the International Council on Local Environmental Initiatives (ICLEI) you will have to pressure and agitate for a purging of ICLEI influence on your city's policies. Cities will drop their membership to pacify you, while continuing to use ICLEI policies and “toolbox” to change your life.

Regionalization

ICLEI uses *regionalization* as a stepping stone to *global governance*. If you value your freedom, your right to speak freely, to dissent, then you will FIGHT ICLEI.

— By Rosa Koire



The Media Bypass Manual on: **Outcome-Based Education and Higher Order Thinking Skills**

By Jeannie Georges, Edited by Will Trillic

*Are Your Children
In This Meat Grinder?*

Across the nation, parents have expressed indignation and shock at some of the programs being pushed by government agencies. But even worse than questionable programs, are the motives and the methods behind them . . .

Foreword

Parents have objected to Outcome-Based Education (OBE) mostly on the grounds that the expected outcomes were unclear — or, if they were clear, that they were non-academic, political and psychological in nature. While these charges are true, the process by which the social designers plan for *every* child to reach the correct responses is even more disturbing.

To get straight to the point and to be very blunt, the schools (and we include all accredited schools — private and public) are implementing, through teacher re-training, the best mind control methods ever known to man. The motive is to change the attitudes, values and beliefs of the teachers. The teachers, aided by the never-tiring computer, are then using these same manipulative psychological methods to change the children.

The conscience of an entire generation is being intentionally



obliterated through these processes.

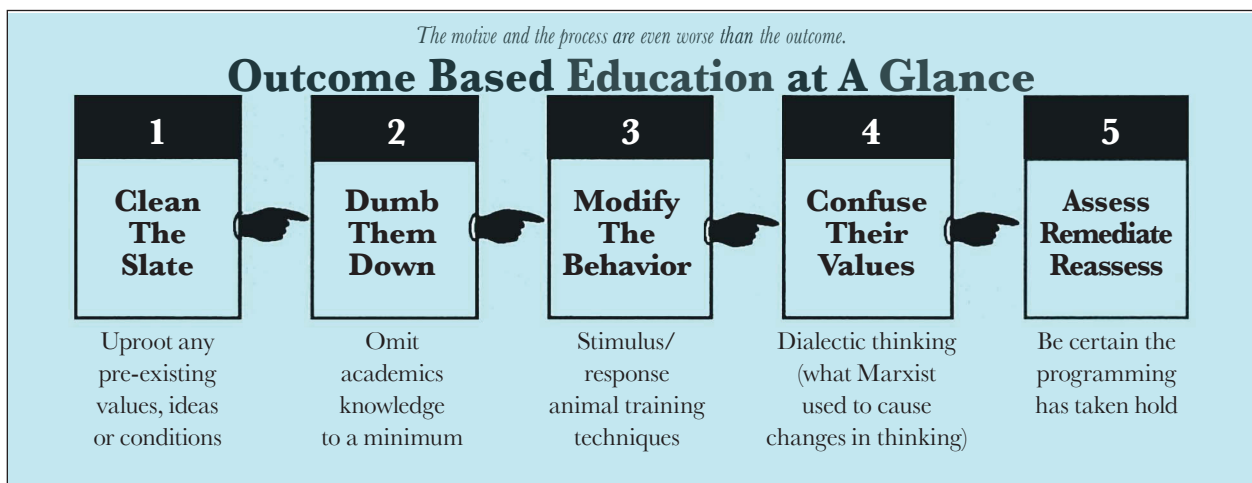
We are hearing of children who will kill — for no other reason than, perhaps, to see where the blood will splatter. There is no shame; no respect, no discipline. There is no motive — and certainly no justice. Parents, who have purposely attempted to rear good children, are asking themselves where they went wrong.

Anarchy looms on the horizon. And, no doubt, we will call for order — at any cost to our freedom. We have already seen signs of this as citizens call for laws to punish parents for the sins

of their children — which might be a good idea *if* the parents realized what was happening to their children.

What we are experiencing is being caused by these deliberate acts of psychological manipulation against our children. In fact, it has been going on at less severe rates for quite some time.

Children today are being reared in a different culture than their parents were — and entirely different from the way today's senior citizens were raised. Kids are being told that there is no meaning to life. There is no right; no wrong. They are to make their own decisions based on feelings and whims, and — if the parent interferes or restrains the child or attempts to discipline the child — children are to turn the par-



ent in to the state for mental or psychological abuse.

Parents find it much more difficult to discipline and teach their children. After all, why should the child obey the parent and spell words correctly when the teacher gives them high marks for “creative” and/or “inventive” spelling? Why obey when the parent can be thrown in jail for disciplining his own child?

They teach there is no right way to spell a word; no right way to pronounce it; no meaning in it; no absolutes. Truth becomes unknowable, because Truth does not exist. Life becomes meaningless. The promised Utopia never existed. The depression that follows is all but inevitable.

But depression is not the only goal of this education process we expose. This process is being implemented for the disorganization of mind and behavior — or mental breakdown. What follows this despair is a total desolation with nothing left but mysticism. Those raised on mysticism and superstition are easy to lead, easy to program, easy to enslave. It is not by blind chance that altered states of consciousness and occultism are being taught.

Many people regard this brainwashing as too complicated to be understood by the average person. It is not. If you fail to understand after reading the following expose, it may take a little more time and effort. But it is worth it because people perish for lack of knowledge.

Media Bypass Magazine
Evansville, Indiana

Introduction

The true value of Higher Order Thinking Skills (HOTS) has baffled many who have been studying education reform. This may have been because those who have promoted it haven't wanted others to know what they were doing. It appears they even taught it to teachers piecemeal — in parts — for fear teachers would rebel if they saw the entire process.

We have come to the following conclusions after studying the *Tactics for Thinking* (primary author, Robert J. Marzano) higher order thinking (HOTS) program (published by the Association for Supervision and Curriculum Development, ASCD) and *Tactics for Thinking*-referenced books and authors. This is the only manual, known to us, that puts most aspects of HOTS together.

Because of Marzano's reference to A. R. Luria, a Soviet psychologist, we made note of Michael Cole who had translated the books of both Luria and Luria's mentor, L. S. Vygotsky, into English. Cole was given a grant by Carnegie Corporation of New York (*The List of Grants and Appropriations 1988*, p. 61) because: “In cooperation with their Soviet counterparts, they have now devised a research plan focusing especially on

the teaching of higher level skills. . . .”

A December 10, 1985 *New York Times* article, “U.S. and Soviet to Share Insights on Computers” stated: “They (the innovators) see the computer as the key to closer cooperation between children and teachers and as a means of teaching pupils to think independently and to take greater responsibility for their own education.” (Independently from their parents, of course.)

It has taken us a number of years to piece the program together and observe how it is actually used in the classroom. We discovered that “Higher Order Thinking Skills” doesn't involve thinking at all; in fact, the tools for clear thinking are systematically withheld . . .

Words Have Exact Meanings

Higher order thinking skills are essential to the current reform movement popularly known as Outcome-Based Education (OBE). Without this new thinking process, children will not be capable of using the correct political and psychological thinking necessary to meet the new outcome. Don't let the terminology fool you — they purposely use words whose meanings are likely to keep you from asking questions.¹

One superintendent (or other change agent)² after another has introduced it into local school systems. They have been warned not to become overly anxious and implement it all at once — so that the parents won't see the bits and pieces put together. Everything is to be done piecemeal to keep the goals as secret as possible. In this way, people will have plenty of time to be conditioned to accept the unacceptable.

Experimental programs will be brought in from the federal education laboratories and from numerous other sources.³ Pilot schools will not keep appropriate records to document the results of their experimental programs. Legislators will not ask for research before granting money for more experimental schools. No accounting of tax money will be requested by representatives.⁴ And year by year, little by little, every aspect of the national agenda for restructuring education will be brought into each school.⁵

Unless — unless the parents, voters and office holders decide to find out what really is going on and stop it before all representation is taken away.

The teacher's manual for Higher Order Thinking, *Tactics for Thinking*, referenced a book, which made the following statement:

Comprehension may be regarded as relating what we attend to in the world around us . . . to what we already have in our heads . . . Anything I cannot relate to the theory of the world in my head will not make sense to me. I shall be bewildered.⁶

It makes sense: if your understanding of the universe around you conflicts with some new information you're given, you're not likely to understand or accept it. Worse, when an authority figure demands that you accept the new confusing information, you reach a point of bewilderment — until you either accept the authority and the new information, or reject the authority and retain your previous understanding (which is supported by the evidence of your senses).

It's a well-known fighting tactic: *bewilder your adversaries*, keep them confused. Opponents are easier to overwhelm when they don't know what's going on.

We hope to show you how our “educators” are using exactly those tactics, in exactly that manner, against you, the enemy. The purpose of this paper is to show you why — and how — our educators are trying to be so bewildering: because the best way to control the population is to catch them while they're young, while they don't know any better, and program them to behave the way you want them to. And thus we have behavioral psychologists receiving federal grants to restructure our educational curriculum.⁷

Some of the things taking place in education these days are so amazing that they will not likely relate to what you think is going on in your school, county, state or nation. It will probably cause you to be bewildered (if they have their way).

It is the behavioral psychologists, and those who have been trained by them for the purpose of acting as change agents, who are out to bewilder everybody. They are hoping, if not certain, that most people will be confused by the change of our thought processes (which will lead to a change in our culture). But they don't think many will care enough to address the state of bewilderment, let alone act to clear up any confusion. They're counting on it. Since bewilderment typically leads to a sense of being overwhelmed, their radical reform is not endangered — unless the populace pulls together to defeat the “overwhelmed” attitude.

Statements such as the following by Richard Paul, a noted supporter of critical thinking, *are* overwhelming, and people do themselves no favor by ignoring them.

[C]hildren become literally dependent, intellectually and emotionally, on them (parents) . . . In this way, children are condemned to closed-mindedness . . . Children come to adulthood today as intellectual, emotional, and moral cripples.⁸

Paul is only one of many who have made this assessment. This elitist attitude is a driving force which is emphasizing your child's emotional and mental needs over academic needs in school.

