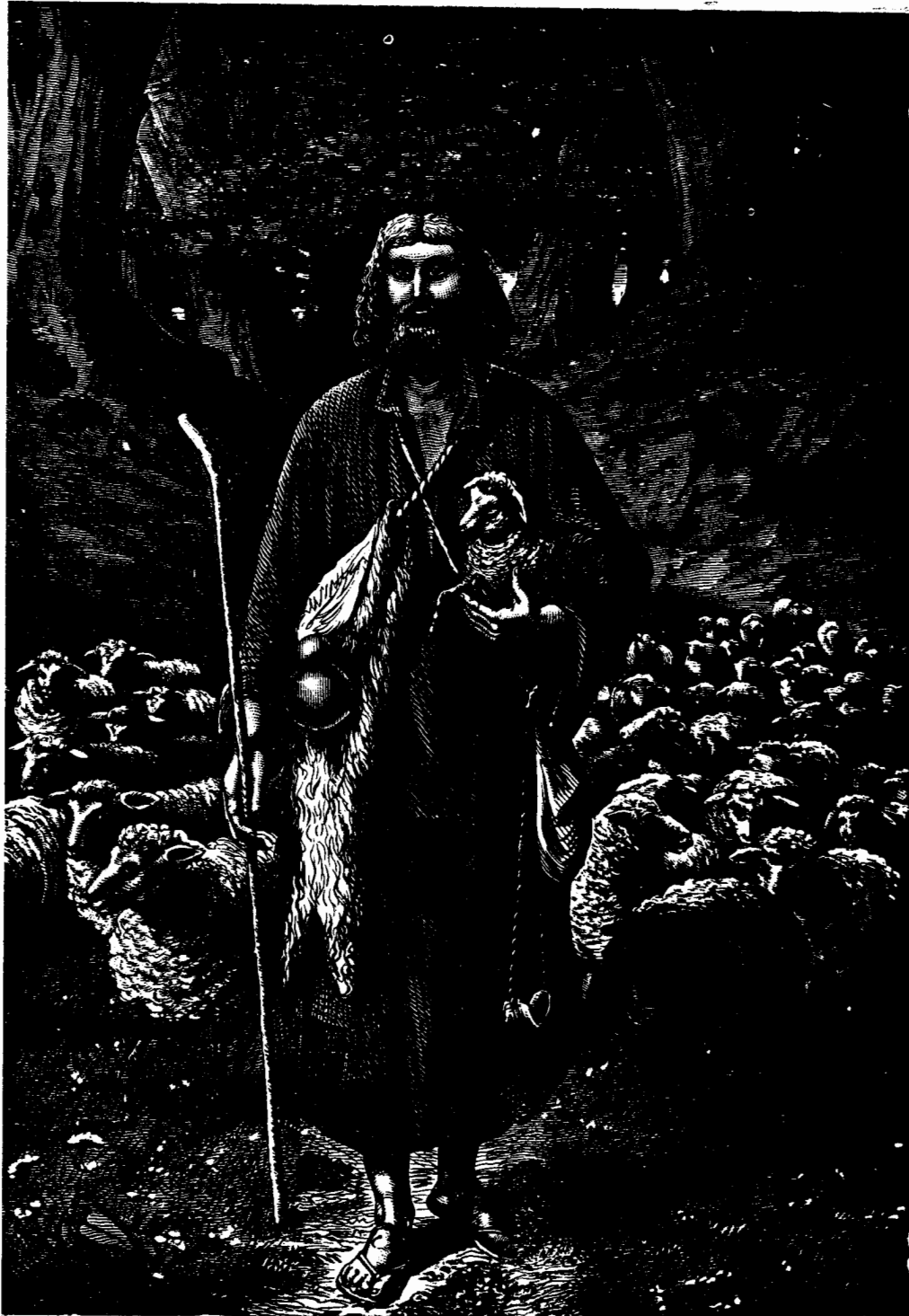


Wolves In Sheep's Clothing

By Charlotte T. Iserbyt



THE GOOD SHEPHERD.

OBE & CHOICE: *The Fatal Flaw In Compromise*

Charlotte T. Iserbyt

Several Christian leaders are finding "common ground" with Outcome-Based Education. But, their focus is on the content when the real problem is the method!

When key sociologists/educrats invite their opposition to dialogue over so-called "educational controversies," you can be sure something is not quite right. Recently, according to a report entitled "Education 'Peace Talks' begin" in the May 17, 1994 issue of *The Denver Post*:

Some of the most outspoken national opponents and proponents of outcome-based education have already met informally in Denver to identify common concerns...

Spady and members of his High Success Network consulting firm met... with Bob Simonds, national president of Citizens for Excellence in Education... also present were representatives of Focus on the Family... 'We're extending the olive branch,' said Marjorie Ledell, coordinator of communications and policy for Spady's High Success Network...

Spady says he's willing to talk about 'OBE choice,' which would put stress on letting parents in their own communities decide on the type of outcomes they want.

Simonds is quoted as being "interested in talking about 'enhanced OBE,' which is content-based—strong on math, science, English, but not concerned with 'attitudes, values.'"

Arnold Burron, professor of education at the University of Northern Colorado and a traditionalist Christian who works closely with Bob Simonds, called the meeting "a significant step forward." Amy Stephens, representing James Dobson's Focus on the Family, wisely reserved

judgment on what, if any, steps could be taken to reconcile the positions held by the two opposing sides.

No Compromise Possible

Alarm bells should be going off across the nation. There can be **no** compromise on this issue. As outrageous as the outcomes are (to quote no less an education authority than Al Shanker, President of the American Federation of Teachers), outcomes in the values domain—which have been bad for as long as this author can recall—can always be changed to suit the whims of the moment (political/religious/economic, etc.). This is about to happen if Spady, Simonds, et. al. come to some sort of a "compromise" on OBE.

What the social engineers will **not** allow to be compromised, however, is the mastery learning/OBE method to which UNESCO, and the U.S. Department of Education have been committed for at least 25 years, according to Professor S. Alan Cohen of the University of San Francisco. Secretaries Terrell Bell, William Bennett, Lamar Alexander, and Richard Riley, have all supported OBE mastery learning with grants to develop and implement it nationwide.

Why? Because the bottom line, as usual, is global profits, and there is no more effective way to "train" workers than using mastery learning/programmed learning which is based on Ivan Pavlov's animal psychology and the late Harvard Professor B.F. Skinner's behavior modification techniques. That is, the operant conditioning, stimulus-response type techniques of the knee-jerk, rat lab, pigeon training. "Sit, Fido". "Stay". Pop a biscuit in his mouth and move on to the next skill-type education.

The Conditioning Of Students

The Northwest Regional Educational laboratory, funded by the U.S. Department of Education, states in its *Effective Schooling* [OBE, ed.]

"I could make a pigeon a high achiever by reinforcing it on a proper schedule."

—B.F. Skinner

there been such a silence regarding the inner city children's test scores? The Chicago mastery learning program, which resulted in almost one-half of the 39,500 students in the 1980 freshman class failing to graduate, was just the tip of the iceberg. The press coverage of the Chicago mastery learning disaster was so devastating to the internationalists' plans that the media was evidently instructed to cease publicizing results from all the other major urban school systems that adopted mastery learning. After that the sociologists wisely changed the label "mastery learning" to "Outcome-based Education" (OBE).

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

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.'

Examination of the evaluation of the Follow Through programs, which used mastery learning indicates that they also did not improve inner city children's academic test scores.

For additional proof of failure of outcomes-based mastery learning read *Models of Instructional Organization: A Casebook on Mastery Learning and Outcome-Based Education*, April 1987, compiled by Robert Burns, Project Director of the controversial OBE grant awarded William Spady of the Far West Regional Laboratory by Secretary Terrell Bell in 1984. "The Conclusion" states in part:

The four models of instructional organization outlined in this casebook are difficult programs to implement. The practices of the ten schools described in the case studies are indeed commendable. *Yet we do not offer these ten case studies as 'exemplary schools' deserving emulation...* [Emphasis added].

The "Choice" Agenda Unmasked

Why then is the U.S. Department of Education recommending the use of outcomes-based education when its own research suggests that the most well-known OBE/mastery learning schools do not deserve emulation? How many school board members, teachers, or parents are

aware of the research surrounding the failures of mastery learning? Had they been informed, the controversy surrounding OBE would likely have been limited to the controversial mastery learning method. But, the method is key. Without it the controversial outcome indoctrination would be much more difficult to achieve.

The international work force training saga thickens as we move from mastery learning to "choice." You say, "What could mastery learning and choice have in common?" Plenty.

The handwriting on the wall should not be dismissed. Marjorie Ledell, with whom the conservatives met in Colorado, said in an article entitled "To be or Not to OBE," *Educational Leadership*, January, 1984:

Finally, raise the real issue and depend on democracy. Don't let 'to OBE or not to OBE' or 'to implement or not implement efforts to improve student learning' cloud the overdue national debate about *whether public education should exist or be replaced with publicly-funded private education.* [emphasis added]

And conservatives are still worried about bad outcomes and the need for school choice?

The international Skinnerian mastery learning wolf is not only breathing hard outside the door of **all** components of American education, it is also poised to pounce on its very own public school governance system, and gobble it up by purposely knocking it off the cliff. This will be replaced by Marjorie Ledell's "publicly-funded private education" which will be more lucrative (no tight-wad taxpayer revolts at budget time) and waivers of protections for students and teachers in order to reach the national goals (outcomes) which are in reality the international outcomes determined by the United Nations (UNESCO). The present push for site-based management is also recommended in a 1976 Aspen Institute paper by Lawrence C. Pierce entitled "School Site Management." The paper states: "**School site management is an intermediate structure between centralized school management and educational vouchers**"

Eighteen years later the carefully-laid plans of the internationalist Aspen Institute are being implemented under the guise of unaccountable OBE choice/charter schools funded by the taxpayers.

"Changing values [is] probably more important than reading..."

—Thomas Sticht

A Managed Crisis

Here is where the nine "radical" New American School Development Corporation design teams come in. Developed with money from the unaccountable private sector (notable is the \$50 million Annenberg Foundation grant to Ted Sizer's Coalition for Essential Schools), they are the Schools of the Future. They will *all* be outcome-based/mastery learning schools since all education and teaching is now "performance" based. Teachers' salaries will depend on their performance which will be judged by the performance of their students. Total quality management (the old management by objectives) will reign supreme. A representative from IBM said at the recent Governor's Conference on TQM in Minnesota: "Don't bother to retool the defective teachers; it's too expensive; just hire ones who are trained in TQM."

So, where are we? All is in place except for "universal" education. That means that home schoolers, independent, private, religious schools must somehow be coerced into the international system. Different per pupil expenditures (funding) will follow the individual child whose worth (value to society) will be determined at an early age.

