

BY CHARLOTTE T. ISERBYT

BACK TO BASICS REFORM

OR...OBE *SKINNERIAN
INTERNATIONAL
CURRICULUM?

*Necessary for United States'
participation in a socialist one-world
government scheduled for the early
years of the twenty-first century

2004 Note From Author: Predictions made in this book, written in 1985, have come true. The book—which spells out clearly how **OBE**, **Goals 2000**, **No Child Left Behind**, and **School-to-Work** would be implemented—was boycotted by major conservative organizations. Read it and ask yourself "Why?" The book has, however, sold well (50,000 copies) to grassroots organizations.

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This 2004 reproduction is for public distribution. Send this information to local school board members, state legislators, U.S. Congressmen and Senators. Elected officials **MUST** be informed about the damaging, dumbing down activities that state/federal education reform policies and public tax dollars **have** supported and **continue to support**, all in the name of "accountability to the corporate/federal government partnership," NOT to the parent or local school district.

PDF of *Back to Basics Reform* available at: www.deliberatedumbingdown.com

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(electronic format) by Charlotte T. Iserbyt, 1062 Washington St., Bath, Maine 04530,
207-442-7899; fax 207-442-0551; email: dumbdown@blazenetme.net.

**“Coexistence on this tightly knit earth
should be viewed as an existence not only
without wars...but also without telling us
how to live, what to say, what to think,
what to know, and what not to know.”**

—Aleksander Solzhenitsyn

THE SECOND PRINTING OF THIS BOOK WAS DEDICATED TO
TWO REMARKABLE AND COURAGEOUS AMERICANS:

ANN HERZER,

*parent and public school teacher/college professor, whose impeccable research on
Mastery Learning/Outcome-Based Education provided the author and many other
concerned Americans with an understanding of the totalitarian method by which the
“politically correct” brainwash is taking place in the tax-supported government
schools of America;*

And

ANITA HOGE,

*parent and former teacher, whose intelligence and persistence resulted in exposure
of the U.S. Department of Education’s long-standing unconstitutional/illegal
program to mold American students’ values and attitudes—through programming
(curriculum development) and assessment (testing)—to conform to those values
and attitudes deemed necessary for world citizenship.*

A NOTE FROM THE AUTHOR:

Unfortunately, everything predicted in this book has happened to one degree or another, “OUR BRAINS ARE EMPTY” OBE, OUTCOME-BASED EDUCATION/MASTERY LEARNING has gone international with William Spady (see p. 4) named Director of the International Center on Outcome-Based Restructuring, P.O. Box 1630, Eagle, CO 81631.

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INTRODUCTION

**"In fact, a large part of what we call
'good teaching' is the teacher's ability
to attain affective objectives [attitudes, values,
belief-Ed.] through challenging the students'
fixed beliefs and getting them to discuss issues."**

—*Professor Benjamin Bloom, et al* ²⁹

As our nation moves into the Twenty-first Century, Americans should ask themselves what EXACTLY are the goals the internationalist education elite has set for American education, and how achievement of these goals will affect not only our children and grandchildren, but the future of our nation itself?

This book deals with the social engineers' continuing efforts, paid for with international, federal, state, and tax-exempt foundation funding, to manipulate and control Americans from birth to death using the educational system as the primary vehicle for bringing about planned social, political, and economic change. (The major change in our economic system will be the determination by industry and government of who will be selected to perform the necessary tasks in our society—quotas for engineers, doctors, service workers, etc., to bring about the socialist concept of full employment.)

As you read on, you will recognize the key roles played by the behavioral psychologists, sociologists, educationists, and others in bring about this planned change—through the radical transformation of America's classrooms from places of traditional cognitive/academic learning, where intellectual and academic freedom flourish, into experimental laboratories for psychological (attitude and value) change, using modern technology (the computer for individualized instruction and for administrative management systems) in conjunction with the totalitarian theories of Professor B.F. Skinner and other less well-known social engineers.

The following statements by Professor Skinner are self-explanatory. They should be kept in mind as one reads on. Skinner clearly defines what is happening in many schools of America today—not only to students and parents, but to teachers and administrators as well—and what will happen in ALL schools of the nation AND of the world unless citizens like you, the reader, take immediate action to reverse the dangerous cycle.

In *SCIENCE AND HUMAN BEHAVIOR*, Skinner says,

“Operant conditioning shapes behavior as a sculptor shapes a lump of clay.”¹

In the book, *B.F. SKINNER, THE MAN AND HIS IDEAS*, the author, Richard Evans, quotes Skinner as saying “I could make a pigeon a high achiever by reinforcing it on a proper schedule.”² Evans adds,

“His (Skinner’s) concern for what he believes to be the inadequacy of our formal education system led to applying the principles of operant conditioning to a learning system which he called the teaching machine, but Skinner’s approach is concerned with more than merely methods and techniques. He challenges the very foundation by which man in our society is shaped and controlled.”³

Dean Corrigan, in a 1969 speech to teachers, predicted that Skinner’s ‘teaching machines will pace a student’s progress, diagnose his weakness and make certain that he understand a fundamental concept before allowing him to advance to the next lesson.’⁴

▼

**U.S. DEPARTMENT OF EDUCATION FUNDING
SKINNERIAN MASTERY LEARNING PROGRAMS**

The accuracy of Corrigan’s predictions is evidenced by the U.S. Department of Education’s financial support over a 20-year period for research, development, dissemination, and implementation of Skinnerian Outcome-based Mastery Learning systems which “pace a student’s progress, diagnose his weaknesses and make certain that he understands a fundamental concept before allowing him to advance to the next lesson.” (Meaning: sequential learning in which each individual student is evaluated only in terms of his achievement of predetermined learning objectives and criteria test items, and in which there are no group norms and consequently NO competition.)

The Exemplary Center for Reading Instruction (ECRI), a federally-funded and disseminated, \$848,536 Mastery Learning Outcome-based Skinnerian learning system developed by Dr. Ethna Reid of Utah in 1966, still receives federal financial support and is in use in at least 3,000 schools across the nation, although according to doctors, teachers and parents, it causes sickness and stress for students and turns teachers into robots.

Dr. Jeanette Veatch, internationally known in the field of reading, called the ECRI program “a more modern version of breaking children to the heel of thought control.” She added, “it is so flagrantly dangerous, damaging and destructive I am appalled at its existence.”⁵

▼

**ARIZONA EDUCATORS DENOUNCE
FEDERALLY-FUNDED OPERANT CONDITIONING PROGRAMS**

On May 5, 1984, the officers of the Arizona Federation of Teachers unanimously passed a resolution, excerpts of which state they “oppose such programs as ECRI, Project INSTRUCT and/or any other programs that use operant conditioning under the guise of Mastery Learning, Classroom Management, Precision Teaching, Structured Learning and Discipline, and petition the U.S. Congress for protection against the use of such methods on teachers and students without their prior consent.”⁶

Unfortunately, the national American Federation of Teachers (AFT) declined to adopt its Arizona affiliate's resolution (above) at its August 1984 national convention in Washington, D.C.

▼

NEA PROMOTES MASTERY LEARNING

Not unexpected is the fact that the AFT's competitor, the National Education Association (NEA), is actively promoting Mastery Learning and its use of critical thinking skills. Mary Futrell, President of the NEA, is presently using paid advertisements proclaiming that "the schools must move away from the stuffed 'sausage' approach—that is, learning facts—to the mastery learning project."⁷

The real "meat and potatoes" of the NEA's substitute for "learning facts" was unveiled at the 123rd Annual Meeting of the NEA held in Washington, D.C., June 28-July 3, 1985. A press release distributed at the meeting explained that the NEA's "Mastery in Learning Project" is to be piloted in six schools in the fall of 1985 at five initial sites: Conejo Elementary School in Thousand Oaks, CA; Hillside Jr. High in Simi Valley, CA; Mt. Vernon Elementary School in Alexandria, VA; Westwood Primary School in Dalton, GA; Greasewood School (K-12) on the Navajo Reservation in Arizona.