What he means is children must have their parents' values removed from their thinking; they must change their attitudes and beliefs. This is fundamental to Outcome-Based Education and it is an objective of Higher Order Thinking Skills (HOTS).⁹

While there are many areas we could explore which deal with OBE, we need to address the thinking that is guiding the programs and philosophies we are seeing, but haven't understood.

What we usually see are programs which are symptomatic of strange bewildering philosophies. For example: Parents may object if children view a movie on masturbation. Or, it may be they prefer their child use an alert mind instead of meditating. They may get upset with “dirty” stories used in reading class. They may think sex education encourages sexual activity and drug education increases drug use.

More bewildering, with the new assessments, if the child gets a letter grade the parent still doesn't know what the child is doing: is she good in math — or are her beliefs judged as politically correct? Still more bewildering, longer school days and longer school years are luring the children away from home. The teachers and principals are talking about strategic planning, school restructuring, site-based management, team teaching, interdisciplinary curriculum, and effective schools. The programs, the ideas, the consensus building and complaints are endless. Parents protest against one particular implementation, so it's modified¹⁰ or renamed,¹¹ and the parents walk away proud of having rescued their children from the clutches of the evil programmers, while several other programs are quietly expanded.

Meanwhile, other programs are quietly introduced, the steady flow of programs quietly gets bigger and more harsh. Maybe the one detected program was merely a decoy . . . We could spend endless days defining and describing each of these programs. But it is not necessary if we understand the *process* of Higher Order Thinking.

Usually the programs will state they are being used to increase Higher Order Thinking Skills, critical thinking, problem solving and decision-making. Who could object to such lofty terms as these? They sound great, so why would anyone object? But that's exactly why those names were picked — to tug at your emotions, to soothe your suspicions . . . all the while meaning nothing close to the meanings you'd ascribe to them. These are the areas we should have been researching years ago. It's because we assume they mean what they say, or that their terms mean to them the same that they mean to us, we have neglected to study and scrutinize them. Those of us who have explored the programs found them so alien to our way of thinking, we gave up, trusting our kids' education to the experts — heck, we certainly couldn't understand it, they must know what they're doing. These terms, and the processes they represent, have “bewildered” us.

It may help you to understand this bewildering process if you look at some of the components of HOTS separately.

First, the OBE facilitator wants to begin with a clean slate, so to speak. That is, they want a mind free from prior knowledge or beliefs. Then knowledge and the key to acquiring it (e.g., proper reading instruction) will be withheld.

After this, they begin the “process” with Mastery Learning, i.e., stimulus/response, dialectic thinking, and assessment-re-mediation (s/r) and re-assessment. (Stimulus/response is the same process that is used to train animals.)

1. Clean The Slate

The children must have their minds cleansed of prior beliefs, attitudes and values. (Of course, if children begin going to school at three months of age, think of the time they’ll save later.) Altering the child’s state of consciousness is one process to accomplish this. You might call it *spacing out* (we sure would!); the programmers call it Meditation, Visualization or Attention Control¹² to make it sound credible, significant and worthwhile.

All this is done under the pretense of teaching the child to relax, or maybe, to visualize. So, just turn on the TV and “veg out.” (However, research has shown that our consciousness is turned off, not enhanced by these techniques.¹³) Then the subconscious is fed the relevant information.¹⁴ This is meant to affect the student’s values, but teaching knowledge to the subconscious mind is also advocated. We’ll get to this later. By no small coincidence, if you’re an authority that the child recognizes, it’s a lot easier to suggest things that the kid will readily accept.

The reason spacing out (Altered States of Consciousness) is used so frequently with OBE is to clear the mind of whatever view of the world the child had in his head before he came to school. In other words, it gives the behavioral psychologist a blank sheet. It shortens the time period for changing values and thinking. After all, if a hypnotist can entertain an audience by convincing a football player that he can’t pick up a ten-pound chair, the facilitator should be quite capable of convincing a child he is “successful” even though he can’t read.

The move is toward daydreams, visualization, using pictures, and indeed, toward clearing the mind for the programmer to re-program through stimulus/response. Parents play into the hands of the psychologist or facilitator by allowing their children to space out by watching TV. In this case, it isn’t the content that hurts the child; it is the fact they are watching TV.¹⁵ The child who sits in front of the TV with glazed eyes, mouth half open, tongue in the roof of his mouth, and doesn’t respond when he is spoken to, is practicing altering his consciousness. As the child practices this behavior it becomes easier for the behaviorist to train him to alter his state of consciousness. Children can quickly learn to go into an altered state of consciousness and the more they practice the easier it is to do. That is: they can get into an altered state more quickly and with each practice they can learn to go into deeper unconscious states.

2. The Dumb Down

Benjamin Bloom states that knowledge is the base for Higher Order Thinking. In contrast, Robert Marzano¹⁷ clarifies this to teachers-in-training with an overhead that says we have

too much lower order thinking (knowledge) in our present method of teaching.

Bloom’s statement is intended to allay the fears of parents who have grown suspicious of the new age of behaviorist education; but, as we will discover, knowledge is unnecessary for OBE. In fact, armed with knowledge, a child will be better able to withstand and resist OBE — he’d use old-fashioned critical thinking and question the process — so he’d be more of a threat to the whole program; thus, it is actually important for the facilitators to remove what knowledge they can from the curriculum in order to implement OBE.

What Marzano means to suggest is that children can read volumes. They know geography and history. They can recite the *Bill of Rights* and they’ve read the *Constitution*. They can do algebra, geometry and calculus. They are excelling in physics and chemistry. They could compete against children from other nations all around the world.

But the parents are up-in-arms because their children just cannot think critically, cannot make decisions and cannot solve problems. So Marzano is coming in as an educational superman to rescue the children from their plight.

Thus, to begin the rescue of students from our old-fashioned values, and teach them to solve problems and make decisions by the Higher Order Thinking process, the knowledge base (content, or subject matter) is being systematically dumbed down. It is being replaced by “process.” We’ll cover these “processes” in a moment in steps 3, 4, and 5.

It doesn’t matter what your school calls its processes: cooperative learning, critical thinking strategies, integrated thematic instruction, future-sensitive training, global village class, earth’s children, or any other esoteric term. The children will still learn to read, if taught phonics. They will learn mathematics, if taught arithmetic, the same for history, science and all the other basic subjects. Instruction in academics will teach students today just as effectively as it did decades ago.

Beware of any peculiar names; they are likely to be part of the OBE “process.” Phonics are not taught in OBE reading classes. Arithmetic is distorted. Knowledge is cast aside in favor of the program from the behavioral psychologists.¹⁸ Children are left on their own to discover what the teacher (facilitator) is discouraging them from learning.

Not only will the child be given less knowledge, but the knowledge they are given will not be given as absolutely true. They are working from a philosophy that thinks there is no way to prove that $2 + 2$ will always equal four.¹⁹ This dumb-down process starts with whole language. The average student will not read well and many will be labeled with some learning disability terminology (e.g., dyslexia, attention-deficit disorder). The process will then proceed to deconstruction of the language.²⁰

“Altered states of consciousness” is also promoted as an asset

to teach “academics.” The child is told to seek a special or inner guide or universal consciousness for all knowledge. If the teacher can program the child in a subconscious state, then the child will believe that all learning is intuitive. After all, the child will not know when or how he learned c-a-t spells cat. And he certainly will not know why it spells cat, because by using whole language as a learning method, he will not be required to learn the sound of the letters or the phonetic rules governing the sounds and spellings of our words.

It isn't that schools just don't explain letters and sounds, or that sounds make words. They've practiced this for years; they used to call it “Look - say” reading. But now it is much worse. They are teaching that words have NO meaning or they are giving words new meanings — to further widen the generation gap and cause confusion. Divide and conquer.

In addition, they are using words to depress, frighten and confuse our children. An ordinary spelling book²¹ was reviewed by an interested mother. She listed occult words, New Age words, long lists of words defined in such a way as to bring to mind natural disasters and accidents, hostile and angry feelings, behavior disorders, fears, physical and emotional hurts, law-breakers and their weapons, environmental and global concerns. Listed below are a few of those words and the definitions they were to be given as the teacher recited them for the children.

<i>point</i>	The point of a knife
<i>tackle</i>	The policeman tackled the fleeing burglar.
<i>blow</i>	The bad news came as quite a blow to him.
<i>rock</i>	The earth tremor rocked the house.
<i>jar</i>	The explosion jarred the building.
<i>red</i>	Having the color of blood.

More recently a parent complained of the “hurting” alphabet.²² Instead of A being represented by apple, it was represented by avalanche. And so the letters A through Z, were nearly all related to terms of pain or disaster.

The public is routinely deceived by “educators” who explain they are going to fix the literacy problem with whole language (a look-and-guess process which is destined to lower the literacy rate faster than ever). This is basic to Higher Order Thinking and to the critical thinking assessments in Outcome-Based Education. Without the ability to read well, the vocabulary is dumbed down sufficiently to keep thought processes at a very elementary level — for life.

3. Behavioral Modification

Mastery Learning, the old name for what's now called OBE, will be implemented. It's the process of stimulus/response with the very repetitious positive or negative reinforcement.

This process of Mastery Learning is nothing more than animal training stimulus/response techniques — more correctly called behavioral control, condition, or psychological manipulation. Knowledge is not required — because as any-

one knows, an animal doesn't need knowledge in order to be trained. And this is used in nearly all those “programs” parents find objectionable: sex ed, drug ed, and gang ed, death ed, multiculturalism, environmentalism, group therapy. The use of education jargon differs slightly, but they are discussing the same thing.

This is a deceitful abuse of our language by these behavioral psychologists and change agents who call themselves educators. They will use a word whose meaning you approve of, so that you'll accept their program without questions, even though their use of the word has little relation to the real meaning. They know you won't understand what they're talking about. Whole Language, Higher Order Thinking Skills, Outcome-Based Education — the words are chosen because they have a meaning to you that is different to what the terms represent to the behaviorists. Compare their words and their actions to see what they mean by the use of their words. Do their words match their deeds? Do they say they are starting with a knowledge base, all the while replacing academics with programming? Are they wasting instructional time with “fun” projects and more process?