How to accomplish that? Heat up the debate over OBE, publish outrageous outcomes, get the controlled media to beat the drums about how bad public education is, send home obscene surveys for elementary school children to fill out, turn parents against teachers, teachers against administrators, administrators against State Superintendents, State Superintendents against Congress; and saddest of all, parents against parents. In other words, create the problem; people scream; impose the solution.

Marjorie Ledell has the solution: "publicly-funded private education". Do you like it?

The International Plan for Education

The soil has been tilled; the seeds have been planted. We now await the blossoming of what John Dewey and his followers have mightily striven for since the early nineteen hundreds: universal socialist/internationalist education for the world government's planned global economy.

Conservatives are jumping on the OBE charter school bandwagon as if it were the last lifeboat on the sinking Titanic. The Heritage

Foundation, which by the way supported the 1985 U.S.-Soviet education agreements signed by Reagan and Gorbachev (still in effect); and which has an office now in Russia, where education has always been merged with business/work force training (10th plank of the Communist Manifesto), has think tanks in many states pushing OBE-type charter schools. A home schooling network in Michigan has slipped in under the state's new charter schools' law and secured *public* money to operate.

Home school and regular charter schools, magnet schools, year-round schools, residential schools, etc. are sprouting up all over the country. These "alternative" schools will adopt the radical NASDC designs. These designs spell out lifelong control of Americans, starting with prenatal care, continuing through Parents as Teachers programs, early childhood education, unconstitutional mandated community service, work force skills training, and constant Skinnerian mastery learning for training and retraining in the ever-changing work force skills determined by the planned global economy. A top change agent in Mississippi told a closed session of principals, in response to a question regarding the role of high school principals, "We are not educating for college; we are training for the work force."

In 1981 the NEA, the U.S. Dept. of Education, Johnson Foundation, Pedamorphosis Foundation, the Association for Supervision and Curriculum Development (ASCD), the National Foundation for the improvement of Education, and the John Dewey Society funded a study entitled *Project on Alternatives in Education*—A Broad-gauged Research/Reform Plan for Secondary Education—in the Tradition of the 1933 Famous Eight-Year Study. The Project's cover sheet is written on John Dewey Society letterhead and lists the following leading American change agents—all internationalists—on the steering committee:

John Goodlad, who in 1968 said "The most controversial issues of the 21st century will pertain to the end and means of modifying human behavior and who shall determine them... The first educational question will not be what knowledge is of the most worth but what kind of human beings do we wish to produce?... The possibilities virtually defy our imagination."

"Don't bother to retool the defective teachers; it's too expensive; just hire ones who are trained in TQM."

—An IBM Rep.

Wolves In Sheep's Clothing?

By Charlotte T. Iserbyt

When conservative and Christian leaders act in a contradictory fashion, it becomes difficult to tell the sheep from the wolves.

I have compiled a thoroughly documented list of so-called "conservative" and "Christian" leaders. This list is for use with people who can't believe they have been "had". Unfortunately, we will not be able to save America if we do not know who are our friends; and who are our enemies. Compiling this list represented one of the most unpleasant jobs I have ever tackled, for obvious reasons. The list could be much longer, but I leave it to you to add names, organizations, etc. [Ed. note: see address at the end of article.]

There are many excellent researchers/activists/writers/speakers, etc. who have previously exposed this treason, and I congratulate them for their courage to speak out when the treason was less obvious; and when even suggesting that the leadership wasn't "pure" brought on persecution, isolation, libel, etc.

The 1984 Hearings

I became suspicious in 1984 when not one single national conservative leader, with the exception of Phyllis Schlafly of Eagle Forum, would help me get people to testify at the U.S. Department of Education's hearings related to regulations for the Protection of Pupil Rights Amendment (PPRA). Michael Farris (presently the very effective President of the Home School Legal Defense Association, but then working for Beverly LaHaye's Concerned Women for America), excused that organization from participation in the hearings by saying they were very involved in fighting "humanism"! What was the PPRA all about if it wasn't a result of years of "in-the-trenches" warfare against secular humanism in the schools?

Such a response, surprising as it was at the time, was not unique. Dr. James Dobson, President of Focus on the Family, which also would not become involved, was busy with the devel-

opment of Rick Little's drug and alcohol program (QUEST) — probably the most controversial, humanistic, values-destroying drug and alcohol "prevention" program ever to be developed. Dr. William Coulson, a former colleague of humanistic psychologists Carl Rogers and Abraham Maslow, now speaks around the country, documenting QUEST's ineffectiveness.

After the PPRA regulations were issued, the National Education Association asked me which fundamentalist Christian groups had helped us, to which I was able to respond "NONE, the effort was one of parents and teachers, PERIOD." NEA must have learned something very important from this chapter in the American parents' and pupils' rights movement.

Republican "Conservatives"

The Washington Post, May 14, 1984, carried a UPI article entitled "Industrial Policy Urged for GOP" which stated: "A conservative study group founded by supporters of President Reagan is about to issue a report that advocates Republicans shed some of their deep-rooted antipathy to a **planned economy...**" [emphasis mine]. It goes on to say, "'The Industrial Policy Debate' is to be issued today at the Institute for Contemporary Studies, a think-tank founded by presidential counselor Edwin Meese, Secretary of Defense Caspar Weinberger and other Reagan supporters." And we now wonder how and why our schools are becoming full employment/global work force training sites?

Professor Eugene Maxwell Boyce of the University of Georgia, in *The Coming Revolution In Education*, 1983, said in regard to planned economies:

In the Communist ideology the function of universal education is clear, and easily understood. Universal education fits neatly into the authoritarian state. Level of education, and consequently the level of employment, is determined first, by level of achievement in school. **They do not educate people for jobs that do not exist.** No such direct, controlled, relation-

NEA must have learned something very important from this chapter in the American parents' rights movement.

two systems. I wrote to thirty leading conservative organizations, enclosing my article which exposed this treason. Few bothered to respond. Tom Winter, editor of *Human Events*, which had previously published my articles, told me that his subscribers would not understand my article. This was strange since the mainstream *Bangor Daily News* published it in its "Guest Column". *The Spotlight*, *The New American* and Eagle Forum gave the subject "once over lightly" coverage, but it was not until 1987 when Robert Morris, President of America's Future (PO Box 1625, Milford, PA 18337), published my flyer "Soviets in the Classroom... America's Latest Education Fad" that a real effort was made to inform Americans. Sad to say, the American Legion destroyed all of my documentation after deciding not to put the Maine Legion's unanimous resolution for rescission of the agreements to a vote of the entire national membership at its annual meeting in Washington, D.C.

The Soviets are now in American classrooms. If you doubt it, just carefully

check your local papers for references to Russians working with our local schools. The Soviet *system* is now in our classrooms (this is what global work force restructuring is all about).

Won't You Come Clean, Bill Bennett?

On August 10, 1988 The National Citizens Alliance (NCA), formed in 1985 to try to get the U.S./Carnegie-Soviet education agreements cancelled, held a press conference at the National Press Club, Washington, D.C. The purpose of the conference was to call on Secretary of Education William Bennett before he left office, to:

1. End funding and promotion of programs such as *Tactics for Thinking* which employ hypnotic-like processes and altered states of consciousness techniques on children;
2. Cancel the education portion of the 1985 U.S.-Soviet education agreement;
3. Force Pennsylvania to adhere to the Protection of Pupil Rights Amendment (the Anita Hoge case);
4. Investigate the National Assessment of Educational Progress' (NAEP) tracking of student attitudes and behavior.

"A nation can survive its fools, and even the ambitious. But it cannot survive treason from within. An enemy at the gates is less formidable, for he is known and he carries his banners openly. But the traitor moves among those within the gate freely, his sly whispers rustling through all the alleys, heard in the very halls of government itself. For the traitor appears not traitor; he speaks in the accents familiar to his victims, and he wears their face and their garments, and he appeals to the baseness that lies deep in the hearts of all men. He rots the soul of a nation; he works secretly and unknown in the night to undermine the pillars of a city; he infects the body politic so that it can no longer resist. A murderer is less to be feared."

—Cicero, 42 B.C.

said he is not aware of the complaints to which NCA refers. An OERI spokesman declined to comment."

Smoking Out the True-Blue Conservatives

Last fall I finally decided to smoke out the true-blue conservative leadership by faxing to fifteen of the major conservative groups' D.C. headquarters excerpts from the federally-funded National Education Goals Panel Toolkit — you know, the "Brainwash the Community Into Accepting GOALS 2000 Toolkit" — with an offer to send them **FREE** the computer diskette containing the 300-page project so that they could alert their membership nationwide before the

The world will be Communist by the end of the Century.

—V. Molotov

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We have been propagandized to think that Fascism is dead. But this philosophy of life, and thus the government that results, is as old as man, and never goes away. It is merely reincarnated through the ebb and flow of history, only to resurface having taken on a different form.

Public education has been successful in that most Americans would not recognize Fascism if it hit them in the face. So, what is Fascism, or the essence thereof? *The American Heritage Dictionary* defines Fascism this way:

A philosophy or system of Government that advocates or exercises a dictatorship of the extreme right typically through the **merging of state and business leadership...** [emphasis added]

Fascism like all other forms of statism or belief in the supremacy of the State is, at its root, out to control the lives of individuals. The State believes all of humanity exists to serve its pleasure. Each form of statism takes a slightly different form, but as one writer put it, that matters little to those who live under dictatorship.

This article discusses the burgeoning public/private partnerships and how those partnerships have helped to implement policies, specifically in education, that are changing our society and dumbing down our children so they can become useful servants of the merging business/state partnership.

FROM INDIVIDUALS TO THE COLLECTIVE

Back in 1934, The American Historical Association in its Carnegie Corporation funded *Conclusions and Recommendations — Report of the Commission on the Social Studies*, called for a shift from free enterprise to collectivism. Amongst many statements advocating the need to switch to collectivism, the following are of special interest:

Cumulative evidence supports the conclusion that in the United States as in other countries, the age of individualism and Laissez Faire in economy and government is closing and that a new age of collectivism is emerging... As to the specific form which this "collectivism," this integration and interdependence, is taking and will

take in the future, the evidence at hand is by no means clear or unequivocal. It may involve the limiting or supplanting of private property by public property or it may entail the preservation of private property, extended and distributed among the masses...

...almost certainly it will involve a larger measure of compulsory as well as voluntary cooperation of citizens in the conduct of the complex national economy, a corresponding enlargement of the functions of government, and an increasing state intervention in fundamental branches of economy previously left to individual discretion and initiative...

A state intervention that in some instances may be direct and mandatory and in others indirect and facilitative. In any event the commission is convinced by its interpretation of available empirical data that the actually integrating economy of the present day is the forerunner of a consciously integrated society in which individual economic actions and individual property rights will be altered and abridged.