Also revealed is the fact that nine regional laboratories, funded by the U.S. Department of Education, are supporting the NEA project. "...this is the first time all these labs have come together to support a comprehensive national effort. ..." said project director Robert McClure. [*Emphasis added*]

Furthermore, four research centers, funded by the U.S. Department of Education, will be "backing" the Mastery in Learning Project, including centers at UCLA, Johns Hopkins, and U. of Texas at Austin—all very active in change agent activities. The project will also receive funding assistance from the Tennessee Valley Authority and the Bureau of Indian Affairs.

As startling as this information is, it is nothing compared to the information found in a booklet distributed at the NEA meeting which describes in considerable detail what the Mastery in Learning Project encompasses.

For example, it is explained that Mastery Learning is a “concept first proposed a generation ago by Harvard psychologist Jerome Bruner...A growing body of research and educational reform proposals from such respected educational analysts as Mortimer Adler (*developer of the Paideia Proposal and long-time advocate of a One World Government—Ed.*), John Goodlad, TheodoreSizer, and Ernest Boyer have all sought to translate Bruner’s work into classroom reality.”

How shocking! This certainly validates what parents and concerned educators have been saying for years! Every one of the above-mentioned people are key change agents: major architects of the horrendous education mess and declining test scores we are now experiencing. That the above named change agents (and others) have been “translating” the work of Jerome Bruner into classroom practice speaks volumes. That those responsible for the destruction of American education are being called on to participate in its “reconstruction” boggles the mind!

Many who are reading this book will recall several years ago the battle raging in school districts around the country, and even around the world (in Australia, for example) over an elementary Social Studies program called **Man: A Course of Study (MACOS)**. In the Congressional Record, April 9, 1975, page H2585, Arizona Congressman John Conlan said this about MACOS:

“ The course was designed by a team of experimental psychologists under Jerome S. Bruner and B.F. Skinner to mold children’s social attitudes and beliefs along lines that set them apart and alienate them from the beliefs and moral values of their parents and local community.”

For those who may not know, MACOS was suppose to help children understand what made them human by exploring in depth the lifestyle of an obscure Eskimo tribe. In reality, the purpose of MACOS (which is still being used) is, as Congressman Conlan indicated, to “mold the children’s social attitudes and beliefs...”

For example, parents were outraged that their fifth grade children were required to read ugly stories which promoted infanticide, cannibalism, incest and senilicide—the deliberate shoving of aged relatives out on the ice to die alone.

And here we are, many years later, and nothing has changed for the better. The latest “innovation” i.e., Mastery Learning, will be used as a vehicle to “translate” anti-life, sub-human, values-changing, behavior modification techniques that characterized the MACOS program. But with an important difference: before, parents could examine their children’s textbooks; now, thanks to technology, nothing or nobody will be able to get between the child and his computer. Except, of course, the internationalist change agents.

Also revealed in the NEA booklet, is the fact that “Mastery Learning is one of many instructional models. Others include Active Teaching, Direct Instruction, Student Team Learning, Socratic questioning, coaching, creative problem solving, Bruner’s Concept Attainment Strategy, and Madeline Hunter’s Target Teaching Approach. These models incorporate research on effective teaching, and all may be explored by the schools associated with the project.”

For more information on this project, write to Mastery in Learning Project, NEA, 1201 16th Street N.W., Washington, D.C. 20036.

▼

NATIONAL DIFFUSION NETWORK

PUSHES SKINNERIAN PROGRAMS FOR DISADVANTAGED

The activities of the NEA and the U.S. Department of Education and its laboratories and centers in 1985 shed light on why the U.S. Department of Education refused in 1981 to conduct an independent reevaluation of the model Mastery Learning program, the Exemplary Center for Reading Instruction (ECRI).

The following deception by the U.S. Department of Education, in order to keep ECRI alive as a model for development of future Mastery Learning programs, should serve as an important warning for Americans who still trust the majority of educators who have been trained in “end justifies the means” moral relativism instead of the traditional code of ethics in existence since the founding of this nation. A letter from Assistant Secretary James Rutherford to Congressman Eldon Rudd dated January 19, 1981, says “The ECRI program...is not an ‘operant conditioning’ program.”⁸

The Department of Education has adamantly refused to conduct an independent re-evaluation of ECRI, denying that the

program uses stopwatches to time children or that it uses Skinnerian techniques, even though the entire 100-page teacher pre-service training manual is devoted to the training of teachers in stimulus-response-stimulus operant conditioning techniques, and materials on the *ADAPTATION OF BIRDS, MONITORING FORMS BEFORE AND AFTER INSTRUCTION* (observation data sheet records), *HOWTO TEACH ANIMALS* by Skinner, *HOWTO TEACH ANIMALS: A RAT, A PIGEON, A DOG*, by Kathleen and Shauna Reid, etc., are listed as teacher and source materials by ECRI.

In addition to the above documentation, the July 1984 issue of *The Effective School Report* says in very small print, "The following professionals and groups have initiated successful educational programs which can work together as a common system to deliver PREDICTABLE SUCCESS (emphasis in original) for each learner—the ultimate criterion of an effective school program: B.F. Skinner, Norman Crowder, Robert E. and Betty O. Corrigan; 1950-1984; *Mastery Learning Practices*."⁹ [Emphasis added]

Utah's Terrel Bell, former Secretary of Education in the Reagan Administration, has recently joined the Board of Directors of Kelwynn, Inc., the effective schools training company which publishes *The Effective School Report*. The presence of a former Cabinet member and Secretary of Education on its Board of Directors elevates Kelwynn, Inc. and its *Effective School Report* to a new level of importance in national education policy.

The Department of Education cannot afford to permit an independent re-evaluation of ECRI, according to a March 30, 1980 memorandum to Secretary of Education Shirley Hufstедler from Acting Assistant Secretary Dick W. Hays, which says,

"conducting the review has the advantages of terminating the controversy concerning ECRI and of limiting the controversy to ECRI. This response could be precedent setting, however, and open up the possibility of having to respond to similar requests in the future in the same manner. Not conducting the review removes the precedent-setting possibility but it is likely to prolong the controversy about ECRI and could result in an enlargement of the controversy to include other or all programs developed or operated with federal education funds."¹⁰

The Department was rightfully concerned that a re-evaluation would open a Pandora's Box, thwarting its ultimate goal of implementing Mastery Learning nationwide (1984 Far West Laboratory grant discussed later and 1985 NEA Mastery in Learning Project) and allowing parents (of all people!) a glimpse into its multitude of National Diffusion Network (NDN) programs that use Skinnerian operant conditioning on their children, twenty-five or more of which are the highly controversial **Follow Through** programs for economically disadvantaged kindergarten through third grade students. (The social engineers always experiment on the helpless and disadvantaged, using them as guinea pigs with pre and post testing, before they target "all" our children for "treatment.")

The Summary of the *National Evaluation Follow Through Findings, 1970-1976* says,

"Gary McDaniels who designed the final **Follow Through** evaluation plan for the U.S. Office of Education, characterized **Follow Through**, which involves 180 cooperating communities, as 'the largest and most expensive social experiment ever launched'."



WELL-KNOWN EDUCATOR
DENOUNCES SKINNERIAN PROGRAMS
IN LETTER TO PRESIDENT CARTER

Professor Kenneth Goodman, former President of the International Reading Association, in a letter to President Carter dated March 10, 1978, refers to the \$100,000,000 evaluation of the Follow through program as a "fiasco" and says,

"There is a know-nothing view that combines the outward vestiges of technology-machines, management systems, arbitrary controlled atomistic skills sequences, and constant testing—with a philosophy of behavior management. In behavior management, outcomes are assumed or arbitrarily determined and the behavior of human learners is shaped, conditioned, reinforced, extinguished, rewarded or punished until the learners achieve the target behavior."¹²

One would have expected the outrage over ECRI (in the form of letters to Congressmen, the former U.S. Office of Education

and the present U.S. Department of Education, and to high officials in the White House) to have resulted in a re-evaluation of ECRI, *Project INSTRUCT* and other similar totalitarian Mastery Learning programs, especially since BOTH parents and respected educators have protested their continued development and use. Not so. In fact, a U.S. Department of Education, memorandum to Secretary Bell dated October 5, 1982, states,

“President Reagan is scheduled to visit P.S. 48, an elementary school in the Bronx, New York City. During his visit the President will meet Dr. Ethna Reid, Director of the Exemplary Center for Reading Instruction, a program in the National Diffusion Network. Dr. Reid will be at P.S. 48 to train staff members in the use of ECRI.”