You can program a person to be a criminal or a saint, they say. They are “fixing” the nation's pregnancy problems, drug, and gang and suicide problems the same way.²³ They are going through a “process” — a very sophisticated psychological process; not instructing or teaching the student. Educators have stated that the process is more important than the content.²⁴ That's a bewildering statement, but they state it as though they mean it. Do they mean what they say or do they only use the terminology for the purpose of bewildering people? If they really do mean it, then they would not care if farmers planted corn or cockle burr. Just as long as he went through the “process.” Nor would they care what was harvested; corn or cockle burr. Likewise, they wouldn't care if Kellogg's processed corn or cockle burr. But, most important, they wouldn't care whether they poured corn flakes or burr flakes in their cereal bowl. Right? So, do they really mean what they say? Not Likely!

When they advocate OBE, they certainly do not believe “any” process is acceptable. With OBE there is a predetermined outcome. That means an exact process has to be used. Perhaps we are being deceived and conditioned to accept burr flakes! (It's just an illustration, but metaphorically, it's exactly what they're after: we should accept anything they give us, and be grateful for it.)

4. Dialectic Thinking

Those who advocate Higher Order Thinking call it a process for dialectic thinking.²⁵ In this instance, they are being truthful. But at the same time, they hope that most people will not understand the meaning of the word. As proposed by George Wilhelm Friedrich Hegel, a Marxist philosopher, dialectic thinking is the process of thesis/antithesis/synthesis. It's the process Marxists like to use in order to bring about a

change in a society. Dialectic thinking is not difficult to understand once it has been explained. It's just one of those things that has been removed from the "knowledge base" of most Americans (our schools don't offer history any more — now, its social studies).

Typically, the American way of swaying the public was to campaign and persuade and convince, openly and honestly — sometimes with reason and logic, sometimes with feelings and emotions. But Hegel's method, this dialectic thinking, is subtle, deceitful, and hard to pin down: it's difficult to fight because it's difficult to detect.

Think about this question: "When is it okay to steal?" Consider it for a moment before you read further. It's a valid question, right? *Except that it already assumes that stealing is indeed acceptable in some cases*; but how many students will have the perception — let alone courage — to challenge the teacher on such a point?

Even if a student were to make such a challenge, the teacher could easily back up and say it was a slip of the tongue, it wasn't meant to sound the way it did. Later, another example would make an appearance, then another, and another, until one slithered past the student's careful scrutiny, to subvert his convictions. Or values. Or beliefs.

So, dialectic thinking works like this:

Thesis — *This is what you or your child accepts as truth:*

EXAMPLE: Mommy says it is always wrong to steal.
So, never steal; it is WRONG!

Antithesis — *This can be anything that causes the child to question what is true.*

EXAMPLE: (in a story) Billy's daddy had to steal so Billy wouldn't starve.

IMPLICATION: Mommy could be wrong. At least, it gets the child to "think" in a way he previously knew was wrong.

QUESTIONING PROCESS: Is stealing, in this instance, permissible? Maybe stealing can be necessary.

Synthesis — *Mommy can be wrong; why even listen to Mommy; Mommy doesn't understand. In short, "Ma don't know squat." She hasn't had HOTS.*

(Later the child may come to the next "new truth" and decide stealing is always OK as long as it is taking from the rich — whoever he might think is rich. Many Americans who now vote have apparently come to that conclusion; soak the rich — heck, they can afford it, they deserve it . . . oh, and give me a slice, I need it much more than they do.)

at the same time — no one can. That is: if stealing is always wrong, it can't ever be right. It can't be bad, and at the same time, be good. More important, he cannot stay within the context of the problem and still use the logical thinking he has previously been trained in at home.

EXAMPLE: When solving the problem presented by the story, the student could suggest that Billy's daddy could get a job or go to a charity for food. If the teacher is well trained in the ways of dialectic thinking, the teacher will instruct the student to stay in the confines of the question and simply state whether stealing in that instance is OK or not. (There was a time when pupils were rewarded for "thinking outside the square." The dangerous ones who do so today are primary targets for reprogramming/remediation.)

This is affective education ("feelings-based"). The child is being asked to make a judgment based on sympathy, not reason — on feelings, not knowledge. Knowledge is not required.

This causes disorganization of the mind and behavior. The new term is cognitive dissonance; it's disintegration of behavior and mental breakdown.²⁶ Maybe it would be easier to understand if we were to say it causes mental illness — a double-minded man. The way to escape this mental dilemma is to fully accept the new thought process without reason (e.g., stealing isn't always wrong) and abandon the old concept completely.²⁷ (You can't believe that it's completely wrong to ever steal, at the same time you believe that it's okay sometimes.) Now that we've driven a wedge between the child and his old thinking, the child has a new thesis from which to begin the next session.

When two ways of thinking are presented — 1) the parents' (and the child's) and 2) the schools' (and the state's) — to overcome this conflict of the mind, the child must make a decision. When one view is pounded in, hour after hour, day after day—assessed, remediated and reassessed; when the child has to recite things which are embarrassing or considered wrong, he should give in, if the behaviorists are correct. The synthesis that points where the student just slightly changed his thinking, can then be used as a new starting point to move the student on to another slight compromise in his thinking.

This process (moving the child step by step, synthesis by synthesis, away from his prior knowledge, convictions, values, and thought processes) may not be quick or easy. So now you see the need for pre-school for babies as young as three months old and year-round school for all children. In fact, Attorney General Janet Reno, called for early intervention — as early as the prenatal period! — as a means of ensuring that children have the chance to develop into "responsible citizens" by stating:

. . . [W]e've got to develop the continuum from the beginning . . . to make sure that parents are old enough, wise enough, and financially able to take care of their children. . . .²⁸

The student cannot hold two opposing, contradictory views

This sounds a bit like people may have to pass an OBE as-

assessment before they are allowed to conceive. If the children can be taught the “correct” values, attitudes and beliefs from the beginning, there will be no need for the long drawn-out process of compromising their old thinking, step-by-step, to get them to the proper thoughts.

How efficient! Gotta conserve those resources. This process to create mental confusion, so that the values and beliefs of another culture can be used to replace one’s existing values, has been referred to as cross-culturalization. It can be explained like this:

Every person — each family, each community and each nation — has a “platform” of beliefs that make them who they are. By introducing this process of dialectic thinking, they are being undermined by having the platform removed out from under them, one plank at a time. As one plank is gently pulled out; another is gently pushed in to replace the removed one. If it is done cautiously enough (and if the platform was not too sturdy to begin with it can be accomplished with greater ease), no one will become aware of what has been going on. Everyone will accept the new culture without resistance. In fact, they will not know they are standing on a new platform.

When all their liberties are removed at once, the people will rebel. But erode them away, one at a time, and they will thank you for it. Perhaps you have noticed that our belief system has changed. Think back a few years — maybe ten, fifteen or twenty. Was homosexuality widely discussed? Would you openly and without embarrassment discuss condoms? How many couples did you know who were divorced? How many unwed mothers did you know? These traditional values are changing by design. While the political right inched to the left, the left flew off the scale. This is why those who are making the radical change can turn on the traditionalist and call him the radical. The traditionalist—by standing on his principles—*has appeared to move to the right*; he’s simply not staying on the platform. It’s been replaced by a new one—farther to the left.

5. Assessments, Remediation, Re-assessments

Assessments will be performed to be certain *all* the children have been properly trained. The assessments will be done through what is called authentic assessments and portfolios. This is not to be confused with academic testing.

If knowledge is removed²⁹ all that is left is process and assessment. If knowledge is removed, and the outcome is predetermined, then the process has to be controlled to properly “demonstrate” or “perform” the expected outcome. This is outcome-based education: demonstration and performance, as many states call it. This is what you expect from mastery teaching and learning. Responses are demonstrated or performed — any monkey can “perform.”

Intelligence, on the other hand, can be tested but not always performed. It’s a human function that the children are being

deprived of, under OBE.

A reading specialist, Frank Smith, in *Understanding Reading* gives us information on B. F. Skinner. He states:

A response, quite simply, is a piece of observable behavior — not an idea, or a prediction, or an emotion, or a memory — all of these are unobservable, and therefore in the behaviorist view “fictions” . . . A stimulus, also quite simply, is an occasion for a response. A red light is the stimulus for stopping a car . . . and the printed word *cat* is a stimulus for the spoken word “cat.” Positive reinforcement is anything that increases the probability that a response will recur in the presence of a particular stimulus; negative reinforcement reduces that probability.³⁰

Performance or demonstration of “learned” abilities will require teachers to abandon traditional testing of intelligence. Teachers will be retrained to keep portfolios which the child or parent will not be aware of. The portfolios will be kept from one class to the next; one year after another. The authentic assessments, however, may be done by using a computer scanner to scan the child’s bar-coded name and the bar-coded behavior the teacher wanted to observe.³¹ Or the teacher may videotape the students.³² This will be an on-going process as teachers will be instructed to observe behavior on the playground, in the school garden, at the ball games and on field trips, in addition to the regular classroom mayhem. Of course, the scanner will make the data keeping much easier as it will be electronically exchanged into the computer data system at night.

It sounds convenient; swipe the card through the machine and the teacher is done. But what if Jennifer doesn’t happen to fall directly into one of the categories expected by the computer? No time for extensive notes or explanations; just file her under “authority-challenged.”