Like a lethal noxious gas, the above ideas almost immediately crept into school textbooks (or more likely, were deliberately put there), the Progressive Education Association and later the National Education Association (NEA) being among the primary promoters of this revolution. The ideas were so radical they resulted in legislative investigations. One was in California by their General Assembly and the other in the U.S. Congress. While both legislatures were rightly outraged, in the end, the ideas themselves, though more honed down, remained in the textbooks.

How many American children were educated to this end considering that the first overt appearance of collectivism appeared in the 30's? How long before the education of yesterdays classroom becomes the philosophy of today's government? Read on.

An article entitled "Industrial Policy Urged for GOP" (*Washington Post*, March 3, 1984) said in part:

A conservative study group founded by supporters of President Reagan is about to

"It may involve the limiting or supplanting of private property..."

—1934 Carnegie report

U.S./State Chambers of Commerce/Business Partnerships are the primary mechanisms to bring the above referred to control to our once great nation. They represent the nails in the coffin of a once highly-educated free people. That this kind of "deliberate dumb down" is necessary for a planned economy is documented in the following two quotes:

Thomas Sticht and Willis Harman said in a *Washington Post* article, (8/1/87) "Experts Say Too Much is Read Into Illiteracy Crisis:"

Many companies have moved operations to places with cheap, relatively poorly educated labor. What may be crucial, they say, is the dependability of the labor force and how well it can be managed and trained — not its general educational level, although a small cadre of highly educated creative people is essential to innovation and growth. Ending discrimination and changing values are probably more important than reading in moving low income families into the middle class.

The significance of this is that Thomas Sticht and Bill Spady (father of OBE) were consultants to the Washington D.C. schools in 1978 when they implemented Mastery Learning (now called Outcome-Based Education, or OBE). A 1978 Washington Post article discussed this im-

portant change in schools, referring to Mastery Learning as Skinnerian pigeon-training, etc. Look at the D.C. schools now!

Secretary of Labor Lynn Martin later named Thomas Sticht to the Department of Labor's Secretary's Commission of Achieving Necessary Skills (SCANS) *Teaching the SCANS Competencies* identifies him as President and Senior Scientist, Applied Behavioral and Cognitive Science, Inc., San Diego, California.

Harvard Professor Anthony Oettinger, member of the Council on Foreign Relations, is quoted in *The Innisbrook Papers — The edited proceedings of a Northern Telecom senior management conference on issues and perspectives for the 1980's*, in a speech entitled "Regulated Competition in the United States," February 1982, as follows:

The present "traditional" concept of literacy has to do with the ability to read and write. But the real question that confronts us today is: How do we help citizens **function** well in their society? How can they acquire the skills necessary to solve their problems? Do we really want to teach people to do a lot of sums or to 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

"...do we really have to have everybody literate...?"

—A. Oettinger

In 1993, ECS wrote the following after asking the question: "What proof is there that outcomes-based education will work?"

The Eight-Year Study. *The concept of outcomes-based education dates back at least to the 1930s. In what later became known as the Eight-Year Study, 300 American colleges and universities agreed in 1933 to free 30 experimental high schools from their conventional subject-unit entrance requirements [Carnegie Units]. The schools, in turn, then designed courses to foster the kinds of higher-order thinking and learning skills required of successful college students.*

So, ECS makes it very clear that the proof that OBE will work came from that ancient 1933 **Eight-Year Study**! What does the public know about what is contained in what must be an important study? To think the reformers have planned for 58 years to get what they wanted: full blown elimination of the Carnegie Unit and Performance-Based Skinnerian/Mastery Learning/OBE education which necessitates self-directed learning which will be essential to control the individual lifelong at the community level.

This same 1981 NEA/U.S. Dept. of Education/John Dewey Report that cited the Eight-Year Study called for "choice" schools, using the same principles of societal change with which the **Eight-Year Study** experimented. Funding of the 1981 study suggests that the U.S. Department of Education, in collusion with the NEA and leading American/international change agents, has been carefully planning for the demise of the public education system and its replacement by publicly-funded OBE "choice"/charter/alternative schools. It is any wonder NEA's spin-off organization, ASCD, in its January 1994 *Educational Leadership*, would carry an article by Marjorie Ledell of William Spady's High Success Network, which says:

Finally, raise the real issue and depend on democracy. Don't let "To OBE or not to OBE" or "to implement or not implement efforts to improve student learning" cloud the overdue national debate about whether public education should exist or be replaced with publicly-funded private education. †

science and technology and career education and health and physical ed. Of course, one also must be aware how these areas no longer represent what their label would traditionally imply. As the Pennsylvania State Assessment put it, study of citizenship as determined by national objectives did *not* include "knowing structure of government."

The above Georgia project reflects clearly the recommendations of the NEA in 1976. Catherine Barrett, President of the NEA, said in part in a speech,

We will need to recognize that the so-called "basic skills" which currently represent nearly the total effort in elementary schools, will be taught in one quarter of the present school day...

Her quote is important when tied to *The*

ment of Education (and who [illegally] funded the OBE pilot to put OBE/ML in every school in the nation), Luverne Cunningham who went into Kentucky (for David Hornbeck of Carnegie) to get rid of school boards (to be replaced with site-based management [which is now funded by federal law]) and Helen D. Wise, former head of the NEA who was up until last November Governor Casey's education assistant in Pennsylvania and who has been very influential in implementing the restructuring of education in Pennsylvania.

Pennsylvania is far ahead of the rest of the states in implementing the multinational agenda for education. Pennsylvania education researchers believe Wise heavily influenced Casey away from accepting the recommendations of the thousands of Pennsylvania citizens regarding Outcomes-Based Education and the

controversial Pennsylvania Education Assessment which teaches and tests certain predetermined government-approved values. The Educational Quality Assessment (EQA) was the subject of the successful Anita Hoge case against the Pennsylvania Department of Education.

We believe the Council on Foreign Relations' twin brother, the Committee for Economic Development (CED) initiated the entire education restructuring movement. Its 1991 report *The*

Unfinished Agenda states that its first report *Investing In Our Children*, "preceded and influenced subsequent statements in the same vein by the Carnegie Forum (*A Nation Prepared*) and others."

The CED's 1985, 1991 and 1994 reports entitled *Investing in Our Children: Business and the Public Schools... A statement by the Research and Policy Committee of the Committee for Economic Development* (1985); *The Unfinished Agenda: A New Vision for Child Development Reform — A Study Prepared for the CED* (1991), and *Putting Learning First: Governing and Managing Schools for High Achievement* (1994) are important.

Just about every important multinational corporation is listed as involved or referenced in the CED's education restructuring movement. Also

Shirley McCune... admitted... we were not simply restructuring education, but our entire nation.

Whenever the prevailing economic system is founded upon private property, there will be found private institutions promoting research, welfare, recreation, and education. The status and vitality of these institutions will vary in direct proportion to the degree of privateness existing with respect to property. If private property is to be abandoned in the United States, private schools will disappear... In view of this threat, many educators and, curiously enough, educators who had hitherto been associated with the progressive education movement, have also indicated that professional or moral support should be withdrawn.

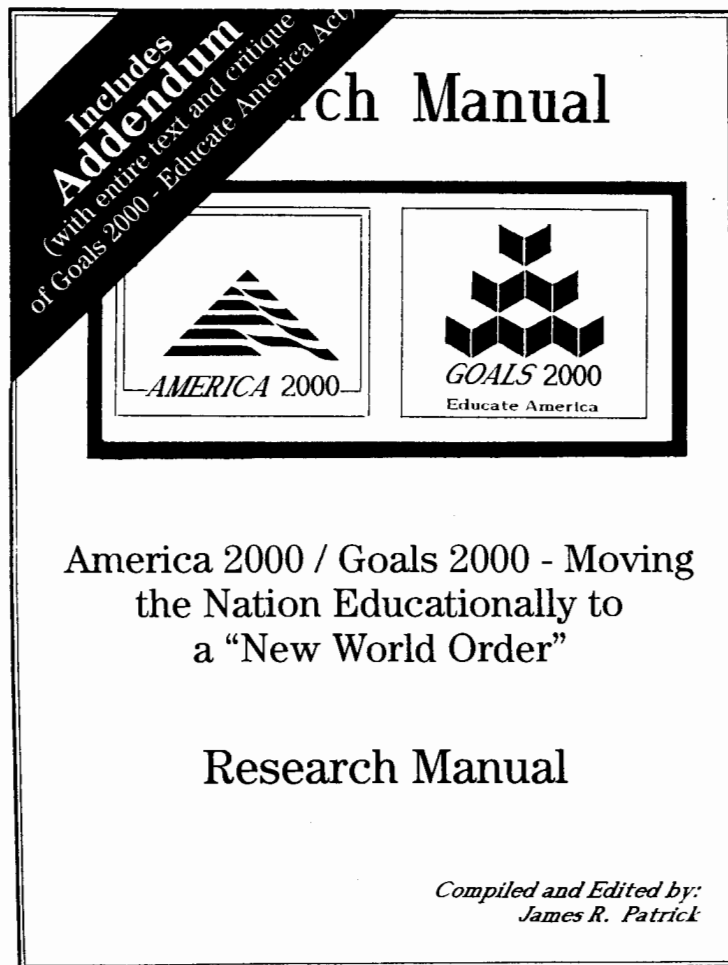
Eduard C. Lindeman, "The Future of Private Schools," *Progressive Education*, January 1936.

Seven Cardinal Principles Revisited, 1976, which basically set forth the NEA's agenda for the 21st Century — a global education agenda.

Of utmost importance is the membership of the NEA's Cardinal Principles Panel which included important international businessmen, i.e., David Rockefeller of Chase Manhattan Bank, McGeorge Bundy, Ford Foundation, Joe Foy, Houston Natural Gas Co. etc. Willis W. Harman, Stanford Research Institute, co-author with Spady of an earlier quote, was also included amongst the total of 48.

The 19 member Pre-planning Committee included TheodoreSizer, [whose motto taken from Hitler's *Mein Kampf* is "Less is More"] Secretary of Education Terrel H. Bell, under whom this writer worked in the U.S. Depart-

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Dec.-Jan. 1993 when you said:

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 the 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.

(Spady is now denying that OBE is mastery learning and doesn't want to hear anything about it being based on animal training although the evidence shows 100% that it is B.F. Skinner.)

QUESTION 3

Is it true that the United Nations Educational, Scientific and Cultural Organization (UNESCO) is committed to Mastery Learning all over the world and that data has been evaluated worldwide?

(Dr. S. Alan Cohen, Associate Director of the Center for Outcomes-Based Education at the University of San Francisco — See reference to him in 1994 ASCD *Update* article entitled "Outcomes-Based Education Comes Under Attack" — said at a conference on Mastery Learning sponsored by the Maine Association for Supervision and Curriculum Development, May 13, 1983, at Saco, Maine: "In 1976 Block and Burns published in AERA research around the world on mastery learning. UNESCO committed to ML all over the world... we have evaluated data worldwide." Could you provide us with that data or tell us where we can obtain it?