Whether the president, a very busy man, met with Dr. Reid or not, is insignificant. What IS highly significant, however, is **WHY** this extraordinary effort was made to introduce the President of the United States to Dr. Ethna Reid of Utah.



**GOAL IS TO PUT SKINNERIAN
MASTERY LEARNING IN “ALL SCHOOLS OF THE NATION”**

Although fifteen years of research on American miseducation has left me virtually shockproof, a copy of a \$152,530 Grant Application No. 84:122B, submitted by the Far West Laboratory for Educational Research and Development to the U.S. Department of Education, which was subsequently approved for funding, pulled the rug out from under any slim hopes I held for intellectual freedom in America.

This grant application entitled “*Excellence in Instructional Delivery Systems: Research and Dissemination of Exemplary Outcome-based Programs*,” and its equally important slick “Appendix A” entitled “Excellence in Our Schools—Making It Happen,” must be ordered through your Congressman or directly from the American Association of School Administrators at 1801 N. Moore St., Arlington, VA 22209. ALL Americans must read this for an understanding of ongoing efforts, paid for by the taxpayers without their knowledge, to implement Outcome-based Mastery Learning nationwide and to psychologically manipulate local

teachers and citizens in order to get the educators' core world government curriculum adopted in each and every school district in America.

In a letter to former Secretary of Education Terrel Bell, dated July 27, 1984, the Utah State Superintendent of Public Instruction, G. Leland Burningham says,

"I am forwarding this letter to accompany the proposal which you (Bell) recommend Bill Spady [*the Director of the Far West Laboratory which received the grant—Ed.*] and I prepare in connection with Outcome-based Education. This proposal centers around the detailed process by which we will work together to implement Outcome-based Education using research verified programs. This will make it possible to put Outcome-based Education in place, not only in Utah, but in **all schools of the nation.**"¹⁴ [*Emphasis added*] (The Far West Laboratory is also one of the nine labs working with the NEA on its Mastery In Learning Project.)

▼

**SPADY ADMITS MASTERY LEARNING
IS "AFFECTIVE" EDUCATION
AND BEHAVIOR MODIFICATION**

Dr. Spady, who has held, among other important positions, that of Senior Research Sociologist with the National Institute of Education between 1973 and 1978, is dedicated to implementing Mastery Learning across the nation. Spady said at a conference I attended on April 21, 1982, that two of the four functions of Mastery Learning are:

"Extra: whole agenda of acculturation, social roles, social integration, get the kids to participate in the social unit, affective" [*inculcation of attitudes, values, beliefs—Ed.*]

And

"Hidden: a system of supervision and control which restrains behavior of kids; the outcome of the hidden agenda should be the fostering of social responsibility or compliance."¹⁵

So if our Johnny or Mary do not fit in the internationalist social engineers' definition of "socially responsible," or do not have the "correct" pre-determined "character traits," they will

be forced to “comply” through the use of behavior modification techniques. Of course, to the educationists, social engineers, and behavioral scientists, this is perfectly ethical since your children are nothing but human animals with no free will, souls, intellects or consciences. To the social engineers, they are the property of society, not the responsibility of the family. They are to be conditioned and trained like Pavlov’s dogs, as was pointed out by Professor Allen Cohen, at a Mastery Learning conference he led in Maine, when he referred to our children at least four times as “human animals.”¹⁶

When is the U.S. Department of Education going to stop wasting our money on research, development, and dissemination of projects which collectively hammer the last nails into the coffins of local control and intellectual and academic freedom, and which promote a national/international Outcome-based Mastery Learning education system reflecting the so-called “New Basics”?



ARE THE “NEW BASICS” WHAT YOU THINK THEY ARE?

Harold G. Shane, writing in the September, 1976 *Phi Delta Kappan*, describes his version of the “new and additional basic skills,” which is accepted by leaders in the education/reform/effective school movement, when he says,

“Certainly, cross-cultural understanding and empathy have become fundamental skills, as have the skills of human relations and intercultural rapport...the arts of compromise and reconciliation, of consensus building, and of **planning for interdependence** become basic...” [*Emphasis added*]

Shane also said,

“As young people mature we must help them develop...a service ethic which is geared toward the real world...the global servant concept in which we will educate our young for planetary service and eventually for some form of world citizenship ... implicit within the ‘global servant’ concept are the moral insights” [*through values clarification, i.e., higher order critical thinking skills, discussed later—Ed.*] “that will help us live with the regulated freedom we must eventually impose upon ourselves.”¹⁷

▼

**MARYLAND CALLS FOR
MANDATORY COMMUNITY SERVICE**

Perhaps this is what Ernest Boyer, President of the Carnegie Foundation for the Advancement of Teaching and former U.S. Commissioner of Education, means when he recommends in his highly acclaimed book *HIGH SCHOOL*, “voluntary community service as a graduation requirement.”

Fellow member of the Carnegie Foundation Board, David Hornbeck, the State Superintendent of Maryland’s Public Schools, in testimony before the Maryland State Board of Education attempting to “**mandate community service at state-approved places**,” quoted Mr. Boyer as saying “in the end the goal of service in the schools is to teach values—to help all students understand that to be fully human, one must serve.”¹⁸ [*Emphasis added*]

▼

**EDUCATOR ADMITS
HIGHER ORDER SKILLS
ARE VALUES CLARIFICATION**

Robert G. Scanlon, former Pennsylvania Secretary of Education, in *A CURRICULUM FOR PERSONALIZED EDUCATION*, said in 1974, “The emphasis in schools in 1985 will be to free the individual from subject matter as bodies of knowledge and provide him or her with higher order skills... **One type (is) values clarification.**”¹⁹ [*Emphasis added*]

Education in 1985, although orchestrated by the education social change agents for the President, congress, state legislators, governors, school board members and grassroots’ consumption as “back to basics, excellence, accountability, equity, and effective schools,” consists of exactly what Scanlon predicted: more values clarification, but this time around cloaked in the innocent-sounding “reasoning and higher order critical thinking skills” robe.

Who could possibly object to something which sounds so sensible, so necessary, so long overdue? The education change agents are such masters at semantic deception (using familiar

words and phrases, which mean something acceptable or desirable to you, but which to them have an entirely different meaning or purpose) that even I, as a School Board member, was on occasion led down the garden path.

The Far West Laboratory grant proposal takes the words right out of Mr. Scanlon's mouth when it states that "The 'basics' in our educational system **must include higher-order reasoning skills and all aspects of the curriculum should deliberately enhance these capacities.**"²⁰ [Emphasis added]

▼

CRITICAL THINKING

ON EDUCATORS' AGENDA SINCE 1941

Higher order reasoning skills is just another deceptive term for higher order critical thinking skills, a values-changing area in the curriculum which is receiving much attention in 1985, although research on the subject dates back to Dr. Edward Glaser's classic study entitled *An Experiment in the Development of Critical Thinking, 1941*.

TEACHING PUBLIC ISSUES IN THE HIGH SCHOOL, 1966, says,

"Glaser administered a questionnaire to assess the 'happiness' or emotional satisfaction of students who participated in a critical thinking experiment, and related their responses to gain in critical thinking. The questionnaire contained such items as these: Do you regard yourself as religious? Do you feel appreciated by your family? Do you feel satisfactory adjustment to the opposite sex? He found that students who made the greater gains in critical thinking more consistently answered 'no' to such questions than those who made smaller gains. Glaser comments: 'This finding may perhaps be explained on the ground that the pupils, who gained the most in critical thinking scores were, as a group, also found to be intellectually superior to those who gained least'."²¹

Glaser's comment provides much food for thought, especially for parents with children in gifted and talented programs!