Children will be subjected to positive and negative reinforcement (to get the proper responses) in large doses as the schools move to cooperative learning, group counseling and peer dependency. Rejection by the group — a negative reinforcement — is to be dehumanized. The group will not proceed until *all the children learn* what has been determined to be necessary. Imagine the peer pressure on a student who makes an attempt to exercise his integrity! The teacher will assess and re-assess. All children will learn that hard work has no reward, and that studying for a test is a waste of time (because they can simply take it, over and over again, until they get it right). Positive and negative reinforcement will be repeated until every outcome is accomplished by every student.³³

One teacher told the story of an elementary child who did not get a positive reinforcement (an ice cream sundae with *any* kind of topping a child could want) simply because that child had taken one lunch to school over a particular period of time. The “treats” were only for those children who ate the school lunches everyday. One lunch from home and this child was no longer “part of the group.”³⁴

This worked as both positive and negative reinforcement. The children who got the sundaes (positive reinforcement) may have thought it a worse punishment for the nonconformist to have to sit and watch them eat their sundaes (the non-eater was “different” — an outcast) than to be deprived of eating something good at a time when you are very hungry. So they (in theory) would say to themselves, “I’ll always conform to the group. I don’t want to be pointed out as ‘different.’ And besides, I did what was right, and got this reward.” The punished child (again, in theory) should feel so disgraced, the temptation to do anything different would never really be appealing. But, just to be certain, the hunger also will help to negatively reinforce any nonconformist act.³⁵

The children aren’t the only ones subjected to this. For instance, a negative reinforcement aimed at parents would be rejection from a committee, being snubbed by the educator you thought was a friend, or receiving threatening or harassing phone calls.³⁶ If you were nothing more than an animal, as the behaviorists believe, you would quit the behavior which produced the unpleasant result. Parents may withstand this treatment.³⁷ But how could children be expected to withstand it day after day, year after year?

All of this falls outside the realm of intelligence. This is the way to train a porpoise to perform at Sea World, or an elephant to perform for a circus. This is Mastery Learning — OBE.

Here’s another example. The difference in OBE and traditional academic instruction may be understood by using the subject of citizenship as an example of how different the assessments would be. In traditional schools, with traditional testing, the student would be instructed in history, geography, government, etc. He would be taught what the *Constitution* said: who wrote it, and from historical documentation, why. He would be taught about rights, privileges and responsibilities. He would be taught what a democracy is; a republic, a dictatorship, oligarchy, monarchy, anarchy. He would know the meaning of fascism, Nazism, socialism; slavery, servitude and freedom. He would learn that actions have consequences. He would know that if he failed to read, and participate as a good citizen, his nation could deteriorate.

He would be tested to be certain that he understood these academic things, so that as he matured he could make informed decisions about values and duties. If he did not have the knowledge to base good decision-making on, he would repeat the classes.

In OBE, the student will be told what to do. That is; they must do “community service” (state approved, of course), they must register to vote, they must recycle, they must join protests (politically correct ones, like writing their legislators to increase spending for schools) and they must be tolerant of everyone and everything.³⁸ (Everyone has diplomatic immunity — except you and your traditional values.) Just go along with the pack, and you’ll get high marks in OBE.

Authentic assessments will then be done to judge the students’ performance. How well can they “demonstrate” what they have been stimulated to do, *what they have been programmed to do*? If they aren’t demonstrating political correctness, they will be remediated and none of those in the class will go on to the next lesson until they *all* succeed in demonstrating acceptable behavior.

While most people do not connect whole language with stimulus/response, Frank Smith, previously quoted, seems to make that connection: see c-a-t, say cat. Stimulus, response. Since the confusion of the language has been recognized as a perfect way to split a culture³⁹ (when no one knows what anyone else means by the words they use), the social planners would never under-rate its potential. So the children are taught to read by stimulus/response. If they see a group of letters together, they are to respond by saying a particular word. That is far different than learning the sounds in the language, learning the spellings for those sounds and then reading words.

In reality, it is even worse than that in the modern classroom. The child may respond by saying “cat” when they see the letters c-a-t together. Then again, they may respond kitten. Kitten would not be graded as wrong. (Heavens, it might injure the child’s self-esteem.) But, still worse, the children are taught that they should guess what the words are if they don’t know. They are to *create* meaning from the words they don’t know.

It works a lot like estimation in math, but that’s changed, too. In schools a few years ago, we were taught how to do percentages. Then we were taught how to make a close estimate. Businesses estimate all the time, before they commit to a project and, once they commit, they calculate everything down to the inch, to the penny, to the minute. If the estimate wasn’t close, it was wrong. But today it can’t be wrong; after all, it is only an “estimate.” So, they are estimating meaning, without the knowledge base upon which the estimation would take place. And since it is only estimation, nothing can be wrong. This is Higher Order Thinking! The only thing bewildering about it is that they give it a name like “Higher Order Thinking.” It’s not what you would consider higher order thinking (we certainly wouldn’t); and they hope nobody challenges them on the definition of their term. (We would probably call it something like Propaganda 101, or Modern Conditioning. That’s not so bewildering.)

The idea of twisting and distorting the meanings of words (or, as they would have us believe, that “words have no meaning”) is not new. It is just that it is new to the United States. Traditionally, Americans have recognized that some things are true; some are false. There could be no truth if there was no such thing as meaning. This has been one of those huge bewildering things that we have been unwilling to confront. If one were to hear a school administrator say, “It isn’t where you are going, but the travel that’s important,”⁴⁰ it would be far easier to ignore the statement than to deal with it. After all, one would recognize that the administrator still returned to his office every day. Was his destination important or not? Is he saying this to confuse parents? Is his mind so messed up that he believes this? Is he a liar? Hmm? It is important to rec-

ognize that the thought process, and therefore thinking, has radically changed in this nation. We are actually losing the meaning of words. To complicate the situation more, some people know the meanings are changing and take advantage of that. Those who don't know meanings of words are changing simply become more bewildered, more easily confused and more easily dominated.

There is a difference between a liar and someone who doesn't believe words have meaning. The liar knows he is lying and most people can understand what is happening even if they don't like it. Think about trying to convince your parents that you came in before curfew when you (and they) knew you were late. They and you knew you were lying. It was a right and wrong issue. You lost. You were wrong. If they were doing their job, you didn't really want to attempt lying again.

Today, the thought process has changed. There are people who honestly believe that words don't really mean anything.⁴¹ You might say your teenagers are to be in before 11:30. They may come in at 12:15 and argue that they are on time. After all, 11:30 comes twice a day, fourteen times a week, in different time zones. Time is relative. Heck, you probably didn't know what you meant, either.

Try building a rocket that way. Or coordinating an invasion. Or running an assembly line.

Perhaps, most people would think we have simply become more loose with the use of our words. For instance, in a world of robbery, violence, hatred, abuse, battery and so forth, everyone seems to be in love with everyone. The performer who "loves" his fans; the parents who can't interrupt their entertainment or hobbies, but will call home to tell their children how much they "love" them. And the child who is getting dressed to go out for the evening will no doubt tell her mother how much she loves her. Mother may be called to the county jail in a few hours and be humiliated by the child's behavior; behavior that would never have taken place if the child honestly loved and respected the parent. The word "love" has lost all meaning in these situations. Yet it is still used. In fact, it is used much more now than ever before. But a few years ago it wasn't necessary to say it so much. Real love (with meaning) is demonstrated or displayed through behavior. To be more accurate (and that is what words are for), parents who love their children put them before themselves, and children who love their parents honor them with good behavior. And, perhaps, the entertainer simply appreciates his fans or their money.

This may be a simplistic illustration. But the performer, the parent or the child, are not lying in the true sense of the word. Either they don't know the *meaning* of the word "love" or they are not careful to use the proper word. But the deliberate misuse of the meanings of words (the semantic deception) — the new-age terminology for what we once called "lying" — is a powerful manipulation tool when placed in skilled hands.

Outcome-Based Education is hardly education — it's animal

training. If you bark when you hear the bell ring, you'll get your treat. No understanding required. No intellect required — just a desire to gain approval. That's OBE.

And their Higher Order Thinking Skills actually have very little to do with thought; rather, it's how well you get along with the group. How sensitive you are to the feelings of others. How willing you are to measure yourself by anyone else's standards. How you're willing to be a doormat for everyone else. How much your self-esteem depends on the approval of anyone, absolutely anyone, besides yourself? How dependent you are on that approval? How far you will go, the things you will do, to get that approval?

How easily and simply you can be controlled? B. F. Skinner has repeatedly suggested that adequate methods of behavioral control are already available and could improve the human condition tomorrow *if we were not too timid* to put them into practice⁴². Behaviorists assert that all behavior can be understood — in Skinnerian terminology "predicted and controlled" — by establishing habits through the reinforcement of a response in the presence of a particular stimulus.⁴³

The hero in *Walden Two* (written by B. F. Skinner) states that

Now that we know how positive reinforcement works, . . . we can be more deliberate and hence more successful, in our cultural design. We can achieve a sort of control under which the controlled, though they are following a code much more scrupulously than was ever the case under the old system nevertheless feel free. They are doing what they want to do, not what they are forced to do. That's the source of the tremendous power of positive reinforcement — there's no restraint and no revolt. By a careful cultural design, we control not the final behavior, but the inclination to behave — the motives, the desires, the wishes. The curious thing is that . . . the question of freedom never arises.

Maybe that is the situation today. Maybe it is as simple as clearing the minds of previous beliefs, attitudes, behaviors and knowledge. Maybe all we need is the appropriate stimulus and the proper reinforcement to develop constructive attitudes and values. Maybe there are some superhuman behavioral psychologists and social planners who have their lives so wonderfully whole and their act so completely together that they know what is best for everyone. Maybe they can structure a Utopian paradise, run by compliant human resources. Maybe.

Except, how can we know the button-pushers are going to push the right buttons? And who pushed their buttons? And who programmed the button-pushers' button-pushers? They'll confidently and smugly inform you that they have the background — they were brought up in the right environment, you see — and that you just won't understand (your environment was inadequate, got it?), so you just trust everything to them,⁴⁴ and it'll all work out nice and lovely. Now go away and let the busy programmers do their job. Here, have an ice cream cone, and watch some TV. All comfy now?

Behaviorism. It's a question of control — who has it, and over whom. They want the control—control over the future — via you and your kids.

So What's the Point?

The alternative is to arm people — beginning when they're children — with facts, information and knowledge so that *they can make their own decisions*. Nobody would have control over anybody; everybody would have, and should have, an opportunity to gather what resources he needs to be able to make his own way in the future: to profit from his knowledge or to squander it, to improve his lot or to degrade it. This way, every individual has control over his own destiny, in his own hands.

But this is in dire opposition to what the behaviorists are after. If your kids are armed with knowledge, they'll be much more difficult to control, to train, to program. This gets in the behaviorist's way. It's a nuisance. An independent mind is difficult to enslave.