Cohen also referred to our children as "animals" at least ten times during that conference. He also stated that the grandfather of Mastery Learning, John Carroll, rejected Rudolf Fleisch's arguments in *Why Johnny Can't Read*, and in essence was opposed to use of intensive phonics to teach reading.

Alan Cohen's workshop is very interesting in that it taught teachers how to implement Mastery Learning using all the behavior modifying operant conditioning techniques of Pavlov/Skinner including "careful control of reinforcers; kids on task (participation ratio) and recycling (correctives)."

QUESTION 4

If Outcomes Based Education isn't Mastery Learning or based on ML, i.e. cannot stand alone without use of mastery learning, what method of teaching/learning will be used to implement OBE?

Carol Barbar's article "Outcome-Based Education/Mastery Learning: What is it/Why do it/How do you do it?" which appeared in *Outcomes*, a quarterly journal of the Network for Outcome-Based Schools, Spring 1986, Vol. 5, No. 3, says:

Mastery learning supports the OBE movement in that it is the main vehicle upon which to begin the change process in the belief systems, curriculum organization and instructional strategies. Mastery learning provides us with the support and processes needed to begin the total OBE reform in our schools.

OBE does use Skinnerian Mastery Learning according to a report to the Secretary of Education, William Bennett, U.S. Dept. of Education by the National Task Force on Educational Technology, U.S. Dept of Education, April 1986 entitled *Transforming American Education; Reducing the Risk to the Nation* states: "For 1990-2000: The improvement and transformation of education to mastery learning will demand continuing support." (This memo was passed out at a Ohio State Board of Education Caucus). In other words, it means that Bennett approved mastery learning/outcomes-based education, even though he professes otherwise.

QUESTION 5

Does the OBE/ML method of teaching resemble any method used in any other countries?

OBE/ML is the Soviet/Russian system of education according to Prof. Paul DeHart Hurd (emeritus) Stanford University. He said in a paper prepared for the National Convocation on Precollege Education in Mathematics and Science, May 12-13, 1982, National Academy of Sciences and National Academy of Engineering, Washington, D.C., entitled "State of Precollege Education in Mathematics and Science," p. 10, the following:

In the Communist countries there are comprehensive examinations at the end of the primary, middle, and secondary

"The improvement and transformation of education to mastery learning will demand continuing support."

—Wm. Bennett

terminated specifications, etc.?

PPBMS, MBO, etc. are part of OBE according to Charlotte Danielson in her *Practitioners' Implementation Handbook — The Outcome-Based Curriculum*, 2nd Ed., p. 6 "Planning and Budgeting Systems" are being used by all states implementing OBE. Danielson also says, "The knowledge and inquiry and problem-solving skills sections of this taxonomy (Bloom) were first developed in the Tri-county Goal Development Project, Portland, Oregon." See Iserbyt book, *Back to Basics Reform or Skinnerian International Curriculum*, 1985 pp. 37-38, "Federally funded Goals Collection Blatantly Declares What Will Take Place in New Twenty Years."

QUESTION 11

Does OBE/ML use any of the research of B.F. Skinner?

YES, the *Effective School Report* in an article in its July 1984 issue entitled "Effective Schools for Results — Applying Proven Practices for Effective Schooling Results" by Robert E. Corrigan and George W. Bailey says

The following professionals and groups have initiated successful educational programs which can work together as a common system to deliver *predictable success* for every learner — the ultimate criterion of an effective school program; Wilbur Brookover, Ron Edmonds, Effective Schools Research Movement; **B.F. Skinner**, Norman Crowder, Robert E. and Betty O. Corrigan, Mastery Learning Practices; Madeline Hunter, Mastery Teaching Practices; R.E. Corrigan, B.O. Corrigan, Ward Corrigan and Roger A. Kaufman; A Systematic Approach for Effectiveness for District-Wide Installation of Effective Schools. [emphasis mine]

In a most interesting article in *Education Week*, 8/3/83 entitled "There Has Been a Conspiracy of Silence About Teaching, B.F. Skinner Argues That Pedagogy is Key to School Reforms," by Susan Walton, Skinner says

'Improving methods of teaching would do more to help public education than would lengthening the school day or any of the other reforms proposed by the National Commission on Excellence in Education and other groups that have recently

issued report on education.'

The article continues:

So argues B.F. Skinner, the Harvard University psychologist whose pioneering theories about and studies on the 'conditioning' of behavior have had a substantial impact on education. Still a source of controversy 40-odd years after Mr. Skinner began his research, those theories have been instrumental in the development of mastery learning and the 'teaching machines' of the 1960's. The behavioral scientist's work has also been an integral part of the debate over individualized instruction... Central to Mr. Skinner's thinking on education are the notions that children should be allowed to learn at their own pace and that teachers should rely on 'reinforcers' or rewards, to strengthen patterns of behavior that they want to encourage.'

This article which should be read in its entirety by those concerned over the use of OBE/ML goes to the heart of the controversy when it quotes Skinner as arguing that "the reinforcing consequences of being right will eventually prompt student to do what they are supposed to do. But to elicit the behavior the first time, their behavior must be "primed" and "prompted." In other words, what is reinforced will be repeated.

QUESTION 12

Why is it that the disastrous Chicago Mastery Learning Program was the only one to receive heavy media coverage when there must be hundreds of similar disasters where mastery learning has been used? Do Detroit, New York City, St. Louis, Boston, Atlanta, Dallas, all school districts with a high percentage of minority students, which have used mastery learning, have *high* academic test scores?

QUESTION 13

Would you be willing to oversee the release of longitudinal data related to academic achievement in the inner city schools which have used mastery learning? Such information would have to be based on norm-referenced testing in order to be valid.

[B.F. Skinner's]
"theories have been instrumental in the development of mastery learning and the 'teaching machines' of the 1960's."

—Education Week

out by many scholars of technology, is that the means tend to become the ends. The means which sometimes serve as the end of technology are not neutral. As most critics of technology have pointed out, these means have effects — effects which are not neutral at all... The effects of technology cannot, therefore, be overlooked. They create serious concerns for society as a whole. They are particularly important to a person involved in a field like educational technology, since its effects help to shape human minds... What are the effects of packaged learning on a person for 18 years? Are we moving too fast technologically for people to cope with the changes? How do feeling and spontaneity fit into a technologically-based system? Are we trying to program all connections between people?... The concerned professional has a point of view about the ends and then decides whether or not the work being done will make possible a positive or negative ends. If it is decided the work will bring about negative ends, the concerned professional refuses to perform it... It should be clear that the concerned professional does not have to be a 'liberal' or a 'conservative'... We believe that in the American society of the 1970's and beyond, the educational technologist cannot afford to be a neutral technician. The concerned professional must ask how the resources produced or used affect all of society, as well as the scientist's own life... The concerned specialist must ask what to do if he/she disagrees with the message of resources. The educational technologist is not the only person making decisions about the facilitation of learning through the identification, development, organization, and utilization of learning resources. The teacher, curriculum specialist, administrator, content specialist, librarian and the student are involved in the process, too. In a practical sense, the work relationship means 'who will get to make the ultimate decisions about facilitating learning and how it is done...'

QUESTION 17

Please explain the continued use by the education/business partnership of a failed

method/system: i.e., academic failures are now in from Kentucky, Rochester and Johnson City, NY; Chicago, IL; Cottage Grove, OR; Pasco, WA; California, all inner cities, etc. Rochester, NY has been involved in OBE for eight years — pilot for the nation (Marc Tucker, Carnegie, National Center on Education and the Economy). *The Wall Street Journal* did a front-page article on the failure of Theodore Sizer's Coalition of Essential Schools which uses OBE, and who professes that "less is more" (similar to words used by Hitler in *Mein Kampf*).

QUESTION 18

What proof do you have that OBE works? The Education Commission of the States, ECS, stated in its 1993 paper *History of Outcomes-Based Education*: "What proof is there that outcomes-based education will work?"

Answer: "The Eight-Year Study. The concept of outcomes-based education dates back at least to the 1930s. In what later became known as the Eight-Year Study, 3000 American colleges and universities agreed in 1933 to free 30 experimental high schools from their conventional subject-unit entrance requirements. The schools, in turn, agreed to submit detailed information concerning their graduates seeking college admission. The high schools then designed courses to foster the kinds of higher-order thinking and learning skills required of successful college students."

The Study was commissioned by the Progressive Education Association, supported by the Carnegie Corporation and the General Education Board, and was carried out by those identified as socialists, communists, and Deweyites, many of whom had been to Russia and studied the Russian education system in detail. These persons (Taba, Tyler, Rugg, et. al.) continued to work within the education system and have had enormous influence on education and education reform as we see it today.

(Note: The ECS was funded by the Carnegie Corporation which has agreements with the Soviet Union/Russia to restructure American education. ECS is an unconstitutional entity due to its violation of the constitutional prohibition of formation of a pact between states.)

Copyright 1994, Charlotte T. Iserbyt, former Senior Policy Advisor, U.S. Department of Education, 1980-1982. Author of *Back to Basics Reform... Or... OBE... Skinnerian International Curriculum*, 1985.

"The effects of technology cannot, therefore, be overlooked. They create serious concerns for society as a whole."

—Technology Report

tives made up of representatives from business, churches, social services, medical/mental health, arts, etc.) will virtually run our towns and will determine the charter schools/work force training sites' plans. Parents/taxpayers will have no say in this lifelong totalitarian plan.

Charter schools must use mastery learning/direct instruction. Skinner says "what is reinforced will be repeated." This is an excellent, perhaps the only, method for a dumbdown workforce training.

Mastery learning is based on theories of Bloom, who said the "purpose of education is to change thoughts, actions, and feelings of students" and defined good teaching as "challenging the students' fixed beliefs." Bloom's work is based on Skinner who said "I could make a pigeon a high achiever by reinforcing it on a proper schedule."

Skinner's work is based on that of Thorndike who experimented with chickens and Ivan Pavlov who experimented with his bells and slobbering dogs.

Pavlov was Russian. Russian education has not been competitive. Children work in groups for the good of the collective; they receive no grades. The smart students tutor the slow ones.

Russian and Nazi education methods advocate teaching less: teaching only what the State deems is necessary for particular individual to know. Hitler's *Mein Kampf* spells this out clearly. This also happens to be professor Theodore Sizer's "less is more" philosophy. This is the method the United States putting in place — the Russian/German education/training method. Further, Carnegie has important education agreements with Soviets/Russians on restructuring American education.