**INTERNATIONALISTS WANT
“NEW VALUES MODIFYING EXISTING BELIEFS”**

According to the March/April 1981 issue of *Human Intelligence International Newsletter*, critical thinking skills research is taking place within the United Nations Educational Scientific Cultural Organization (UNESCO), the Office of Economic Cooperation and Development (OECD), and the World Bank which plans on “increasing the Bank’s international lending for education and training to about \$900 million a year.”²²

The Department of Education’s National Institute of Education, possibly in response to a meeting Luis Alberto Machado, the Venezuelan Minister for Human Intelligence, had with former Secretary of Education Terrel Bell and various senators to update them on the progress of his nation’s work in human intelligence, “has awarded a three-year contract totaling approximately \$780,000 [of your tax money—Ed.] to Bolt, Beranek and Newman, Inc. of Cambridge, Massachusetts to analyze current programs of instruction on cognitive skills.”²³

For an understanding of what research on human intelligence encompasses let me quote from the July/October 1981 issue of the *Human Intelligence International Newsletter*:

“The search for new referential systems and new values modifying existing beliefs should be based on modern microbiology. A scientific approach should be free from doctrinal bias, and its findings applicable to all mankind. Ideological confrontations between East and West, Marxism and Liberalism, Arabs and Jews do have economic, historical and political bases, but no biological basis. These antagonisms have been created by the human brain and could be solved by the wiser brains of future man...”²⁴

**WASHINGTON STATE LEGISLATURE
PUSHING FOR OFFICE OF HUMAN INTELLECT**

A good example of Americans jumping on the “thinking skills” bandwagon, not realizing that this old gimmick, dusted off for the eighties, does not teach students “how” to think, but “what

to think, is Senate Bill 3421 before the State of Washington Legislature, the purpose of which is to “establish a state-wide office for the enhancement of human intellect which will work with the state board of education, the superintendent of public instruction, school districts...” etc.

The bill says “The ability to reason, solve problems, think critically, exercise independent judgment, and perform other intellectual functions at higher levels can be enhanced in every person; ...The community human intelligence project and the applied thinking skills project in Santa Barbara, California, and the nationwide intelligence project in Venezuela have shown good results with promising social and educational benefits.”²⁵ I understand the substitute bill removed reference to Venezuela!

▼

SAME SOCIAL ENGINEERS CALLED ON TO HELP DEVELOP THINKING SKILLS CURRICULUM

An article entitled “Improving Think Skills—Defining the Problem,” in the March 1984 issue of *Phi Delta Kappan*, also strips this “new” area of the curriculum of the “innocent” definition given interested citizens who attend school board meetings. It says “The work of such scholars as Hilda Taba, Louis Raths, and Benjamin Bloom could serve as a starting point for this task.” (specifying the cognitive components of many thinking skills.)²⁶

Taba, who came to the U.S. from Estonia, is well-known for her controversial 25-year-old federally-funded critical thinking program which includes privacy-invading, values-changing journals (personal diaries), wishing wells, open-ended sentences, role playing (psychodrama), etc.. ALL “psychological treatments” used for political and social indoctrination, the use of which requires prior informed parental consent under the 1978 federal Protection of Pupil Rights Amendment. Raths, in his important book *VALUES AND TEACHING*, says that in some situations students “may have more freedom to be dishonest.”²⁷

(In 1957 a California State Senate Investigative Committee exposed the work of Taba, Jacob Moreno, etc.. In spite of this exposure, these people continued to receive tax dollars and access to schools nationwide.)

▼

**BLOOM'S DEFINITIONS OF
PURPOSE OF EDUCATION AND TEACHING
EXPLAIN DECLINE IN TEST SCORES**

Professor Benjamin Bloom of the University of Chicago, father of Skinnerian Outcome-based Mastery Learning (the subject of the Far West Laboratory grant) says in his recent book *ALL OUR CHILDREN LEARNING* that “the purpose of education and the schools is to change the thoughts, feelings and actions of students.”²⁸ and in his *TAXONOMY OF EDUCATIONAL OBJECTIVES*, upon which Mastery Learning and the goals and objectives used across the country are based, defines good teaching as “challenging the students’ fixed beliefs.”²⁹

▼

**K-12 CURRICULUM FOR CITIZENSHIP IN ONE
WORLD GOVERNMENT**

An interdisciplinary curriculum, reflecting the “New Basics” (nuclear, peace, global, multi-cultural, law-related, gifted and talented, career, suicide, sex, drug and alcohol, values, citizenship, character, community, comparative religions, computer literacy, music to be used for purposes of hypnosis to change values, art and critical thinking education), all of which will be infused throughout the curriculum (not necessarily found in a specific course), is necessary for “willing” or at least “passive” citizenship in a socialist one world government scheduled by the internationalists in education, and in some multinational corporations and tax-exempt foundations for the early 21st century. (Hence the big push in all states to get their K-12 Goals and Objectives in place.)

The federally-funded Council of Chief State School Officers, which restricts its membership to the 50 state Superintendents of Instruction, supports all of the above components of the “New Basics” and has recently come out in support of a national achievement test, which makes sense if national and international education policy is for ALL students to master international, federal, and foundation-funded pre-determined goals and objectives in the “New Basics” being promoted by the Chief State School Officers at state legislative hearings across the nation.

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NORTH CAROLINA SUPERINTENDENT DENIES OFFICIALS ACCESS TO COMPETENCIES

Unreported by the major media is the fact that the North Carolina Superintendent of Public Instruction, Craig Phillips, exhibiting understandable paranoia over the possibility of parents, members of the North Carolina State Board of Education, and legislators finding out which competencies (behavioral objectives) North Carolina's children would have to master, initially refused to give copies of the 6,000 K-12 Basic Education Competencies to the above-mentioned individuals. It should not go unnoticed that this monstrosity would cost, at a minimum, **three billion** dollars over an eight year period.

Only the threat of a lawsuit by Bob Windsor, the gutsy editor of the North Carolina *Landmark*, and pressure from elected officials and parents, forced Phillips to cave in and provide copies to the public. The educators' "end justifies the means" code of ethics prevails in North Carolina: Get the bill passed come hell or high water by denying the citizens and legislators access to the controversial competencies (objectives), some of which are:

Fifth grade: "Develop a flag, seal, symbol, pledge and/or national anthem for a new country; Design a postage stamp to be used worldwide. The stamp should denote what the world would need to make it a better place;"

Sixth grade: "Draw national symbol for an imaginary nation;"

Seventh grade: "Understand the need for interdependence;"

Ninth grade: "Write a constitution for a perfect society."³⁰

The shocking tactics used in North Carolina should alert citizens in other states to the ends the educational establishment will go to get its one world government competencies (objectives) approved by all 50 state legislatures under the guise of "effective schools, basic skills, accountability and excellence" reform. For information regarding the episode in North Carolina, contact Ann Frazier, 220 Vincent Road, Roanoke Rapids NC 27870 who has spearheaded the North Carolina movement for parents' rights in education.