This is why it is important for you and your community to keep academics in the curriculum at your local schools. **HISTORY** — learn from the mistakes others have made. **LANGUAGE** — learn how to communicate with fellow human beings in writing and in speech. **MATHEMATICS** — learn how to use numbers as a powerful tool, to plan, to estimate, to measure, and to build. **SCIENCE** — learn to discover the secrets of the universe and how to make them useful to mankind. **VOCABULARY** — constantly improve your ability to reason by finding more precise terms for your thoughts. And perhaps most important and basic of all, **READING** — learn to benefit from the learning of others; tap into their imaginations, their conclusions, their discoveries; learn from their failures and their triumphs.

It is not enough to object to a program simply due to questionable content. Objectionable content is not the reason to question a program, for even true academics may genuinely encounter content which you'd find objectionable. The questionable behaviorist programs will only be a small symptom of the huge disease spreading throughout our education system. Attack the virus, not the inflammation. After a minor program is abandoned, another program — or a modified version of the same one, under a different name — will take its place. Killing mere programs will prove fruitless. Attack behaviorism, not just objectionable programs.

Stop the behaviorism. Anything that replaces academics is unacceptable — it will not do. Academics, academics, academics. Be sure your kids are learning facts, knowledge and information, not sensitivity, multiculturalism and global awareness.

Do not simply trust the education of your children to “the experts.” It's the future that's at stake—your future, our future, and your children's future. Anything that takes the place of academics should be questioned, if not rejected outright.

The behaviorists claim that they have the right and the power to brainwash and control the ignorant masses. They will have the power, if we give it to them, but they do not have the right. So, the masses simply need to shed ignorance, overcome bewilderment, and overwhelm the enemy by acquiring knowledge, using reason and logic, and out-working the planners.

Higher Order Thinking

The war against men's minds has for its primary objective the creation of what is euphemistically called this “new Soviet man.” The intent is to change a mind radically so that its owner becomes a living puppet — a human robot — without the atrocity being visible from the outside. The aim is to create a mechanism in flesh and blood, with new beliefs and new thought processes inserted into a captive body. What that amounts to is the search for a slave race that, unlike the slaves of olden times, can be trusted never to revolt, always to be amenable to orders, like an insect to its instincts. The intent is to atomize humanity.

That is the ghastly form which the conception of the “new Soviet man” has taken. Secrecy and the darkness of a controlled environment are required for it to work. Wherever this secrecy is denied to the [Reds] or the controlled environment penetrated, brainwashing cannot succeed.

Surely there can no longer be a trace of doubt that brainwashing is sheer evil. The fight against it is the culminating issue of all time, in which every human being is protagonist. There can be neither escape nor neutrality where such responsibilities lie.

There can be neither front nor rear, for the great lesion that came from the brainwashing chambers was that while every man has a cracking point, every man's cracking point can be immensely strengthened. That is the job of home, school, and church. The mother, teacher, and pastor are in the front lines in this ideological conflict, and every word they say to their sons and daughters is important to the struggle, for character more than anything else will determine the outcome.

Truth is the most important serum and integrity the most devastating weapon that can be used against the totalitarian concept. Facts can demolish the entire fake communist paradise. Nothing should be allowed to interfere with the task of getting those facts across to the people who need and can use them.

The men who went into battle in Korea against the tanks and minds of the communist forces had not been given a hint regarding [Reds] brain warfare. That is what gave the communist the expectation of easy propaganda pickings among the captives.

Only an informed people can shoulder their responsibilities effectively. When free men know both what they are fighting against and what they are fighting to preserve and enhance, they are unbeatable, stronger than any strategy.

What is absolutely essential is that the full facts be given to all our people, for mind warfare is total war. This approach can make our struggle for the mind the crusade it should be. Never since man received reason beyond the instincts of animal kind has there been a more important issue. In the fight to give man forever the opportunity to develop, every possible weapon must be utilized on the field of battle, which is everywhere. There is no "behind the lines" any longer. (From the closing paragraphs of Edward Hunter's book, *Brainwashing*, Chapter 11, "A Matter of Integrity.")

Endnotes

- 1 *Tactics for Thinking: Teachers' Edition*, Robert J. Marzano (p. 83). This chapter on "Evaluation of Evidence" states: "Meaningless claims are most often found in advertising. Meaningless claims use contrived terms that are not legitimate words but are intended to promote a false impression." He gives an example and then observes: "It conveys the message that some scientific process was used in the development of the product." What we are seeing "marketed" is the reformation and restructuring of education.
- 2 *The Change Agent's Guide to Innovation in Education*, Ronald G. Havelock (1973, p.5).
Portions of this guide were originally developed as part of contract NO. OEC-0-8-080603- 4535(010) with the Office of Education. Under "Definitions" it states: "Change agent: A person who facilitates planned change or planned innovation. The *Guide* is intended to be a manual for the change agent. Client: A person, group, or organization or community which the change agent chooses to serve."
- 3 *Tactics for Thinking*, a Higher Order Thinking program has been introduced in many states including Indiana. Governor Orr (Indiana) introduced the A+ program. Both of these came from the Mid-Continent Regional Educational Laboratory (McRel) in Colorado.
- 4 Michael K. Phillips, Indiana Speaker of the House, letter to Mrs. Wollinger, August 26, 1991:
"The Indiana Department of Education did not conduct a formal evaluation of the ISCIIP program."
1990 *H. B. 1290* legislated many of the innovations and experiments from ISCIIP.
- 5 1993 Indiana *H.B. 1003* proposed giving power of the school board to the superintendent or his designee — making the reform complete by removing all power from the taxpayer. The bill was discovered after passing the House on a party line vote. Citizens of Indiana, with the help of school board members, claimed credit for its defeat in the Senate. The bill was based on the final report, January 6, 1993. In her testimony before the Select Committee making this report, Jackie Danzberger, Governance Program Director, Institute for Educational Leadership, suggested "that all education reforms currently being recommended across the country would have difficulty succeeding unless the changes were preceded by a restructuring of the way schools were governed." She also stated that "local school boards should be given flexibility to develop policies to reach the goal set by the state." (p. 44)
- 6 *Understanding Reading*, Frank Smith (1982, pp. 53 & 55).
- 7 *Tactics for Thinking*, researched with federal grant money, written by Robert J. Marzano — an employee of McRel, a federal education laboratory. Published by (Association for Supervision and Curriculum Development ASCD). While Marzano is not a behavioral psychologist himself, almost all his references are from people who are.
- 8 *Critical Thinking: Fundamental for a Free Society*, Richard Paul (p. 12). Referenced in *Tactics for Thinking*.
- 9 *Tactics for Thinking*, p. vii: "The direct teaching of thinking skills places education in an area where they must confront basic beliefs, values and unstated assumptions about what is taught, how it is taught and how it is assessed."
- 10 E.g., Warrick County parents fought a new curriculum, *Family Life*. After being assured that particularly offensive portions would be removed, parents settled down. Years later it was discovered many of those sections "supposedly removed" were still in the curriculum guide.
- 11 Dr. Carnes publicly offered to call "Attention Control" in *Tactics* any other name that would not offend the protesters.
- 12 *Imagery in Education*, A.A. Sheikh and K.S. Sheikh, p. 173: "Some controversy surrounds the term 'meditation' and it is advisable to use other terms, such as 'imagery,' 'centering,' 'visualization,' in order to distinguish between meditation as a religious event and VGI as an educational tool."
- 13 *Human Information Processing: 2nd Edition*, by Peter H. Lindsay and Donald A. Norman, 1977. Referenced in *Tactics*, p. 610: "Pity poor S, our central supervising consciousness, turned off in mediation by distracting it to do meaningless activities and bypassed in problem solving by feeding the subconscious all the relevant information and then waiting for the report."
- 14 *Ibid*.
- 15 For more information, read *The Plug-In Drug* by Marie Winn.
- 16 Known as the father of Mastery Learning (the old name for what is now called Outcome-Based Education) and Higher Order Thinking.
- 17 Author of *Tactics for Thinking: A Higher Order Thinking Skills Manual*.
- 18 This accounts for some of the increase in school funding. Teaching basic academics is relatively cheap compared to using psychological manipulation such as stimulus/response. Teacher "training" is also more expensive and time consuming.
- 19 *Happenings Magazine*, Oct 21, 1993, "Tracy Ullman Is Moving Out" quoting Ullman, "And it didn't matter if she [Ullman's 7-year-old daughter] KNEW that two plus two was four as long as she had enough self-confidence to ASK how to get 'to the conclusion of the problem'."
- 20 For more information on deconstruction and whole language, read *Free World Research Report*, February 1993, "Whole Language: Deconstruction in the Classroom" by Samuel L. Blumenfeld and *The New Illiterates and How to Keep Your Child from Becoming One* also by Sam Blumenfeld.
- 21 *MacMillan Spelling*, second grade
- 22 *The Z Was Zapped*, by Chris Van Allsburg (Houghton Mifflin Company, Boston). The summary states: "Depicts how A was in an avalanche, B was badly bitten, C was cut to ribbons, and the other letters of the alphabet suffered similar mishaps." Not only did this alphabet suffer but because B was badly bitten, the top portion on the letter was gone. How much confusion might that bring to a child just learning the shape of the letters?
- 23 *A Change Agent's Guide to Innovation in Education*, by Ronald G. Havelock, p. 24: "The results showed that, as a result of the course, students had become more permissive in their thinking on the issue of sex and drugs and that their value judgments had a more humanistic foundation . . . When I reported the experience and findings from the pilot courses to the project team, the project really got under way. The pilot project confirmed our observation that the students would welcome such programs."
- 24 Often quoted by Dr. Carnes, East Gibson School Superintendent, (Indiana) to teachers.
- 25 *Dimensions of Thinking: A Framework for Curriculum and Instruction*, Robert J. Marzano, p. 22: "Paul (undated) believes that to counteract this egocentric, ethnocentric tendency, schools must engage students in dialectical and dialogical thinking. Dialogical thinking involves a dialogue or extended exchange between different points of view or frames of reference. Dialectical thinking is dialogical thinking conducted to test the strengths and weaknesses of opposing points of view."
- 26 *The Complete Works of Francis A. Schaeffer: A Christian Worldview: Vol. I, A Christian View of Philosophy and Culture* (1983, p. 58): "This means in practice that a man cannot totally reject the methodology of antithesis, however much his system leads him to it, unless he experiences the total alienation from himself brought about by some form of mental breakdown."
- 27 *Ibid*, p. 59: "The result of not being able to stand in the honest integrity of their despair . . . (. . . that of a total dichotomy between rea-

son and meaninglessness) has led to modern thought being shifted yet one stage further into a third level of despair, a level of mysticism with nothing there.”