Professor emeritus Paul De Hart Hurd, Stanford University, admitted as much when he defined education in communist countries. He says:

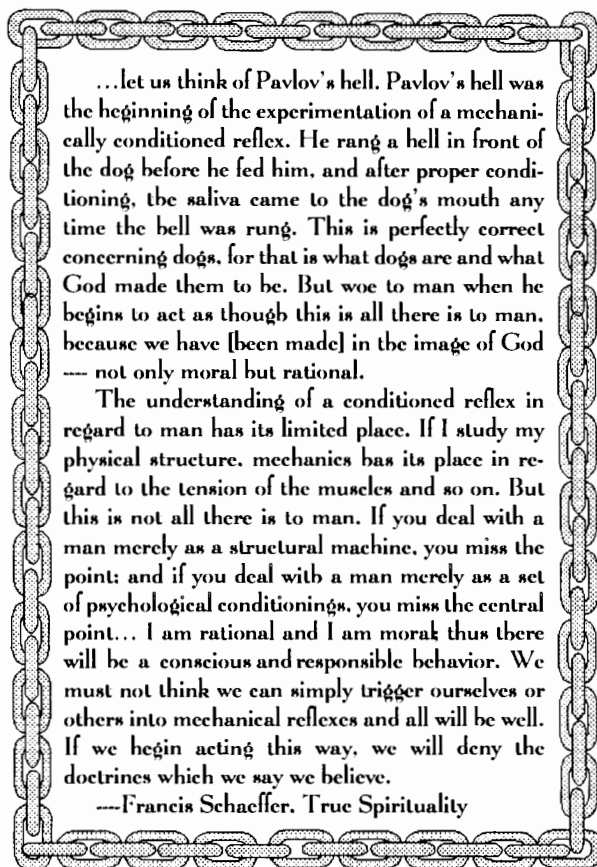
In the Communist countries there are comprehensive examinations at the end of the primary, middle, and secondary schools to assess a student's total progress. Test results are not interpreted in a competitive sense as to who has done well or

poorly compared to other students or a norm, but rather whether a student has mastered the prescribed subject matter. If test results are below expectancy, the student is tutored by the teacher and other students. The objective is to avoid failures.

When I put that overhead up, I cover "in communist countries" with tape and ask the audience to tell me what kind of education De Hart Hurd is describing, and they inevitably respond "outcome-based

education/mastery learning", I then remove the tape and they are in shock when they see "in communist countries".

Communist/fascist countries have partnerships between industry and the State. this is known as a planned economy which results in "full employment" which sounds good if you are willing to have the government dictate where you will or will not work. Government dictates how many cars, ballet dancers, scientists, doctors, janitors, etc. it needs (quotas as for specific jobs/professions). If your child is gifted in what it takes to become an engineer, he or she will only be allowed to go into engineering if the govern-



...let us think of Pavlov's hell. Pavlov's hell was the beginning of the experimentation of a mechanically conditioned reflex. He rang a bell in front of the dog before he fed him, and after proper conditioning, the saliva came to the dog's mouth any time the bell was rung. This is perfectly correct concerning dogs, for that is what dogs are and what God made them to be. But woe to man when he begins to act as though this is all there is to man, because we have [been made] in the image of God — not only moral but rational.

The understanding of a conditioned reflex in regard to man has its limited place. If I study my physical structure, mechanics has its place in regard to the tension of the muscles and so on. But this is not all there is to man. If you deal with a man merely as a structural machine, you miss the point; and if you deal with a man merely as a set of psychological conditionings, you miss the central point... I am rational and I am moral thus there will be a conscious and responsible behavior. We must not think we can simply trigger ourselves or others into mechanical reflexes and all will be well. If we begin acting this way, we will deny the doctrines which we say we believe.

—Francis Schaeffer, True Spirituality

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If... the government only needs ten engineers and you are the eleventh, you are out of luck.

I N T R O D U C T I O N

School-to-Work is not just about adding another program to the local school system. School-to-Work is about totally dismantling or transforming the public school system to a system of public schools. System reform requires aligning the system with changes sought in the mission of the school to change the school system from an education system to a service provider system responsible for the development of the government's commodity or human resource. Such vital change is a prerequisite for the systemic reform mandated by GOALS 2000.

GOALS 2000, is social engineering — not education. Systemic reform will translate into the human resource development system.

The great opportunity in front of the country now is to remold the entire American system for human resource develop... What is essential is that we create a seamless web of opportunities to develop ones skills that literally extends from cradle to grave and the same system for everyone — young and old, poor and rich, worker and full-time student. (*A Human Resource Development Plan for the United States, 1992, National Center on Education and the Economy [NCEE]*)

The national goals require cradle to grave intervention — from Goal 1, “all children will start school ready to learn,” to Goal 3 & 5, lifelong learning and the development of the workforce for the global economy, to Goal 7, professional development and the politically correct teaching staff, and to Goal 8, parents as partners with the school and the community in the development of the social, psychological, emotional, and physical development of their children for their future life roles.

Michigan, as well as all other states, became a partner with the U. S. Department of Education for the systemic (entire body) reform of all the public schools in the state. When our Governor Engler (a member of, and soon to be chairman of the National Education Goals Panel) and Schiller, Michigan's State Superintendent of Instruction, applied for GOALS 2000 funds, they committed the state to this partnership. Application also meant that both Engler and Schiller actually agreed with the U. S. Department of Education that the U.S. Department of Education would have the final say (stamp of approval) on the state's improvement plan (Michigan's plan was sent to the U.S. DOE for advisement and approval before being reviewed and approved by our State Board of Education). GOALS 2000 enables the federal government, governors and state superintendents of instruction to bypass the state legislative decision-making process, thus ignoring the separation of powers found in the U.S. Constitution.

S Y S T E M S R E F O R M I S N O T H I N G N E W

The conventional high school curriculum was far removed from the real concerns of youth... Young people wanted to get ready to earn a living, to understand others, to become responsible members of the adult community, to find meaning in living.

(*The Story of the Eight-Year Study, 1933-1941, Wilford Aiken*)

I n 1993, when asked, “What proof is there that outcomes-based education will work?” The Education Commission of the States (ECS) replied,

The Eight-Year Study. The concept of outcome-based education dates back to at least in the 1930's, in what later became known as the Eight-Year Study, 300 American colleges and universities agreed in 1933 to free 30 experimental high schools from their conventional subject-unit (Carnegie Units). The schools, in turn, then designed courses to foster the kinds of higher-order thinking and learning skills required of successful college students. (“The Mystery of the Eight-Year Study Resolved,” *The Christian Conscience*, July/August 1995)

Aiken's 1933 book provides an instant replay of what is occurring in education today. The study was actually conducted by John Dewey's socialist and humanist organization, The Progressive Education Association, and was funded by the Carnegie Corporation of New York and Rockefeller's General Education Board. The Carnegie Corporation of New York's *Recommendations*

and Conclusions — Report of the Commission on the Social Studies, 1934, virtually recommended chucking the free enterprise system for a collectivist economic system. The Carnegie Corporation signed an agreement in 1985 with the Soviet Academy of Science to restructure education, especially elementary education.

The schools involved in the *Eight-Year Study* were to identify their purposes (mission), practices (method) and results (outcomes). These schools laid heavy emphasis on critical thinking and resemble today's charter/school academies. In fact, six of the schools were connected to universities, just as are our professional development and charter schools. The *Eight-Year Study* referred to these schools as “demonstration or laboratory schools,” as did the 1969 Behavioral Science Teachers Education Program (BSTEP) and Professor John Goodlad's more recent University-Dual Partnership Project. The *Study* concluded that,

The function of the school in a democracy is to conserve and improve the democratic way of life.

It appears that The Progressive Education Association experts weren't well educated enough to realize that our nation is a Constitutional Republic, not a socialistic democracy. Or were they? The *Eight-Year Study*'s movers and shakers had spent time in the Soviet Union studying its educational system, and many components of the Soviet educational system were imple-

tural Organization) introduced the concept of Lifelong Learning the same year (1965) that the Elementary and Secondary Education Act was passed and the federal government became the master of our nation's educational system. By 1966 the concept of lifelong learning was endorsed by UNESCO. This concept was to become the master plan for international restructuring of the educational systems.

In 1971, the Secretariat of UNESCO, called upon George W. Parkyn to,

outline a possible model for a(n) (education) system based on the ideal of a continuous educational process throughout the lifetime of the learner... a means of bringing an existing national school system into line with lifelong learning. (*The People vs. The Educational Confederacy*, Jan. 1995)

Although Michigan's *The Common Goals of Michigan Education* was first published in 1971, there is no doubt these goals had been in the developmental stage since 1965 or 1966. The goals represent what the state has determined

...must be common to all students in Michigan's, elementary and secondary schools.

The goals encompass every aspect of an individual's life, including life roles, and require the student to

develop an appreciation of learning as a lifelong process of self development and a major way of responding to sociological and environmental change.

We have reached a point where society either educates everyone or supports them... the home, the church, and the school ... the basic social institutions which prepared the young for the future were designed as "maintainers" of society — to teach our young the "right" things they would need for the future, since it was essentially like the past... **The home, the church, and the school cannot be effective maintainers, since the future cannot be predicted.** [Emphasis added] (*Man, Education and Society in the Year 2000 — Report of The Fifth Annual Chief State School Officers Institute, 1974, funded by the Office of Education, U.S. Department of Health, Education and Welfare*)

The Chief State School Officers (CSSO) is comprised of the 50 state superintendents. Its meetings are closed to the public.

The articles selected to be published in the above-referenced report are identical to educational reports written today. The titles follow: *The Role of the Future in Education*, Alvin Toffler; *Education and Human Resource Development*, Willard Wirtz; *The International Situation — The Role of Education*, Frederick Champion Ward; *The Shape of Democracy: The Citizen Role*, Forbes Bottomly; *The Public and Private Life of the Individual*, Harold Shane; *Energy, Natural Resources and Growth*, Charles J. Ryan; and *Economic Patterns — Public Dollar Availability* by Allan Campbell.

The takeover of the schools by the State Departments of Education is proposed in this CSSO report,

From the question of finances to the question of values that should be taught in the schools, the consensus was that leadership and priority changing by state department was the most important

step to be taken.

The "basic premises" and "conclusions" that emerged from the 1974 Chief State School Officers Institute represents the restructuring plan or systems reform that we see today. Exposed is the fact,

The traditional cluster of knowledge, skills, values and concepts will not help our young face the future in their private life, the international situation, their citizen role, their work role, nor the area of energy, national resources or growth... Education cannot be completed during the childhood and youth of the individual... Knowledge is not enough — the use of knowledge and its effect on the future must be understood... Individuals need more learning about social process with a greater emphasis on participation in group decision making... There can be no such thing as a "value free" education. As learning becomes more tied to the future, personal and societal change "values" come to the foreground. ...Perhaps there is a need for clarification of new values needed to solve future problems... In the United States today, every citizen must learn the basic tool skills if he is to function as a citizen in a democracy and as an individual in his private, public and work life. In addition to the three Rs, the basic skills would appear to include group participation, environmental relationships and planning for the future... Ways must be found and policies established in the states which provide opportunities for youth to participate in the real world as part of their education... Education credit should be available to students for activities related to their studies in work, volunteer action, community participation, school volunteer programs and other programs contributing to the betterment of the home, school, community and society... **The fifty states should organize a commission to establish the values that are significant to approaching problems that must be faced in the future... The simple concept of improving what is already being done in education will not be adequate. It may even be harmful in solving present and future problems. ...the greatest danger seems to be that simple improvement rather than basic change might be attempted.** [Emphasis added]

The 1974 systems reform package, was the blueprint for the systems reform in the nineties.