**U.S. DEPARTMENT OF EDUCATION FUNDS
USED TO CONTROL TEXTBOOK CONTENT**

The content of local education must necessarily be designed to match the questions on the forthcoming national achievement test. The U.S. Department of Education, in obvious anticipation of such a national achievement test, has recently awarded Grant No. 122BH in the amount of \$143,366 of your tax money to the Council of Chief State School Officers to conduct a “Textbook and Instructional Materials Project.”³¹

The grant proposal makes very clear that the federal government intends to use the Council of Chief State School Officers and its same old education association cronies, as it did with the controversial million dollar 1981 **Project Best** (Basic Education Skills Through Technology) grant to the Association of Educational Communication and Technology (formerly closely associated with the NEA), to control the content of and selection process for instructional materials.³²

NATIONAL CURRICULUM ALMOST IN PLACE

The match between content of curriculum and questions on the state assessments and proposed national achievement test will constitute a national curriculum long in the making. A 1980 National Institute of Education briefing paper entitled “International and Foreign Language Education: A Summary of Existing and Past Activities at the NIE,” states,

“The Northwest Regional Educational Laboratory (NWREL) conducts research and policy studies and provides technical assistance, evaluation services, and in-service teacher training—all in the area of international education. NWREL also participates in cooperative international projects bearing on international education by performing research, materials development, and dissemination through the Pacific Circle Consortium of the Office of Economic Cooperation and Development, the UNESCO Lifelong Learning Consortium and the Pacific Northwest International/

Intercultural Education Consortium (consisting of colleges and community colleges, school districts, and education associations and authorities in Alaska, Oregon, Washington, and British Columbia)."³³

Obtain *SCHOOLING FOR A GLOBAL AGE* if you want to understand where the global educators are coming from. *SCHOOLING FOR A GLOBAL AGE* received funding from the National Institute of Education and tax-exempt foundations, so you helped pay for this book which is a most important resource on global education for administrators, curriculum coordinators, and classroom teachers.

The Department of Education's Office of Educational Research and Improvement is deeply involved in the activities of the Center for Educational Research and Innovation (CERI) attached to the OECD in Paris, France. CERI's International School Improvement Project (ISIP) held a conference in Palm Beach, Florida in 1982, at which many of the key components of the United States' education reform movement (effective schools movement) were discussed by delegates from member countries.³⁴

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**OECD STATES NEED TO
TRANSPORT SOFTWARE ACROSS
NATIONAL BOUNDARIES**

At an OECD Conference in Paris in July 1984, two hundred delegates, observers, and experts from 24 member countries, including the United States, "focused on the use of new information technology, especially the computer." One of the working groups' principal recommendations was that the "OECD act to assist in the **development and establishment of international standards for the exchange of courseware authoring systems** ... There was wide spread interest among country delegates about the **means...to reduce the legal and technical barriers that inhibit the transportability of software products across national boundaries.**"³⁵ [*Emphasis added*]

MASTERY LEARNING TO BE USED WORLD-WIDE

That Mastery Learning and Teaching, the system to facilitate indoctrination in the “New Basics,” is being implemented on an international scale, vital for the future international curriculum, is made crystal clear by Benjamin Bloom when he says in *ALL OUR CHILDREN LEARNING*, “In an attempt to maximize curriculum effectiveness...curriculum centers throughout the world have begun to incorporate learning-for-mastery instructional strategies into the redesign of curriculum.”³⁶

Bloom’s close associate, Canadian-born Professor John Goodlad, enlarges on the subject of international curriculum in his book *CURRICULUM INQUIRY*. Goodlad, probably the most important change agent in the nation, served on the governing board of UNESCO’s Institute for Education, 1971—, and is best known for his complaint in 1970 that “most youth still hold the same values as their parents and if we don’t resocialize, our system will decay,”³⁷ and more recently in the Preface to *SCHOOLING FOR A GLOBAL AGE*, 1980, for his recommendation that “Parents and the general public must be reached also [*taught a global perspective—Ed.*]. Otherwise, children and youth enrolled in globally oriented programs may find themselves in conflict with values assumed in the home. And then the educational institution frequently comes under scrutiny and must pull back.”³⁸

This recommendation explains the current priority of the U.S. Department of Education and the community in partnerships with government schools, ignoring the fact that parents have prime responsibility for their children’s education. Goodlad was a keynote speaker at former Secretary Terrel Bell’s first meeting of the highly publicized National Commission on Excellence which produced the publication “*A Nation at Risk*”—which ignored issues of most concern to parents—but nevertheless lulled the nation into a phony and expensive “back to basics/local control” coma.

SCHOOLING FOR A GLOBAL AGE is one of three controversial books published as a result of Goodlad’s federally and foundation-funded *A Study of Schooling*. The Danforth Foundation, which helped fund *SCHOOLING FOR A GLOBAL AGE*, has

just had its Vice President, John Ervin, elected Chairman of the National Council for Effective Schools (connected with Kelwynn, Inc. and *The Effective School Report* mentioned earlier) which are pushing Outcome-based Mastery Learning and Teaching nationwide.

In *CURRICULUM INQUIRY* Goodlad implicates Bloom, Ralph Tyler (the father of educational evaluation) and himself in the promotion of Mastery Learning and Teaching on an international scale when he says that “Bloom was invited by UNESCO in 1968 to submit a proposal for a six to nine week training program which would partially fulfill recommendations made at UNESCO’s Moscow meeting dealing with the formation of national centers for curriculum development and research” and that “his program was ultimately approved by the UNESCO General Council,” and “the International Association for Evaluation of Educational Achievement (IAEEA) was invited to take full responsibility for developing and conducting programs in 1971 at Granna, Sweden.”³⁹

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INTERNATIONAL CONSENSUS ON WHAT IS WORTH LEARNING

The IAEEA, according to Bloom, “is an organization of 22 national research centers which are engaged in the study of education ... This group has been concerned with the use of international tests, questionnaires, and other methods to relate student achievement and attitudes to instructional, social and economic factors in each nation. The evaluation instruments also represent an **international consensus on the knowledge and objectives most worth learning.**”⁴⁰ [*Emphasis added*]

The U.S. Department of Education, through its National Institute of Education, contributes to the funding of these cross-national studies, so you, the taxpayer, are paying for an “international consensus on the knowledge and objectives most worth learning.”

Goodlad’s *CURRICULUM INQUIRY*, says “Several Americans, including Bloom, Goodlad, and Ralph Tyler served on the faculty ... We planned to identify the extent to which each nation’s curriculum center was involved in the kinds of curricular ac-

tivities identified by Tyler,” and then it defines some of the important components of Mastery Learning: “formulating goals and objectives, planning and selecting learning opportunities, organizing learning activities, and evaluating students’ progress,”⁴¹ all of which sound innocent and desirable unless one is familiar with the curricular activities related to the “New Basics” described in this book, and the use of Skinner’s teaching machine (Mastery Learning and Mastery Teaching assisted by the computer) to indoctrinate students in international, federal, state and foundation funded predetermined behavioral objectives (correct answers).

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**NO ONE WILL GET BETWEEN YOUR CHILD
AND THAT CURRICULUM**

Mastery Learning is based on the premise that virtually all students can learn if they are given the time and help they need. In other words, if your child doesn’t agree that the Soviet occupation of Eastern Europe after World War II was “primarily a result of the Soviet Union’s desire for security along its borders” (the “correct” multiple choice answer to a question in Maine’s Assessment of Progress test item bank – most states now have similar partially federally-funded assessment programs and computerized test item banks), he will be recycled and remediated, using all the time, help, and resources necessary, until like a little robot, he spits out the “correct” answer.

Even more shocking is a performance indicator taken from Missouri’s Educational Objectives, Grade Twelve:

“Given a description of an individual with a debased character, such as a child murderer or a person who has set fire to an inhabited building, students should reject suggestions for punishment which would detract from the dignity of the prisoner ...”

Aside from the above totalitarian implications of Mastery Learning, consider how your taxes will skyrocket in order to pay for an education system which, according to Bloom, is determined, no matter how long it takes, to successfully “challenge student’s fixed beliefs.” Such belief manipulation will be assisted by com-

puter courseware as forecast by Dustin Heuston of Utah's World Institute for Computer-Assisted Teaching (WICAT) when he said,

"We've been absolutely staggered by realizing that the computer has the capability to act as if it were ten of the top psychologists working with one student ... You've seen the tip of the iceberg. Won't it be wonderful when the child in the smallest country in the most distant area or in the most confused urban setting can have the equivalent of the finest school in the world on that terminal and **no one can get between that child and that curriculum?** We have great moments coming in the history of education."⁴² [*Emphasis added*]

WICAT has joined with the multinational corporation Control Data to form PLATO/WICAT Systems Company. According to its brochure,

"The merger brings together the most advanced, far-reaching educational delivery system for the K-12 public and **private** markets. PLATO/WICAT Systems Co. approach is the systematic application of computers to furnish individualized instruction and to manage the learning process for each student in the classroom. ..."⁴³ [*Emphasis added*]

And,

"By addressing the individual needs of more students, PLATO/WICAT Systems Products help students to develop higher order thinking skills ..."