- 28 *Goals 2000* Satellite Town Meeting, July 1993.
- 29 This does not imply “all” knowledge will be removed. As individuals are assessed, each will be taught the knowledge necessary to do the job he will be assigned to do (similar to Soviet Russia). There will simply be no intention of teaching anything beyond what is absolutely necessary for the job he will be trained to do.
- 30 From pages 216-217 of *Understanding Reading*, Frank Smith.
- 31 *Learner Profile*, marketed by Wings For Learning, Sunburst Communications, Pleasantville, N.Y.
- 32 As told by a Kentucky teacher – identity withheld to protect those concerned.
- 33 “The repetition will exhaust most teachers. The computer will not tire, but will keep on assessing remediating, assessing, remediating . . .,” *Educational Leadership*, April 1982, “Can Computers Teach Values?” by Joseph A. Braun Jr. and Kurt A. Slobodzian, IBM Chart DM118910.
- 34 Identity of student and teacher withheld to protect the innocent and concerned.
- 35 Apparently this was nothing more than a serious lesion in conforming to the group.
- 36 *The Evansville Press*, June 9, 1988: “Charge is filed against teacher”: *The Evansville Press*, June 16, 1988: “Teacher pleads guilty to phone harassment.”
- 37 Adults, both teachers and parents, cannot withstand the consensus building, the sensitivity training, the use of the Delphi Technique (a very specialized technique to divide and conquer, or weed-out, resisters and give ownership — of the predetermined programs — to those who are left) and other such psychological manipulation used against them. Most do not even recognize what happening when they know “something” very weird is going on.
- 38 This is a compilation of outcomes. Specifically, “East Allen County Schools Learner Accomplishments”(undated) reads: “4. The student will meet citizenship responsibilities. The student must have strong self-esteem and accept responsibility for his/her own actions. Also, the student must respect others within a culturally diverse society. The pupil needs to contribute positively and constructively to the needs and interest of self, family and others within a community and international framework.”
- 39 *Genesis* 11:6-9.
- 40 Dr. William Carnes to teachers, East Gibson
- 41 *Evansville Courier*, August 1, 1990 (p. A 10): “The relevant point here is that ‘meaning’ isn’t in the words. It is in us . . .” quote by James Wooton, veteran high school semantics teacher.
- 42 Ulric Neisser (referenced author in *Tactics*), *Cognition and Reality* (p. 177).
- 43 *Understanding Reading*, Frank Smith
- 44 Dr. Carnes asked the East Gibson teachers to “just trust me” often enough that a teacher wrote a book about the reform effort in their district: *The Trust Me Express* by Cecile Caldemeyer, 1989.

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Jeannie Georges — In 1988, Jeannie began her research in response to public school teachers asking for her views on Robert Marzano’s *Tactics for Thinking Teacher Training*. The self-hypnosis process used in this training lead her into research on brainwashing. She has written for newspapers and magazines, has been a speaker at education conferences and has done numerous interviews on education legislation and the process of brainwashing, whether through the schools, churches, or workplace.

21 Ways to Restore Local Control

By Cheryl B. Eagar

Federal/National

1. **Stop** further the *Elementary and Secondary Education Act* reauthorizations. Return to pre-1965 policies.
2. **Discontinue** further choice/charter school (private-public partnership/ privatization) grants.
3. **Phase out** and defund federal control of education, setting a reasonable timeline to dismantle the US Department of Education and leaving only an oversight office composed of elected officials, one from each state, to monitor corporate and government activities related to data collection or any other activities formerly carried out by the Department of Education.
4. **Phase out** block grants. Why should the taxpayer send \$1.00 to the federal government, only to get back 80 cents or less? The only purpose is so that the federal government can continue to control and redistribute the money.
5. **Challenge and discontinue** the unconstitutional and illegal administration of national tests. The Carnegie Corporation-developed National Assessment of Educational Progress (NAEP) originated in 1967 in spite of the federal law that prohibits a national test and direct influence on curriculum. Carnegie Corporation got around the law in part by arguing that it was only a statistical sampling.
6. **End** the federal funding of regional educational laboratories that also remove local control.
7. **Prohibit** collection of private, personal data. Privacy laws must be strengthened, not weakened. This data should not be allowed beyond the local school and only released upon request for application either to another school or for college application/entrance. No access should be allowed by any other public or private entity.
8. **Phase out** the practice of tax-funded research grants to state colleges and universities. This is the source of the socialization of our higher education system and constantly changing classroom practices. If a research effort is worthy of exploring, it needs to be done by state or private funding.
9. **Pursue** an anti-trust and/or class action lawsuit against the private enterprise that also receives massive public funding--the College Board. Break up that monopoly and restore colleges' and universities' development and administration of their own entrance exams - unique and individual to each school.

State/Local

10. **Require** partisan school board and superintendent elections. In Utah, considered one of the top two most "Republican" states in the nation, it is estimated that 70% of most school boards, state and district, vote Democratic in funding and education policy. No school board/superintendent should be appointed by any means, including pre-selected candidates for a run-off at any level. Individual school districts should have an elected school board. Charter schools and site-based councils are taxation without representation.
11. **Keep** the funding tied to the geographical tax base, where the school physically resides, in order to restore neighborhood school district accountability. This is the definition of local control.
12. **End** federal funding of state schools by restoring local control of state trust lands. This property, when sold, should be allocated to the local school where that property is located.
13. As soon as the state is free of federal control, **re-think** consolidated school districts and allow local neighborhood school districts to develop their own standards and curricula with direct accountability to the local tax base.
14. **Prohibit** local unions from forcing participation and using dues for political purposes.
15. **Prohibit** vouchers — or anything like them — that mingle public funds with private sector funds. That is taxation without representation.
16. **Phase out** open enrollment and choice/charter schools in two phases: First, do not create additional charters. Then, by developing a reasonable transition plan under which current charters must build up their own development and self-fund by a certain cut-off date and become private or go out of business. This will have the intended consequence of restoring the private, independent school and real competition in the private market, as well as eliminating taxation without representation.



Individual

17. **Consider** removing your children from schools that receive public subsidies, including public-private partnership (P3) schools (also known as school choice/charter/voucher schools) until the public schools have readjusted to local control. Research private and home school options to confirm they are not aligned with Common Core standards, behavioral tests, or sharing your student's records with databases accessed by unauthorized outside entities.
18. **Have confidence** that if it is your decision it is possible to teach a child the basics at home. If parents are concerned about "socialization" beyond their own family unit, find appropriate extracurricular activities in the private sector, and they will have adequate social interaction.
19. **Teach** your children correct principles and forewarn them. Students must know that if they enter a college or university that takes federal money, they will be taught ideals that your family or religious beliefs might not support, and that it is likely that they could graduate from that system indoctrinated to a more socialist/ secular humanist view.
20. **Avoid** sending your children to private colleges and universities that accept public, tax dollars through research and student grants. Write letters to the colleges of your choice and let them know where you stand and that you will not consider them unless the policies change.
21. **Have the courage** to educate and inform the legislative, business and church communities one-on-one. Help them understand how they will be adversely affected by these federally proposed reforms and that the curriculum will be teaching their future employees to rise up and unionize against them.

In the immortal words of C.S. Lewis: "*Vocational training... prepares the pupil not for leisure, but for work; it aims at making not a good man but a good banker, a good electrician, a good scavenger, or a good surgeon. You see at once that education is essentially for free men and vocational training for slaves.*"

Cherilyn B. Eagar is a professional actor and singer, and has dedicated her adult life to promoting conservative principles. She has served on political and non-profit boards, and worked as a lobbyist for family issues. In 2011, Cherilyn was named Wasatch Woman of the Year in Community Service, being recognized as the first Republican woman to run for the US Senate from Utah as well as her lifetime of service to community and charitable causes. Cherilyn and her husband, Randy, reside in Holladay, Utah and are parents to seven children and grandparents of twelve.

Obama's, "Race to the Top" Agenda — States under Republican Leadership Fall for the Carrot: Children Sold Out for a Profit

By Anita B. Hoge

The Next Generation Schools

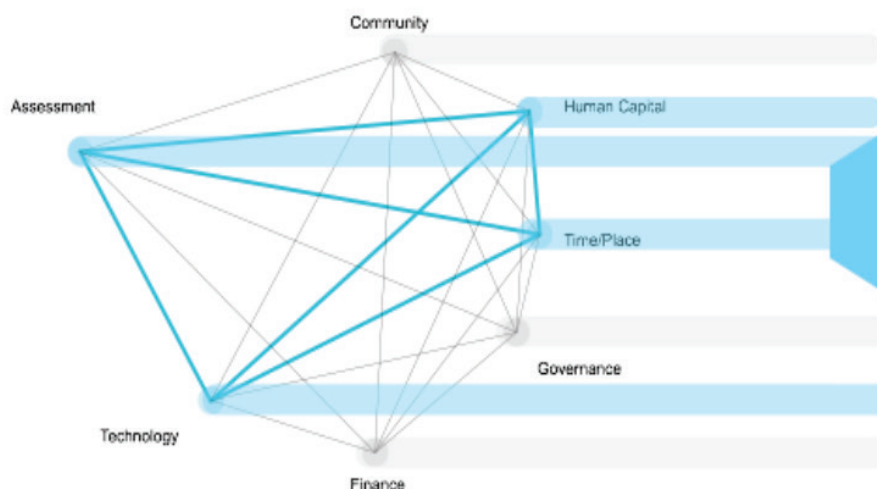
It's easier to understand an agenda with a picture. A picture is worth a thousand words. The following graph was used in a power point presentation about how the Innovation Lab Network (ILB) will change and redesign how American schools will function in the future. This is a "Race to the Top" education model. The graph was taken from a power point presentation from the Stupski Foundation, the international Organization for Economic Co-Operation and Development (OECD), with a grant from the Chief State School Officers (CCSSO), about the Next Generation Schools, called the Innovation Lab Network. (A link is added at the end of this document for a clearer picture of this graph.)