UNESCO's 1976 publication, *Foundations of Lifelong Education*, coincided with Michigan's 1975 revision of its *The Common Goals of Michigan Education*. Michigan in 1975, had adopted a tentative goal statement for preschool education, and

...a new goal for programs to enrich the preprimary education experience of children [and] ...reorganization of the structure of the document by classifying the Common Goals into two goal areas — (1) Student Learning containing goals describing expected student achievement in cognitive, affective and psychomotor domains, and (2) System Responsibilities containing goals which describe characteristics of a quality education system.

Is it just coincidental that Michigan's education plans line up perfectly with those found in CSSO's and UNESCO's reports?

School-to-Work is Lifelong Learning. Lifelong Learning, like OBE, has always had many deceptive names. In Michigan it has been known as Community Education, Essential Skills, The Common Goals of Michigan Education, Career Education, Life Role Competencies, Life Management Skills, etc.

LIMITED LEARNING FOR LIFELONG LABOR

Schools can change... But to accomplish this, we must change attitudes, values and beliefs about what it means to be an educated person. (Management of Change, Willard Daggett, Director International Center for Leadership in Education, Inc.)

Yes, Mr. Daggett, this is the serious problem the social engineers face. This is why the National Goals Panel had to develop its 300-page federally-funded *Community Action Toolkit* to brainwash our communities into acceptance of Goals 2000.

The public must no longer believe that an educated person is an individual

Having an education, especially one above average... Showing evidence of having been taught or instructed; cultivated; cultured. (*American Heritage Dictionary*, 1975)

This definition certainly will not fit the skills and attitudes needed for the future global workforce. The "educated person" to whom Daggett refers, will have limited knowledge, focused on the specific requirements for a particular occupation. He/she will be required to fit into the mold of government/business's definition of future global worker — adaptable and flexible, critical thinker, skilled in teamwork, decision-maker, capable of personal management, having the ability to adapt to change, cooperative, not competitive, having high self-esteem and must embrace globalism, world markets, and the merging of all cultures into a New World Order.

Michigan, as well as most other states, was locking in place every facet of the School-to-Work (STW) system without public knowledge. In 1993, Michigan law, PA 339, required

Each school district and individual school within each district must update and submit annually a 3 to 5-year improvement plan, which must include (excerpts related to School-to-Work): identification of adult roles for which graduates need to be prepared, a determination as to whether or not the existing curriculum is providing pupils with these needed skills and education, and changes that will be made to bring it about, and ways to increase on-the-job training, such as apprenticeships and internships with combined classroom instruction. (Michigan Federal Implementation Grant Application, April 1, 1994)

What is being proposed is not an academic-centered education. The STW system must center on the development of the proper values, attitudes and behavior for each individual's future life roles.

...The process of career development refers to a complex set of knowledge, skills, attitudes, values and beliefs that serve to shape and direct our lives... (Feb. 24, 1994, State Board of Ed. Memo, Perkins Voc. and Applied Technology, Title III, Part E, Tech Prep Ed. Grants)

This then will exemplify the politically-correct "educated person" Daggett envisions the STW system (changed school) will

produce: an individual who will fit into this new planned global economy.

You've been reading about councils, programs and projects that have focused on changing the curriculum in our schools... that will infuse practical, meaningful curriculum changes and experiences for students. (Chamber of Commerce Newsletter, Lapeer County Business, Aug. 1995)

H.R. 1617 (The Careers Act) passed this year, calls for state and local councils (controlled by business and industry like the Flint Roundtable), which are being set up in every region of the state. They, not elected school boards or state legislators, will dictate what will be taught in the schools.

The state councils will represent the major occupations and career majors in each field. These career majors or clusters will direct the need to

Develop curriculum for program clusters, which have an applied academic emphasis included in the cluster "common core." (Apr. 16, 1991 State Board of Ed. Memo, Information on the Michigan State Plan for Vocational Education: FY 1992-94)

Tech Prep system shall identify minimum learning competencies for each program within an occupational cluster. (Ibid)

In 1990, the federal government funded the states to establish local councils in designated regions in every state. These local councils (business and industry) will determine what the job slots (employer needs) are in the district — quota system (if the region only needs 100 hairdressers and your daughter is 120th on the list to train to be a beautician, she will not receive training. The same applies for engineers, construction workers, etc.).

School-to-Work activities will lead to increased use of applied/contextual learning which will lead to upgraded skills in the area employers demand. (Diagnostic Assessment of Local Components, Michigan STW Initiative)

Employers would be involved actively in the education of students, designing an integrated curricula with schools to gain access to new, more qualified workers. (Background and Update on School-to-Work Initiatives)

All curriculum will be changed:

Establish a goal to increase local agency implementation of applied academic courses from 16% to 40% in the next three years. (Apr. 16, 1991 State Board of Ed. Memo, Information on Michigan State Plan for Vocational Education: FY 1992-94)

Applied academics will replace most "general education" courses and be aligned into career majors with post secondary training. (Diagnostic Assessment of Local Components, Michigan STW Initiative)

Three times in this document one reads:

Applied academics will replace current general education courses.

Michigan Partnership for New Education, Michigan Department of Education and a select task force of 45 educators. Where did the blueprint or specifications for professional development come from — was this all Michigan's idea? The truth of the matter is,

Professional development in Michigan reflects the **National Governors Association (NGA) guidelines**, connecting pre-service and in-service education and includes long-term, and sustained experiences related to the improvement of classroom practices and student achievement. In January 1994, Michigan was awarded a **grant from NGA and the Carnegie Corporation of New York** to support... the development of a strategic action plan for professional development. [Emphasis added]

Here are just a few examples of the type of professional development/training the teachers will be required to attend:

Provide technical assistance to integrate personal skills and behaviors into the instructional program, including the employability skills components. — Develop instructor competencies for all Career Technical Education (CTE) outcomes. — Provide pre-service, inservice and technical assistance programs for all learning providers to increase integration of learner outcomes from both academics and CTE instructional and to ensure implementation of CTE prescribed core and occupationally specific outcomes. — Include instruction in globalism, world markets, and other cultures in teacher materials, related inservice training to foster the development of responsible workers, producers, and consumers within the family structure as recommended in PA 25 (model core curriculum). and **Design individualized professional development opportunity plans to keep all education personnel current in areas of required expertise.** (*Toward 2000 — A Strategic Plan for Career and Technical Education in Michigan*, January 1992)

We emphasize the bolded portion, and must ask who in his wildest dreams would ever imagine that teachers would have an individualized professional development plan? Instructors, like students, will have individualized plans to ensure that both are meeting the state and federal governments outcomes regarding their acceptance, compliance, and the proper philosophical mind-set regarding STW.

Tech Prep is a new initiative that shows great promise for education reform... however, just using Tech Prep as the new name for Vocational Education will not be acceptable, for Tech Prep to be successful, a philosophical mind-set change must take place among educators along with the adoption of a new mission for education... the success of Tech Prep... depends totally on all educators rethinking the purpose and mission of the educational system. (*Tech Prep and Educational Reform* by James L. Hoerner)

Tech Prep encompasses every facet of STW, applied academics, contextual learning, transformational OBE (demonstrate — performance based), lifelong learning, etc.

Another requirement of STW is portfolios. It will be necessary to

Define and develop the component of a "Learner Portfolio" which documents the achievement of learner outcomes and is accepted by business, industry, labor and education. (Apr. 16, 1991 St. Bd. Memo, Information on the Mich. State Plan for Voc. Ed: FY 1992-94)

Identify and inservice instructors, counselors, other school personnel, and other agencies (e.g., Labor, Social Services), to assist learners to develop, review and update their Educational/Employability Development Plan and Portfolio. (Ibid)

It will be the above school and agency personnel, who will

Oversee the development of individual portfolios of accomplishment, including Career Passport, and experienced based resume or employability credentials for all students. (Blueprint for Action: Community Youth Transition Program, Academy for Educational Development (AED)).

The portfolio is tied to the Educational/Employability Development Plan (EEDP or referred to in some documents as EDP) — they are never referred to separately.

...student portfolios are becoming a classroom reality from kindergarten to high school and are providing **hard evidence not only of scholastic progress, but the development of those specific skills necessary to ensure employability.** (1995-96 School-to-Work Initiative, Gen. Co. Regional Implementation Plan) [Emphasis added]

The portfolio has been referred to repeatedly as an example of a form of authentic assessment or testing. It appears the portfolio will be used as another form of credentialing the students (learners). Michigan's School-to-Work documents refer to

A new system of credentialing graduates through performance based assessment.

Portfolios are considered another form of performance based assessment

Michigan's document, *Voluntary Skills Standards and Certification Fact Sheet*, reveals that, under the

Leadership of Secretaries Robert Reich and Richard Riley, the Department of Labor and Education are committed to develop a national system of voluntary skill standards and certification.

GOALS 2000— underscores the need to strengthen the connection between education and employment, specifically through establishing a National Skill Standards Board, which will ensure a framework for the development and implementation of a national system of skill standards and certification through voluntary partnerships which have the full and balanced participation of business, industry, labor, educators and other key groups.

Another state document proposes,

Establishment of statewide skills standards and credentialing [and that the state] link any valid state and national skill standards to core curriculum outcomes.

Still another state document proposes requiring four of the state's written proficiency tests to be included in the portfolio and that one of the four must be written in regard to the students career choice. This dumbing down of the future workforce will require a different method of signifying that the students have met the specifications or Carnegie Units that are presently required for graduation. STW will demand a system of awarding

learn, attention to instruction and practice, ability/willingness to follow directions, proper use of time, attendance and punctuality. The teachers are to integrate workforce skills such as teamwork and helping others to learn. Included in the text of the typing/keyboarding class are personality test questions, open-ended questions that students are to answer by filling in the blanks, such as:

...Legal name... Favorite school subject... hobby or sport ...
Name of my best friend ... lives in, attends (name of school and city or town)... Social activities we enjoy together... Things I like most about (her/him)... My two main goals in life are... Two things that give me great satisfaction in life... My two greatest strengths are... two greatest weaknesses are and ... The two things I daydream most about...

Delving deeper in the book, we find such questions as:

The most serious problem facing the United States today is ____,
The most serious problem facing me today is ____, If I were guaranteed just one wish, I would wish for ____, [and] The public figure I admire most is ____?