A paper by Cheryl Samuels of Control Data presented at the Conference on Educational Technology to Improve International Education, March 24-25, 1982, illustrates the importance Control Data places on Mastery Learning and Management by Objectives on an international scale. It says,

"Concepts of mastery learning and management by objectives are likely to be very attractive to educators in developing countries. Once these educators have made the mental transition to learner centered educational planning, then they can be more receptive to procedures for specifying and analyzing objectives and then for organizing a teaching/learning plan, providing for learner assessment, and evaluation of the instructional plan based on those objectives."⁴³

EDUCATORS COMPLAIN THAT STUDENTS' PRIOR CONCEPTIONS ARE OBSTACLES TO NEW LEARNING

That not only Bloom and Heuston, but others, intend to “challenge students’ fixed beliefs” is made clear in a U.S. Department of education publication entitled “Computers in Education: Realizing the Potential,” June, 1983. Under a subtitle “Expert and Novice Thinking” the authors say,

“Recent studies in science education have revealed that students approach learning with many prior conceptions based on their life experiences, which can be obstacles to learning. These conceptions are very resistant to change. We need to understand why students’ conceptions persevere so strongly and **how they can best be modified.**”⁴⁴ [*Emphasis added*]

They probably mean conceptions (fixed beliefs such as not believing they are descended from apes upon which the behaviorists’ education system is based). Wouldn’t it be more efficient and less costly for the taxpayers if we just turned our children over to the educators at birth so that their “conceptions” will not reflect our old-fashioned values, attitudes and beliefs?

TEACHERS NEED TO BE RETRAINED TO FOCUS ON INDIVIDUAL NEEDS

The retraining of teachers to be learner-centered (training in how to arrange the environment and to manipulate individual students, using positive and negative reinforcement, etc., in order to elicit “correct” behaviors/responses, and “socially responsible and compliant behavior as promoted by Skinner, Spady, Corrigan, et al), is evidently a criteria of the U.S. Department of Education’s Secondary School Recognition Program.

A government publication, *Profiles in Excellence, 1982-1983, Secondary School Recognition Program, a Resource Guide*, lists the Kennebunk, Maine High School as one which schools across the nation may wish to emulate. (The school itself states in another publication that the school’s program may become a national model.)

The Guide states “The major goal of the school’s curriculum is to individualize the learning process for the student. The district is in the process of developing a data bank for students and a testing program for determining expectancy instructional levels for each student. Once this is in place, staff will develop an Individual Education Plan (IEP) for each student to meet individual needs. **The major difficulty the school is encountering in implementing this new process is the secondary staff who are trained as subject matter teachers.**” (Meaning: those good teachers your children have who teach them grammar, math, and history!) **“Teachers need to be retrained to focus on individual needs rather than on content areas.”**⁴⁵ [*Emphasis added*]

SECRETARY BELL KNEW

ALL STUDENTS WOULD HAVE IEP'S

In Kennebunk, the special education staff (teachers of the handicapped) are training the regular classroom teachers (teachers of the non-handicapped) in how to develop individual education plans for regular classroom students. Since federal special education law requires parental consent in the development of IEPs and future plans seem to call for computerized IEPs and management systems for ALL students across the nation, it would be discriminatory not to include ALL students under the parental consent requirement.

Could former Secretary Bell’s efforts in 1981 to eliminate the parental consent requirement for special education students have had anything to do with his knowledge that in the future ALL students would be required to have individual education plans; and his logical fear that the parental consent provision for special education students might be required for ALL students, thereby opening up a can of worms far more threatening to the education establishment than the present Protection of Pupil Rights Amendment: ALL parents having the right to review ALL educational materials and methods and to withhold consent for subjection of their children to computerized individual education plans and objectionable methods and programs?

**TEACHERS WHO RESIST RETRAINING
WON'T RECEIVE MERIT PAY**

Scanlon's prediction in 1974 about "freeing the individual from subject matter" has come true in Kennebunk where "teachers need to be retrained to focus on individual needs rather than on content areas." I hope my reader will study the Kennebunk quote since it reflects accurately what the schools are doing not only to our **children**, but also to our **good teachers**, in order for the schools to be "recognized" (rewarded) by the U.S. Department of Education. You can be sure that teachers who resist such retraining will not receive merit pay, nor will they rise on the much-touted career ladders, implementation of which are being funded by the U.S. Secretary of Education's Discretionary Fund (multi-million dollar slush fund that focuses on implementation of priority federal policies and programs affecting our local schools.)

TEACHERS ARE WAKING UP!

Subject matter teachers do not want to become personal guidance counselors (unlicensed psychologists) or facilitators of political and social indoctrination. (Researchers at a recent conference of the American Education Research Association who said "Writing can be used to clarify students' values and even alter their views on controversial subjects" were challenged by other educators who said "they were concerned that teachers have the power to alter students' values and it can be dangerous when we know that educators have the power to influence kids' minds."⁴⁶ I say to those educators, RIGHT ON! Better late than never!

**TOTAL ACCOUNTABILITY (CONTROL)
NOT YET INSTITUTIONALIZED**

The present absence of an Outcome-based Mastery Learning and Teaching system, "institutionalized in ALL schools of the nation" allows the "reform" components in the K-12 experience described in this book to remain disorganized and subject to teacher censorship and independence (not conforming to the

school's new objectives or methods) and students escape from mastery (indoctrination) in the "New Basics."

Currently, the educationists' goals are implemented on a "hit or miss" basis since the "total" accountability system, so necessary for international and national planning, has not yet been institutionalized. This hit or miss aspect, plus school boards who refuse to install computer terminals in individual school buildings and good subject matter-oriented teachers who resist implementing the reforms, are the only reasons why one still finds students who are essentially literate, who still believe in absolute values of right and wrong, and who still love the United States of America and will defend its sovereignty from the assaults of the globalist social engineers.

Good teachers will be the victims of operant conditioning, as is blatantly spelled out in an article in the May 1985 issue of *The Effective School Report* entitled "Principals' Expectations as a Motivating Factor in Effective Schools." This article states in part:

"The principal expects specific behaviors from particular teachers which should then translate into achievement by the students of these teachers; **because of these varied expectations, the principal behaves differently toward different teachers, i.e., body language, verbal interactions and resource allocations.** This treatment also influences the attitudes of the teacher toward the principal and their perception of the future utility of any increased effort toward student achievement. **If this treatment is consistent over time, and if the teachers do not resist change, it will shape their behavior and through it the achievement of their students...** With time teachers' behavior, self-concepts of ability, perceptions of future utility, attitude toward the principal, and students' achievement **will conform more and more closely to the behavior originally expected of them.**" [*Emphasis added*]⁴⁷ Note the repeated use of the word "treatment" which is classic Skinnerian behavior modification/operant conditioning.

The Effective School Movement, with its emphasis on so-called "accountability, equity, excellence, and outcomes," requires "new" criteria for teacher certification: new Skinnerian performance-based teacher evaluation instruments based to a large

extent on teacher values, attitudes, and beliefs (affective) criteria; constant retraining, i.e., Kennebunk, to focus on students' individual (academic/personal/psychological) needs, and computer terminals in each school building to collect and store information on students and teachers for easy retrieval and constant monitoring and recycling until they exhibit the correct behavior.