These are the original states that are included in this pilot research project from Obama's Race to the Top: Maine, West Virginia, Wisconsin, New York, Kentucky, and Ohio. Race to the Top was funded from the *Recovery Act* with \$400 billion dollars. Since that time waivers have been given to states that need flexibility in using their *Elementary and Secondary School Education Act* (ESEA) funding in the *No Child Left Behind* legislation to move toward this model since the current Congress has not passed a budget. More states are involved at this time.

The most profound concept in this graph shows how the Next Generation School will eliminate representative

To generate *systemic* solutions, we will work with entry point *clusters*, not point solutions



ENTRY POINT CLUSTER

government. Notice that the new system bypasses the community, governance, and finance. Draw your attention to the blue lines that are most important to this agenda. They are: your child, called human capital; assessment that is testing; technology, and any time and any place. Testing and technology become the most important parts of this agenda to create the human capital of the future for the international global workforce.

How will abolishing representative government work? In order for this graph to become a reality, there are three barriers that must be removed:

- **Community;** families, parents, and churches must have no options or legal authority, only a choice of which school to send their children;
- **Governance;** your locally elected school board or other elected local or state officials that could become a hindrance will be eliminated or reduced to minor functions: parents will not have any voting power over a for-profit charter school;
- **Finance;** the neighborhood school no longer depends on your local tax base to fund schools under equality or leveling the field.

The mantra that will be quoted is, "under fairness and equity there should not be rich school districts or poor school districts, only schools." Your tax money will be pooled regionally to be distributed equally for each child. Federal funds will now fund individual students. Your elected school boards will no longer have the tax base from which to run their school. Your local neighborhood school will eventually be pushed out through academic bankruptcy and/or taken over by charter schools.

This is the new model for school choice. Federal monies, under ESEA Title I, are being changed in new laws being proposed that will have the funds follow the individual child and the *Individuals with Disabilities Education Act* (IDEA) will change the definitions of who can receive funds to include any child not meeting Common Core Standards (CCS) in an individual education plan (IEP) similar to the special education plans for handicapped children. This will mean ANY and EVERY child can receive choice money to go to the school of their choice. The entry point solutions are the end results of the child meeting government Common Core Standards and what must be done to achieve these goals. This is a design down program: start with what the government wants and work backwards to what a child will know, do and be like, or beliefs, values and actions of Bloom's Taxonomy—the "whole child" theory.

This graph from the Next Generation Schools/ Race to the Top agenda spells out how to mold the child toward those objectives. It shows how representative government,

as well as parents, will be erased from any authority in educating their children or how the schools of the future will function through a computerized monopoly of selected profitmaking corporations, otherwise known as corporate fascism.

This is the model for for-profit charter schools that use public taxpayer funds with no elected school boards or taxpayer accountability. This is the model for the takeover of all education in America including private schools. Private schools are included because, when these stipends are given to each child under "choice" from Title I (that is being proposed in the new ESEA legislation in the federal budget supported by Republican Congressmen and Senators, Republican governors and possibly unknowingly by many conservative groups), any child accepting that federal stipend to go to a charter, private, Catholic, Christian, home school, or other school, will be mandated under accountability, to take federal testing to meet the federal standards.

Many tests are being aligned to the Common Core Standards using federal objectives from the National Assessment of Educational Progress (NAEP) test item banks already validated to meet government goals. Inevitably, this will control all education in the United States *if you take the money*.

The CCSSO has had model legislation waiting in the wings for years. Perhaps we can ask why former Florida Governor Jeb Bush is in Maine pushing his charter school agenda with his Foundation for Excellence in Education that is widespread in Florida? Legislation in Michigan, under Republican leadership, *House Bill 6004* and *Senate Bill 1358* would expand a separate and statewide school district, the Education Achievement Authority (EAA), overseen by a governor-appointed chancellor and functioning outside the authority of the state board of education or state school superintendent. These schools are exempt from the same laws and quality measures of community-governed public schools. The EAA can seize unused school buildings (built and financed by local taxpayers) and force sale or lease to charter, non-public or EAA schools. This is proof that there is some truth to an agenda of eliminating representative government.

Look at the corporations that are flooding into these states to get contracts; compare them to who has access to the personal data explained below. Research to create these individual models for individual children with individual needs to meet Common Core Standards has attracted big business. Big money is being made and businesses are lining up at the door to get their share. But at what price?

The Partnership for Assessment of Readiness for College and Careers (PARCC), a testing organization just applied for 501(c)(3) non-profit status which allows easy access

to individual data under the *Family Education Rights and Privacy Act*—(FERPA). Smarter Balanced is another group working through the Educational Testing Service (ETS), American College Testing (ACT), Pearson Foundation, Gates Foundation, and Wireless Generation (Rupert Murdoch) already are feeding at the federal data trough. Republican governors have been hoodwinked into an agenda that is racing toward ending representative government and school as we know it.

Obama unlocks data, FERPA is done, and opens Pandoras Box of privacy invasion, psychological manipulation, giving data for free to organizations to make a profit, and falsely using children in research unbeknownst to parents, school boards, and legislators. The "learning genome," which means testing and teaching the whole child, is not just about academics.

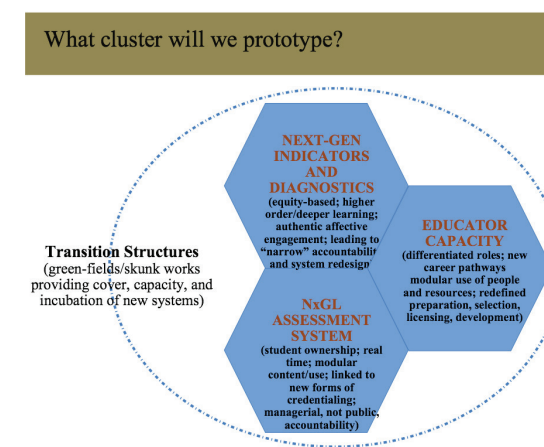
Top news yesterday out of New York: **Experts, Parents, Lawmakers Blast Database Providing Personal Student Information to Vendors March 14, 2013.**

NEW YORK (CBS NewYork/AP):

A new national database that compiles personal student information for educational companies that contract with public schools is being blasted by privacy experts.

In turn, inBloom reportedly plans to put this private information on a data cloud and share it with for-profit vendors. The information will include personally identifiable information, including student names, test scores, grades, home addresses, email addresses, linked to grades, test scores, disciplinary and arrest records, special education status, race, economic status and health conditions, according to Class Size Matters, a non-profit organization that advocates for class size reduction in NYC's public schools.

This is only the beginning.



Obama "unlocks" data by issuing FERPA's new regulations that were promulgated *without congressional authority*, now allowing written agreements with outside vendors to access personal data from the US Department of Education so that a plan can be developed. Each child will be evaluated as to their learning style and personality, strengths and weaknesses, not for the child to do the best of their ability, but do their best to meet government standards. This is for each and every child—*no child left behind* has new meaning. No child will escape the threat of big brother forced on them through computer compliance programming.

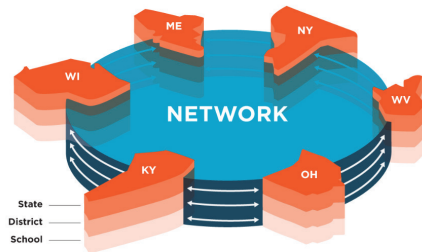
In January of 2012, in an Office of Science and Technology Assessment meeting, Obama named private corporate businesses that he has contracted with to make this government agenda become a reality. These corporations and businesses are developing systems, assessments, software, and curriculum that will be *sold back to the schools* and states when in effect. They get the data for *free*. Some of those corporations are ETS, Pearson and Microsoft, to name a few. I have requested a Freedom of Information Access (FOIA) request for all written agreements that FERPA has entered into, to specifically attain a list of all organizations, foundations, and businesses that are receiving Personally Identified Information (PII) for free to do research, testing, and curriculum development. I have not received a reply as of today.

This next graph explains how the system will work. It is not about academics; it is about *control*. The Next Generation indicators and diagnostics are: equity-based; higher order/deeper learning; authentic affective engagement; leading to narrow accountability, and system redesign. The indicators and diagnostics are pointing toward creating a profile that will force human capital to mold to a prescribed agenda. (See graph on left.)

What is "higher order and deep thinking"? Most higher order questions on a test will measure "beyond text," meaning you cannot get the answer from information provided in the story. You have to give your opinion or value judgment. "Affective testing" is measuring attitudes and values. This is critical thinking that sounds good to the parents or legislators. These value questions are scored to a criterion or standard set by the state. Higher order and deeper thinking & learning will be psychological intervention toward prescribed government attitudes and beliefs. "Authentic affective engagement" will be the psychological techniques used and needed to force the student to change their attitudes and behavior toward workforce objectives. This is the re-design of your neighborhood school.

The Next Generation School agenda will use personally identifiable information (PII) to create this "learning

We will develop these proof points inside of our six-state Innovation Lab Network



OECD-SSRC-Stupski Next-Gen Data System Workshop

DRAFT: In development with Innovation Lab Network and
Stupski Expert Working Group for 22-25 Oct Launch

genome" or the IEP for the individual child. Data has been *unlocked* by Obama by the removal of protective language in FERPA *without* congressional approval, so that any foundation, business, corporation, non-profit, etc., can access data for free from personal micro-records collected by the government through testing and recordkeeping, to align software and curriculum for children to meet these government Common Core Standards. As I have said, customized, individual education plan, or IEP will be developed for every child and technology will help the system accomplish its goals.