Following each of these questions the student is instructed to give their reason for their answer. **Now bear in mind this is a typing/keyboarding class.** This is an excellent illustration of how the integration of course content invades every course in the school. It also clarifies how Jane Smith was rated, or classified in the SCANS report, (page 65), "Hypothetical Resume of Jane Smith," including ranking Jane's skills in Workplace Competency, Core Academic and Elective Courses, and Personal Qualities. Every course in the school will continually be monitored through classroom activities and teacher observations — at what level, on a scale of one to 10, each individual learner is in compliance and able to demonstrate the national and state (SCANS) designated skills. How much honesty is enough honesty? How much self esteem is enough self esteem? How much teamwork is enough teamwork? How much diversity is enough diversity, etc.? This is the government grading Americans attitudes, values and behavior. The above typing exercises are **not typical** of the materials **previously** used in a teacher or students typing or keyboarding textbook. The whole theme of this textbook is the promotion of jobs, jobs, jobs and grooming for the workforce.

To usher in the STW system, reformation of the schools, postsecondary educational institutions, development of the teaching staff to conform to the system, and the changing of the materials is not enough. The final change must reflect whom the system will serve and must concern itself with the development of a new lexicon, or dictionary, to describe the system. This new dictionary will require a change in, or the elimination of, the term "student," to be replaced by the term "learner".

Michigan's *Toward 2000* plan explains it best:

The old distinctions between secondary and postsecondary, between technical and vocational skills and other distinctions that presently serve as barriers, are transcended to create a lifelong

learning system... Recognizing that our concepts are based on a new paradigm, it is necessary to create a new lexicon to describe this system... This is to emphasize that we are defining an action plan of continual preparation for work which is interactive between the learner (client) and the careers that are represented by the changes in the occupational structure of Michigan. It also means that this system retrains individuals on the job for new work, and serves as a lifelong education and training process from preschool to customized training.

We also refer to the "student" as "learner." Two reasons motivate our choice of words. First, students implies younger people — and we are creating a lifelong system which serves not only the high school and community college learner, but includes learners in the elementary and middle school grades as well as retraining of workers and professional development of executives. Second, learning more appropriately describes the motivation of the people who pass through our system.

The term "learner" necessitates the redefinition of the term "learning," which we find in Shoshana Zuboff's book *In the Age of the Smart Machine*, 1988,

Learning is no longer a separate activity that occurs either before one enters the workplace or in remote classroom settings. The behaviors that define learning and the behaviors that define being productive are one and the same. Learning is not something that requires time out from being engaged in productive activity; learning is the heart of productive activity. To put it simply, learning is the new form of labor.

Yes, STW is the limiting of knowledge to what can only be applied to the specific job or career path toward which **every** individual — young, old, handicapped, etc. will be directed. To reduce and limit his/her instruction/knowledge to his/her job level needs, through applied academics and contextual learning, is an example of the deliberate dumbing down of a populace **that normally could have only been developed and applied in countries like Nazi (fascist) Germany or a communist country.** Professor Eugene Boyce identified the roots (source) of STW and what the US is implementing when he said:

In the communist ideology the function of universal education is clear, and easily understood. Universal education fits neatly into the authoritarian state. Education is tied directly to jobs — control of the jobs being the critical point in an authoritarian state. Level of education, and consequently the level of employment, is determined first, by the level of achievement in school. They do not educate people for jobs that do not exist. No such direct, controlled, relationship between education and jobs exists in democratic countries. (*The Coming Revolution In Education*, 1983)

James Collins and Martin Haberman reach the same conclusion,

Schooling is now seen as primarily job training and, for this reason, quite comparable to schooling in the non-democratic societies. Once education is redefined as a personal good and as emphasizing preparation for this world of work as its first purpose, our schools can appropriately be compared with those in the U.S.S.R... ("The Future of the Teaching Profession," by M. Haberman and J. Collins, Feb. 1988, *The Journal of Associating Teacher Educators*)

disgusting to any American who believes in the right and the freedom to choose and direct one's own future life roles. Senator Bill Leonard of California, on July 19, 1995, wrote a letter to the State Superintendent of Public Instruction in California expressing the same feelings.

Yesterday I sent a staff member to a meeting of the School-to-Career Curriculum Framework and Criteria Committee... I am concerned about the tone of the meeting and the School-to-Career proposals. The comments made by Committee Member Douglas Renwick raised the hair on the back of my neck. He said, "By design, we are doing social engineering. We're using education to consciously invent the future of our culture and society. Let's get to it and acknowledge what we're into." Mr. Renwick also stated that Hitler's Nazis gave social engineering a bad name and implied that if good people were the engineers, then social engineering would be acceptable. No one else on the committee objected to or questioned these outrageous comments... It is impossible to support Career-to-Work reforms if those implementing the changes are motivated by social engineering. It does not matter whether the engineers are Nazis or kindergarten teachers — the idea that government bureaucracy can better determine the direction of your child's life than the parents is frightening... It is Big Brother and it is being funded by our tax dollars right now. [Emphasis added]

The National Alliance of Business cannot be separated from the Business Roundtable, the Chamber of Commerce, Committee for Economic Development, Business-Higher Education Forum — all are members of the Business Coalition for Education Reform. It was the Coalition which commissioned the National Alliance of Business to produce the 1995 booklet, *The Challenge of Change*, which also divulged,

The Coalition supports 1994 enactment of GOALS 2000: Educate America Act, and is committed to its effective implementation nationwide.

The collusion of the Department of Labor, the Department of Education, business and industry cannot be denied, especially

TOWARD 2000



Michigan Department of Education

January, 1992

when you discover that the President of the National Alliance of Business, Mr. William H. Kolberg is also a member of the National Goals Panel.

Michigan Public School Governance, Category 2) "Expanding Public Choice" is a masterpiece of subterfuge, this evasive tactic will be used to snare the gullible parents into the trap of choice, charter and public school academies.

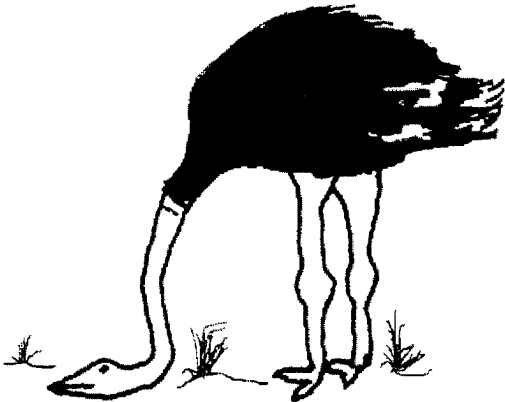
One must always bear in mind what George Bush wrote in the booklet *AMERICA 2000*:

Any school that serves the public is a public school.

Michigan's school academy legislation (exemplary for the nation) declares:

...a public school... is a government agency [and] a public school academy is a government entity [and] ...will comply with all state law applicable to public bodies and federal law applicable to public bodies and school districts. (PA 362 — Sec. 501)

*We keep your ear to the ground...
...not your head in the sand!*



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Holding faith and a good conscience... 1 Tim. 1:19

&

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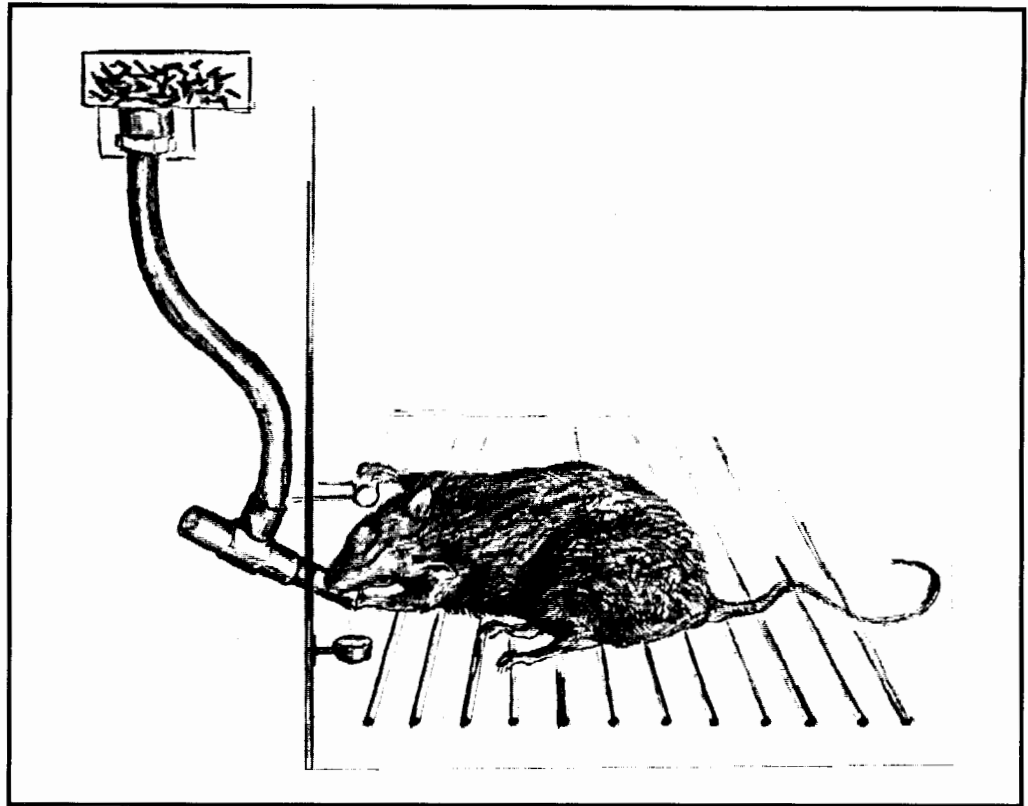
the conditioning “method” is the most dangerous part of OBE.

Although moms and dads have understood the “outrageous” outcomes and have been highly successful in defeating their usage, they have not understood the complicated-sounding but essentially easy-to-understand conditioning process (See Jed Brown’s “The ‘Skinner Box’ School” on page 50; Jed Brown is a professional educator/public school teacher). As long as the moms and dads don’t understand that the “madness is in the method”, their victory with the outcomes will be hollow indeed.

For those who defend the conservative leadership and say it doesn’t understand or approve of the “method”, they should read “Outcome-Based Education: Has It Become More Affliction than Cure?” by neo-conservative Bruno V. Manno, published in the Fall 1995 issue of *OUTCOMES*. (Manno served

as Asst. Sec. of Ed. for Policy and Planning under Sec. Lamar Alexander and first joined the U.S. Dept. of Ed. in 1986 as Dir. of Planning for the OERI, at which time he turned a very deaf ear on Anita Hoge’s now celebrated ‘outcomes’ case against the PA Dept. of Ed., filed under the PPRA. He is now a senior fellow at the so-called neo-conservative Hudson Institute, and works alongside former Sec. of Ed. William Bennett [Mr. Virtues, who did not even write his book *The Book of Virtues*,* who approved federal funding of the values-destroying Thomas Jefferson Research Center’s Character Education and is now “donating a portion of every sale of his *The Moral Compass* to the failed values-destroying drug and alcohol program DARE]; Chester Finn [who wrote *AMERICA 2000/GOALS 2000* for Lamar Alexander]; Diane Ravitch [long associated with the NAEP and now deeply involved with the New Standards Project]; and Denis P. Doyle [whose change agent resume’ reads like that of a Dr. Jekyll and Mr. Hyde].