Elam Hertzler, Secretary Bell's top assistant in the U.S. Department of Education, told State Superintendents of Instruction at the annual Washington, D.C. meeting of the Council of Chief State School Officers in 1982:

"One of the elements of an effective school was to monitor, assess, and feedback ... As little as 5 percent of a school budget K-12 would be needed over a period of 12 years to enable each student to have his own computer, and this is within our cost range."



NO ONE WILL ESCAPE SYSTEM'S CONTROL

The movement lacks only the Skinnerian "national learning system" (the purpose of the Far West Laboratory grant and other Mastery Learning grants, including the NEA Mastery in Learning Project supported by the U.S. Department of Education's labs and centers) to lock in the Mastery Learning and Teaching components for "New Basics" indoctrination which, in turn will "match" the federally-funded questions on the current state and forthcoming national and international achievement tests. Once the system is in place, **no one will escape its control**, not even private schools, and Skinnerian rewards and awards (positive reinforcement which former Secretary Bell prefers to call "incentives") will be given to administrators, teachers, students, businessmen, school board and community members who go along with the objectives of the national/international curriculum. Those who resist such control (retain their individualism) will be isolated in their schools and communities (negative reinforcement). Watch your local newspapers for news of school boards reducing staff (weeding out those administrators and teachers who don't go along). Indications are that this is going on right now. Parents and school board members who don't go along will continue to be labeled anti-education and negative.

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**"VERY FEW OF THEM UNDERSTAND
WHAT THEY'RE BUILDING..."**

The educational accountability/management systems such as Planning, Programming, Budgeting Systems (PPBS) or Management by (behavioral) Objectives (MBO), based on Bloom's *TAXONOMY OF EDUCATIONAL OBJECTIVES*, have been rolling across the nation since the early seventies with support in the hundreds of millions of dollars from the former U.S. Office of Education and present U.S. Department of Education.

These systems, all of which serve the same purpose, have been devised to "force schools to discover what they are doing with their money." In essence, they call for a school district to come to a conclusion about what educational goals it seeks, develop programs to reach those goals (including teacher training and evaluation programs), approve the spending needed, measure the results, readjust programs according to results obtained, and recycle students and teachers when necessary in order for them to exhibit "correct" behaviors. If any other system (family, political, economic, religious, etc.) is in conflict with Bloom's purpose of education and the schools—"to change the thoughts, feelings and actions of students" or his definition of good teaching—"challenging the students' fixed beliefs," that system becomes a problem which stands in the way of the education system's goals and objectives. The systems are problem-solving tools which are used not only for measuring and evaluating the academic standards of students, but also for measuring and evaluating students' **and** teachers' behavior and attitudes.

Utilizing the system's tools of MBO or PPBS and Bloom's *TAXONOMY*, the planners are able to determine the attitudes of individual students and teachers on specific issues, as well as their broad outlook toward life. If their attitudes do not measure up to the pre-determined international, national and state goals and behavioral objectives, they will be recycled or reprogrammed, using Mastery Learning and Mastery Teaching operant conditioning, until their attitudes, feelings and behavior match the government's goals and objectives.

Dr. Robert Corrigan, a close associate of Professor B.F. Skinner,

has over the past twenty-five years developed such a system-wide educational engineering or industrial model called S.A.F.E. (Systematic Approach for Effectiveness). It has been endorsed by (among others) Professor William Spady, the Director of the Far West Laboratory Outcome-based Education Project, and Professor Homer Coker of the University of Georgia, who developed, with National Institute of Education funds, a controversial standardized teacher evaluation instrument with 420 teacher characteristics (competencies)!

A 400 page how-to manual entitled *EDUCATION FOR RESULTS: IN RESPONSE TO ANATION AT RISK*, describes Corrigan's federally-funded S.A.F.E. model. On page 155, Corrigan states,

"The following successive phases were performed to test out the theoretical concepts of increased mastery learning effectiveness: Phase 1. To design and to extensively field-test a group instructional learning-centered program applying those programmed instructional principles postulated by Skinner and Crowder to be combined with the techniques of System Analysis for installing required system-wide managing-for-results processes including the accountable performance by teachers, principals and support personnel. This program would be 'packaged' for use by teachers to deliver predictable achievement of defined mastery-learning objectives..."⁴⁸

Florida's Associate Commissioner of Education, Cecil Golden, said in regard to these systems and those implementing them,

"...and, like those assembling an atom bomb, very few of them understand exactly what they're building, and won't until we put all the parts together."⁴⁹

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**MASTERY LEARNING PLUGS INTO MBO
LIKE A HAND SLIPS INTO A GLOVE**

The Far West Laboratory grant to put Outcome-based (Results Based) Mastery Learning, which plugs into PPBS, MBO or SAFE like a hand slips into a glove, into "all schools of the nation," was waiting in the wings until almost all states had implemented PPBS, MBO, SAFE or whatever else the educators call their management/accountability system, had their computer terminals

on line, and had mandated their goals for education, specifying certain behavioral objectives, skills, and attitudes necessary for promotion from level to level and for graduation.

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**FEDERALLY-FUNDED GOALS COLLECTION BLATANTLY DECLARES
WHAT WILL TAKE PLACE IN THE NEXT TWENTY YEARS**

Although local citizens are assured THEIR goals and objectives were determined LOCALLY, evidence proves otherwise. One important partially federally-funded *COURSE GOALS COLLECTION* has been disseminated to school districts across the nation over the past ten years by the U.S. Department of Education's Northwest Regional Educational Laboratory (one of the labs cooperating with the NEA on its Mastery in Learning Project.)

According to the price list for this collection, 70,000 copies are currently in use throughout the United States, a fact which is highly significant, since there are only 16,000 school districts in the nation. The collection consists of fourteen volumes with 15,000 goals covering every major subject taught in the public schools from kindergarten through grade twelve.

This *GOALS COLLECTION*, which is based on "the theoretical work of Bloom, Tyler, Gagne, Piaget, Krathwohl, Walbesser, Mager, and others," **blatantly recommends the use of Mastery Learning** when it says "The K-12 Goals Collection provides a resource for developing diagnostic-prescriptive Mastery Learning approaches, both programmed and teacher managed;" **the use of MBO/PPBS** when it says, "Perhaps the greatest need addressed by the project is for a sound basis for accountability in education ... assistance such as Planning, Program Budget, and Management systems or even general concepts such as Management by Objectives;..." **and the use of Values Clarification** when it says "Value goals of two types are included: Those related to processes of values clarification; secondly, those representing values, choices that might be fostered in the context of the discipline." It states under "Content" there is to be none, as predicted by Scanlon, since "established facts change, causing many fact-bound curricula to become obsolete during the approximately five-year lag between their inception and their wide spread dissemination, and social mobility and cultural plural-

ism make it increasingly difficult to identify the 'important facts'." ⁵⁰ So what do you teach? Nothing, just clarify values also predicted by Mr. Scanlon in 1974.

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THERAPY CONTINUES TO BE NAME OF EDUCATION GAME

The Introduction to *COURSE GOALS COLLECTION*, from which I have quoted, documents this author's contention that education has not reversed gears, as Americans are being told at all levels and by a constant media barrage. The present reforms very simply deal with how to systematize the controversial non-academic "therapy" components of education which caused our nation to be "at risk" and which, interestingly enough, were not even mentioned in "A Nation at Risk." Proof of this is found in a recent grant application which was subsequently approved by the U.S. Department of Education, from the Indian Springs School district in Justice, Illinois to the U.S. Department of Education for \$80,000 to conduct a project entitled Computer-Assisted Network Systems (C.A.N.S.). The application says, "With the implementation of this proposal C.A.N.S. teachers and administrators will be afforded the opportunities **to expend much more time with students in the affective domain of learning...**" i.e., attitudes, values, and beliefs education.

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ENFORCEMENT OF PUPIL RIGHTS AMENDMENT THREATENS WORLD GOVERNMENT CURRICULUM

Since the use of many of the controversial "therapy" components requires informed parental consent under the 1978 Protection of Pupil Rights Amendment, it is understandable that the mammoth education establishment is having hysterics over the recently approved regulations to enforce the amendment, and is lobbying the Congress to overturn the law.