Families will be drawn into this agenda by the system's stroking them into believing this IEP is for the good of their child. They will use words like "learning styles," "citizenship," "character," "career paths," "civic learning and engagement." Here is the point; *these attributes sound good, but they cannot be tested and scored in a pluralistic society.*

Do you want your children to be taught to the best of their abilities, or do you want them to be stymied toward only attaining government standards? One is a ceiling, the other is a floor. Remember the "design down" approach. You will design down from a ceiling, the only content that will be taught is the Common Core Standards; you design up from the floor where the sky is the limit. The United States never had a ceiling on knowledge and we can confirm and document that there is a "deliberate dumbing down of America."* We are talking about functional literacy, but with the "right" attitudes and values.

Ask yourself this question: How do you measure character, or honesty, or integrity? What is measured in Citizenship? How will these standards be scored? The answer is psychological testing and probing, writing about argumentation and challenging the student's point of view or fixed beliefs. The National Assessment of Educational Progress (NAEP) researched the testing of attitudes and values in Pennsylvania. Documents show that the department of education said it depended on the sophistication of your school district as to whether you told parents about the testing. "Citizenship" tested thresholds; "self esteem" tested locus of control. They came under the umbrella of Quality Goals of Education, all scored to a minimum positive attitude according to reward and punishment—all according to the government group goals and group efforts—or collectivism. Pennsylvania had to withdraw this controversial test. Is it appearing again in computerized IEP's?

Notice that the assessments, which are most important to collecting data on the individual, are linked to a new kind of credentialing. This new diploma will determine who is college bound or career bound in workforce training. The 20-80 percent agenda applies, those selected for college, those selected for workforce training. The agenda for teaching careers, starting in Kindergarten or before in pre-school, will direct the child's learning path. ACT reported this past summer that testing will begin in kindergarten to test the whole child to direct them toward a career. Work Keys, also an ACT credentialing program for the workforce also tests students in the affective domain, the testing of attitudes.

These workforce standards were all spelled out in the Secretary's Commission on Achieving Necessary Skills (SCANS) from the US Department of Labor. School to Work accomplishes the goal through direct intervention and guidance toward a new caste system of work that is being designed for Americans.

At the State of the Union address the President also talked about a Race to the Top for high schools:

The President will call on Congress to consider value, affordability, and student outcomes in making determinations about which colleges and universities receive access to federal student aid, either by incorporating measures of value and affordability into the existing accreditation system; or by establishing a new, alternative system of accreditation that would provide pathways for higher education models and colleges to receive federal student aid based on performance and results.

A Degree Qualification Profile is also being developed for college students by the Lumina Foundation, documented in *The Crucible Moment: Civic Learning and Engagement for*

Global Citizenship. (http://www.aacu.org/civic_learning/crucible/documents/crucible_508F.pdf) Same standards, same objectives, testing college students in the affective domain; no one escapes having the "right" attitudes.

Teacher training must also change to conform to the new agenda. Differentiated roles, new career pathways, modular use of people and resources, redefined preparation, selection, licensing, and development. In summary, this is a synopsis of current developments with questions that should be answered:

- Data was "unlocked" by President Obama. He awarded specific private partnerships to develop systems, technology, software, and curriculum toward individual students meeting Common Core Standards. These partnerships have been experimenting in Race to the Top school districts. (http://www.whitehouse.gov/sites/default/files/microsites/ostp/ed_data_commitments_1-19-12.pdf)
- FERPA was expanded January 2012, without Congressional oversight. New regulations permit any organization, business, non-profit, foundation, etc., to be a "school official" that can access individual records of individual students for research. This expansion will include the private partnerships who will stand to make huge profits alluded to in unlocking the data.
- The individualized packages become "learning genomes" that test and teach to the whole child. The "whole child" includes a psychological component of attitudes, emotions, values, and beliefs. What values will be taught? Who controls the standards? Can a computerized model teach attitudes and values? Will social justice and economic democracy be taught? Will the subject matter have a conservative or liberal bent? Who decides what the standards will be?
- Do these contractors pay for the data on our children? Are they using the data to make a profit? Example, are contractors developing testing, software, or curriculum that *must be paid for by the taxpayer when the contractors get our children's data for free*? Most businesses pay for lists of people and they are very expensive. Who are the contractors? Are these businesses just vendors out to make a profit?

Experts in tax law say that non-profit organizations—like ACT, a testing contractor, the Pearson Foundation, as well as the Gates Foundation—who are creating "a full series of digital instruction resources"—appear to be using their tax-exempt foundations to push their business interests. Is this a violation of the federal tax code? How many other non-profit organizations are using this data for profit?

Once data was unlocked by Obama, FERPA was relaxed. The issue of longitudinal data collection that follows an individual from birth to career has a huge new privacy concern. The "unlocked" data on an individual is now

allowed to be accessed by "others" deemed school officials other than the strict guidelines that were proposed under the *Hanson Memorandum*, which required that under the "audit or evaluation exception," only an authorized representative of a state educational authority must be a party under the direct control of that authority (e.g., an employee or a contractor) to access the data. FERPA rescinds the *Hanson Memorandum* which opens the flood gates of data flowing to outside contractors now called "school officials." The issue becomes, who has direct access?

The new direction in education is that the money funded through Title I will "follow the child." This, in effect, will have curriculum and software that would directly "affect" the individual child in a customized, or personalized education plan, to meet government standards. In other words, particular organizations will have *direct* access to each student's profile to test and prepare instructional programs toward government goals on the computer. Nothing will come between the child and the computer.

Is the datum on individuals, which will assuredly be used for the personalized education modules in the new ESEA Title I regulations and new IDEA regulations being proposed, paid for as intellectual property to that individual, since a profit will be made on their information that is collected without their consent or the consent of the parent?

Is your child a commodity for their personal data to be sold without their/your permission and without reasonable compensation? These proposed regulations will have federal dollars "follow the child"; are there no federal protections?

Data trafficking between the US Department of Education and other outside contractors may contribute to violations of cyber security laws when **redisclosure** of personally identifiable data is shared and does *not* request informed written parental permission of uses. Is the DOE taking chances that security will not be breached on data that is so personal and private? Is it legal to allow outside contractors access to children's records? Is this safe? Where are the federal protections for children? Why were they removed?

It's not about academics. What type of data is being collected by the testing contractors? ACT, a testing contractor, states that it is testing the "whole child." Is psychological information being collected to produce curriculum for "behavior change"? This is a quote directly from the testing contractor:

The assessment would look beyond academics to get a complete picture of the whole student [Jon Erickson of ACT]. There would be interest inventories for students, as well as assessment of behavioral skills for students and teachers to evaluate.

Are these tests legally allowed to use psychological components without informed parental consent? Is this a revisiting from the old EQA/NAEP from Pennsylvania?

Demand an investigation into the illegal dissemination of personally identifiable information from the US Department of Education regarding these possible violations of privacy. Carbon copy everyone--newspapers, privacy organizations, *everyone*.

These questions MUST be answered by your Congressman and Senator once they understand the violations of privacy, freedom, and other violations of law. Investigate the loss of protection through FERPA. Stop choice and the ESEA Title I stipends for individual students with federal strings attached. Stop psychological testing without informed written consent. Stop unconstitutional charter schools. Dismantle the US Department of Education.

*Historical documentation from *the deliberate dumbing down of America: A Chronological Paper Trail* (1999, 2000, 2013) by Charlotte T. Iserbyt, mentor and friend.

For information about testing attitudes & values, see *Getting Inside the EQA Inventory*, Pennsylvania Department of Education.

Stupski workshop presentation: <http://www.oecd.org/edu/ceri/46399963.ppt>

<http://www.oecd.org/edu/oecdsrcstupskiworkshop-educationalinformationssystemsinnovationandimprovement.htm>

<http://www.forbes.com/sites/alisongriswold/2012/07/24/college-and-career-prep-to-start-in-the-third-grade/>

http://blogs.edweek.org/edweek/college_bound/2012/07/act_plans_to_roll_out_career_and_college_readiness_tests_for_3rd-10th_grades.html

<http://newyork.cbslocal.com/2013/03/14/experts-parents-lawmakers-blast-database-providing-personal-student-information-to-vendors/>

Anita B. Hoge, lecturer, educational researcher, parent. In 1990 a federal investigation was completed against the Pennsylvania Department of Education, after Hoge's filing of a federal complaint against the Educational Quality Assessment (EQA), and the US Department of Education's National Assessment of Educational Progress (NAEP), under the *Protection of Pupils Rights Amendment*. This forced the Pennsylvania EQA to be withdrawn, which forced the US Department of Education to do their job to investigate the psychological testing of children without informed

written parental consent. NAEP was never investigated because the department said the complaint didn't have standing, although documents had proven that NAEP did experimental research and used different states to pilot their agenda by embedding their test questions into the Pennsylvania EQA as well as other state tests.

As the subject and main researcher for the book *Educating for the New World Order*, my story is told about an incredible journey into the devious and deceptive operations of our government to change the values, attitudes and beliefs of American children to accept a new world order; the first to document the expansive data collection operation of our government establishing micro-records on individual people in the United States. Experimentation, illegal testing, and data collection were exposed.

Lectured all over the United States in the 1990's about illegal and controversial testing, curriculum, and collection of data by our government. Arranged and lectured at town hall meetings all across the state of Pennsylvania to withdraw affective student learning outcomes to stop Outcome-Based Education. In January of 1992, parents in Pennsylvania won the battle against OBE when the Independent Regulatory Review Board had requested that the Pennsylvania State Board of Education remove all outcomes which dealt with attitudes, habits, traits, feelings, values, and opinions that are difficult and subjective to measure and that the remaining outcomes be defined and co-ordinated with academic requirements that can be measured. The battle continues.

Highlights:

- Filed and won a federal complaint against the Pennsylvania Department of Education for testing attitudes and values and violating the *Protection of Pupils Rights Amendment*.
- Lectured in 36 states on Outcome-Based Education.
- Subject and main researcher for the book *Educating for the New World Order*.
- Invited participant: Stanford University Conference on "Computers, Freedom, & Privacy," 1995.
- Expert Witness: Exposing School Based Clinics, HillaryCare, Washington, DC.
- Pennsylvania Congressional Hearings Lecture in Littleton, Colorado on controversial & dangerous curriculum, 1995—Ohio Supreme Court Case *Rea vs. Ohio DOE*—PSWIM, *Gateway School District vs Western Psychiatric Hospital*.