If the regulations are strictly enforced, the schools will have to do the unthinkable: let parents and taxpayers in on their well-kept federally-funded curriculum research, development, and dissemination-across-the nation secrets. Such enforcement would spell disaster for their plans to convert our children into advocates of the coming socialist one world government.

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GOVERNMENT TO OPERATE THROUGH SKINNERIAN TECHNIQUES?

Skinner says in *TECHNOLOGY OF TEACHING*, 1968:

“Absolute power in education is not a serious issue today because it seems out of reach. However, a technology of teaching will need to be much more powerful if the race with catastrophe is to be won, and it may then, like any powerful technology, need to be contained. An appropriate counter control will not be generated as a revolt against aversive measures but by a policy designed to maximize the contribution which education will make to the strength of the culture. The issue is important because the **government of the future will probably operate mainly through educational techniques.**”⁵¹ [*Emphasis added*]

The views of Skinner, and others who authorize funding of curricula, must be challenged on all counts. Not only our children, but **all the world’s** children, for generations to come, must be allowed to live WITH freedom and dignity, not **BEYOND FREEDOM AND DIGNITY**, as spelled out by Skinner in his book of the same title.

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CONGRESS WILL ACT IF ENOUGH AMERICANS DEMAND AN INVESTIGATION

Our government is still “the people’s government, made for the people, by the people and answerable to the people.”⁵² Only the people—each one individually—can turn education around through pressure on their elected representatives to conduct a congressional investigation of the subversive activities of the U.S. Department of Education AND certain corporations and tax-exempt foundations.

A 1981 report on the very important federally-funded National Assessment of Educational Progress by Willard Wirtz (a promoter of MACOS) and Archie LaPointe, describes the influence wielded by three important foundations when it says:

“In a different sense, this report is designed to meet the responsibilities imposed at least implicitly by the three

foundations which have initiated and have supported the project: The Carnegie Corporation, the Ford Foundation, and the Spencer Foundation.”⁵³

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**STATE DEPARTMENTS OF EDUCATION
MUST ALSO BE ABOLISHED**

Such an investigation is essential to justify the abolition of the U.S. Department of Education, its experimental laboratories and centers, and eventually, through state legislative action, ALL fifty state departments of education which are nothing but powerful, federally-funded clones of the U.S. Department of Education, clicking their heels in unison at every federal policy initiative in order to keep the bucks rolling into their state education coffers.

(The former U.S. Office of Education and present U.S. Department of Education have over the years provided hundreds of millions of dollars to the state departments of education through their State Capacity Building grants, the purpose of which is to increase federal control over the local schools. Even top educators now admit in their learned journals that the state departments of education have total control over the local schools.)

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**ONLY YOU CAN SINK THE
TREACHEROUS ICEBERG CALLED
EDUCATION FOR WORLD CITIZENSHIP**

For those few who, after reading this book, may question the need for such drastic action, let me remind them that the goings-on described herein constitute just the tip of a gigantic and treacherous international, federal, and foundation-funded iceberg labeled Education for World Citizenship, as outlined in the National Education Association’s 1976 Bicentennial Program, “Declaration of Interdependence: Education for a Global Community” with community defined as “the equitable sharing of like values.”

Whether or not the United States of America, through citizen preoccupation with fashion, TV, sports, gourmet cooking, jogging, making a living, etc., all of which are perfectly legitimate and worthwhile activities in a “free” society, and lack of under-

standing of the internationalists' use of **Gradualism** and **Hegelian Philosophy** to attain their goals, slides into the totalitarian **Black Hole** of a socialist one world government, with the resulting loss of freedoms our ancestors fought and died for, depends on whether YOU, the reader, are convinced the problems described in this book are serious enough for you to spend a few minutes writing to your elected officials.

You should send them a copy of this book and request from them

- (1) the materials related to the grants and programs described herein;
- (2) a Congressional investigation (with balance in the selection of witnesses) of the U.S. Department of Education and its labs and centers, and of certain corporations and tax-exempt foundations which control American education; and
- (3) abolition of the U.S. Department of Education and its labs and centers.

Should such an effort prove successful, the next step is to convince your state legislators to abolish the powerful state departments of education since they are nothing but surrogates of the federal Department of Education and through heavy federal funding in the past could very likely stand on their own, even if the U.S. Department of Education were abolished.

Also, persuade at least ten friends to take the same action. Copies of correspondence with your elected officials and of this book should be sent to President Ronald Reagan under cover of a letter requesting that he honor his 1980 pledge to the American people to abolish the U.S. Department of Education and that HE reply to your letter **and not send it to the Department of Education for reply.**

If the present situation continues unchecked, by the year 1998 children now in kindergarten will have been through thirteen years of Skinnerian world government brainwash, under the deceptive guise of the "New Basics," you and I may well no longer be around to vote, and the 18-year-olds may well be on their way to vote what historians refer to as the greatest experiment in human freedom – straight down the tubes.

ABOUT THE AUTHOR

Charlotte Thomson Iserbyt served as Special Assistant in the Office of Educational Research and Improvement, U.S. Department of Education, 1981-1982, and as a school board member in Camden, Maine, 1976-1979. She is co-founder of and research analyst for Guardians of Education for Main (GEM). She has also served in the Foreign Service (U.S. Department of State) abroad 1956-1963 and with the American Red Cross overseas during the Korean War.

Mrs. Iserbyt is a freelance writer who has had articles published in *Human Events*, *The Washington Times*, the *Bangor Daily News*, and included in the record of Congressional hearings.

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IMPORTANT OBE/ML QUOTES

When you are told by educators that Outcome-based Education (OBE) is not Skinnerian Mastery Learning/Direct Instruction (ML/DI), show them the following statement by William Spady, sociologist and international leader in the OBE/ML movement, which appeared in an article entitled "On Outcome-based Education: A Conversation with Bill Spady," *Educational Leadership*, December 1992/January 1993.

"In January of 1980 we convened a meeting of 42 people to form the Network for Outcome-Based Schools. Most of the people who were there—Jim Block, John Champlin—had a strong background in mastery learning, since it was what OBE was called at that time. But I pleaded with the group not to use the name "Mastery Learning" in the Network's new name because the word "mastery" had already been destroyed through poor implementation..." (Classic case of semantic deception at work which rears its ugly head again in 1993 with denials that OBE is ML.)

When you are told by educators that OBE/ML/DI is not a Skinnerian Dumb-down System of Education, focusing on behavioral change (collectivism vs. individualism), show them the following statement by Jim Block, Spady's co-worker, which appeared in an article by him entitled: "Mastery Learning: The Current State of the Craft," *Educational Leadership*, November 1979.

"One of the striking personal features of mastery learning, for example, is the degree to which it encourages cooperative individualism in student learning as opposed to selfish competition. Just how much room is there left in the world for individualists who are more concerned with their own performance than the performance of others. One of the striking societal features of mastery learning is the degree to which it presses for a society based on the excellence of all participants rather than one based on the excellence of a few. Can any society afford universal excellence, or must all societies make most people incompetent so that a few can be competent?"

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1993 UPDATE

The computerized, values-changing Skinnerian (outcome-based) international curriculum predicted in this book written in 1985 is former President [George H.W.] Bush's **American 2000**, referred to by President Clinton as **Goals 2000**. The majority of outcomes on state tests (assessments) now deal with politically-correct attitudes. Critical Thinking, Cooperative Learning and Individual Education Plans (No competition, dumb-down, outcome-based/Mastery Learning), testing and retesting (recycling) will assure "mastery of politically-correct values and workforce skills required for participation in the global community, economy, and government. Education will be LIFELONG.

All goals, objectives, outcomes, etc., emanate from the United Nations' agencies, especially the United Nations Educational, Scientific, and Cultural Organizations (UNESCO).

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—Andrea Neal, "A Shift to Dumbing Down U.S. Education,"
The Indianapolis Star, Saturday, March 18, 2000. Neal is the recipient of the
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