The Hudson Institute has for many years been a major force behind the plans for work force training. Hudson’s Educational Excellence Network’s recent publication “Looking Back, Thinking Ahead” “decries the backlash against



A rat in the Skinner Box presses the bar for food.

outcomes-based education”. It adds, “Unfortunately, an awfully important baby could go down the drain with the OBE bath water...” That “important baby” is OBE’s Skinnerian mastery learning/direct instruction method. Manno’s article clearly supports the OBE/ML animal training “method” and “choice/charter schools” although his support for the “method” is couched in “educationese” so parents won’t understand it’s the same Mastery Learning/OBE /Direct Instruction being pushed by Cohen, Spady, Champlin, Block, Bloom, etc.

The Problem Was Aquarian Outcomes

Of special interest is the same Prof. S. Alan Cohen’s “Foreward” and “Afterward” to Manno’s article. He says in the “Afterward”:

According to Manno, Spady made OBE another educational fad. He promoted typical fuzzies that reflect typical values underlying typical curriculum goals of typical education. When those outcomes were documented, conservatives realized their suspicions were not paranoid. Indeed, most educators were chasing fluff. The more radical right took that fluff as seriously as the educators and feared for

“Unfortunately, an awfully important baby could go down the drain with the OBE bath water...”

—Hudson Institute

contrary to the politically-correct one when he/she knows no reward is forthcoming?

Returning to Cohen:

Instructional alignment is at OBE's heart. It can cure what Manno calls America's core educational problem. In other words, Dr. Manno, that silver bullet exists, but Bill Spady couldn't figure out how to convert it to self-promotion. So he led educators on a wild fluff chase. That's easy to do given your accurate description of their intransigence.

As I fade into retirement, I can't help chuckling at the ultimate irony of the Simonds-Spady road show, advocates of God and the Devil (you decide which is which) currently traveling the circuit together. It pulls in the bucks while Manno seeks the cure and OBE practitioners lick their wounds.

The "Hidden" Victory

OBE practitioners may be licking their "outcome" wounds. This writer suspects they are also chuckling over their victory in keeping the parents from discovering that "there is madness in the method." Just to make sure parents don't figure out how they have been "had", they (the educators in partnership with the multinational corporations, Business Roundtable, Chambers of Commerce, etc....) have substituted the "safe" method label "Direct Instruction", for "Mastery Learning", counting on parents to fall for the word/label "direct" versus "open classroom", and not understanding that restructuring calls for a **combination** of Mastery Learning/Direct Instruction/Behavior Modification and the National Association for the Education of Young Children (NAEYC) philosophy (humanistic values-changing, developmental, whole language, manipulative math, experiential "open classroom" which has no borders and slides into the community. This is happening right now with all services, including lifelong work force training, being placed under the umbrella of the school district with its unelected councils [site-based management/choice/charter schools].)

Professor B.F. Skinner, explains exactly what we are looking at in his *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.**

It's the METHOD!

It is important that parents understand how they are being manipulated into accepting this totalitarian training **method** which is part of the totalitarian work force **system** in which there will be socialist **full employment**. Which job will your child be selected for? What choice will **your** child have when there are regional quotas?

Many parents and some education researchers, in desperation, have accepted the brainwash job done in the Canadian video *Failing Grades: Redirecting Canada's Educational Debate... Canadian Schooling in a Global Economy* by Joe Freedman, M.D., which recommends choice/charter schools, the use of Effective School Research, and the failed federally-funded behavior modification "Follow Through" Mastery Learning/Direct Instruction programs, as a solution to the "open classroom/whole language" disaster.

Once armed with knowledge regarding this second round of manipulation, parents can win the "method" battle in the same way they won the "outcomes" battle. They did it once and they can do it again! †

*See the May 1995 issue of *Chronicles*, "Peddlers of Virtue," by Theodore Pappas.

For more information order *The Chronological History of OBE/Mastery Learning, 1960-1995* (\$15), and *Back to Basics Reform or... OBE... Skinnerian International Curriculum 1985* (\$10). Charlotte Iserbyt, 1062 Washington St., Bath, ME 04530, 207-442-7899, FAX 0551.

"I can't help chuckling at the ultimate irony of the Simonds-Spady road show..."

—Prof. Cohen

lar stimulus.

Further, it was a time of great debate in psychology. The debate centered on whether heredity or the environment had the most profound effect on the development of the individual. Watson believed that heredity had little or no effect, that a person's development was almost totally dependent upon his environment. In fact, Watson boasted,

Give me a dozen healthy infants, well formed, any my own specified world to bring them up in and I'll guarantee to take any one at random and train him to become any type of specialist I might select — doctor, lawyer, artist, merchant-thief, and yes, even beggar-man and thief, regardless of his talents, penchants, tendencies, abilities, vocations, and race of his ancestors.

Watson's statement is at the heart of OBE. Watson became the most influential force in spreading the idea that human behavior was nothing more than a set of conditioned responses. According to the narrow view of Behaviorism, learning is nothing more than "a relatively permanent change in an organism's behavior due to experience." Other psychologists first, then educational leaders, and finally rank and file teachers have been persuaded to adopt the Behaviorists' view of education. The richness of education is thus lost, as the schooling experience is reduced to only applied learning. No longer does learning enhance the internal locus of man, it is but an external shell. The curriculum has become hollow and learning has become mere conditioning.

Three different types of psychological conditioning have invaded schools with Outcome-Based Education and education reform. Each type has its specified purpose in controlling the behavior, and therefore the minds, attitudes, and values of our young. The first is **Classical Conditioning**, developed by a Russian physiologist named Ivan Pavlov, only a few years before Watson's conception of Behaviorism. The second, credited to B.F. Skinner, is **Operant or Instrumental Conditioning**. The third, attributed to Albert Bandura, is **Observational Learning**. Each of these Behaviorist conditioning approaches is woven through the OBE reforms of education to accomplish only one thing, to control attitudes by controlling behavior.

Classical, or Pavlovian Conditioning can be defined as creating a relatively permanent change in behavior by the association of a new stimulus with an old stimulus that elicits a particular response. Working on physiology experiments, Pavlov noted that each time the dogs he used as subjects were to be fed they began to salivate. He identified the food as the 'old' stimulus and the salivation as the response, or behavior. Pavlov rang a bell each time the food was presented to the dogs. The bell was identified as the 'new' stimulus. After several pairings of the bell and the food, he found that the dogs would salivate with the bell alone. A change in behavior had occurred.

All well and good, but what do dogs, food, saliva, and bells have to do with changing attitudes in children? Just like Pavlov's dogs, children's behavior patterns can be changed with Classical Conditioning. Upon sufficient pairings, a child will associate old behavior patterns and consequent attitudes with new stimuli. The Pavlovian approach is therefore a potent weapon for those who wish to change the belief structures of our children. Further, Classical Conditioning may be used to set children up for further conditioning that is necessary for more complex attitudes shifts. The method is being used to desensitize children to certain issues that heretofore would have been considered inappropriate for school-age children.

One example of an attitude change by Pavlovian conditioning revolves around the word "family." The term "family," as it is applied to the home setting, is used as the old stimulus. The allegiance to parents and siblings that is normally associated with the term "family" may be thought of as the response, or behavior. With the current education reform movement the child is told by the teacher that the school class is now the family. Thus, the term "class" may be thought of as the new stimulus. By continually referring to the class or classroom as the family, an attitude change takes place. By association, the child is conditioned to give family allegiance to the class and teacher.

An example of desensitizing children through Classical Conditioning can be seen in the inclusion of gender orientation within the curriculum. The school setting may be thought of as the old stimulus. The formal school setting carries with it a whole set of emotional-behavioral responses, or behaviors. There is an air of authority

By association, the child is conditioned to give family allegiance to the class and teacher.

Iserbyt Education Materials For Sale

1. "The Truth About OBE", a two-hour video of roundtable discussion (Iserbyt, Sutton, Loeffler, Kjos, Williams, 1994) \$20.00
2. Iserbyt June '95 Kempsville Presbyterian Church, Virginia Beach, VA speech. 1-hour video of speech covering OBE Restructuring and its UN connections. \$15.00
3. *Back to Basics Reform Or... OBE... Skinnerian International Curriculum*, 1985, Iserbyt. The **only** OBE book which deals with history of mastery learning/direct instruction/Skinnerian animal training method. \$10.00
4. "OBE and its Role in the World Management System". 2-hour audio cassette of Iserbyt speech at 1995 Home Education Association of Virginia. Up-to-date; deals with dangers of computer instruction, home school/charter school/choice Trojan horse; restructuring of education/America. \$6.00
5. *History of Education... (Deliberate Dumbing Down of America: 3Ds)... and its Negative Impact on Freedom*, Iserbyt, 1995. 90 pages of documentation cover 1798-1996 in easy-to-read chronological format. Large print for overhead reproduction and use at conferences. \$20.00
6. C. Iserbyt, *Chronological History of Implementation Mastery Learning/OBE, 1960-1995* and Iserbyt article "The Madness is in the METHOD" re: dangers of OBE "method" (mastery learning, direct instruction, etc.). Important to educate parents that animal training "method" is in fact more dangerous than the "outrageous outcomes". \$15.00
7. *Wolves in Sheep's Clothing*, a compilation of article by Iserbyt and others from *The Christian Conscience* magazine that highlight the bizarre antics of conservative leaders, their strange bedfellows, and their mind-boggling policies. \$11.50

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Continued from page 12

dela, Ron Dellums, and Franklin Roosevelt. High on Newt's education expert list is Lewis Perelman, author of *School's Out*, who studied under B.F. Skinner, Vassily Leontieff (Mr. PPBS), and Jay Forrester, all of whom Perelman holds in high regard. Need I say more?

- The conservative media spokesperson who anesthetizes on a daily basis the average common sense Joe six-pack into believing the persons/organizations mentioned in this article will return America to its former status as the beacon of freedom and economic opportunity for the rest of the world, is Rush Limbaugh who is a close friend of "Mr. Virtues" (Bill Bennett) and who supports the unconstitutional NAFTA and GATT Treaties.

I believe that if these cases of treason and/or stupidity were brought before a judge, he/she would have a hard time

ruling that these organizations/individuals were what they claim to be.

I could go on and on, but you have the point, and the list backs up what you already knew or suspected. Give it to good Americans who are in denial. That's a tall order. You'd have to give it to 250 million people!

Run with it. God Bless! †

If you want a documented packet, send \$20 to Melanie Fields at 14 Pocahontas Path, Front Royal, VA 22360. Melanie will keep an updated list of names and organizations that you want to add to this list. You must provide impeccable, authentic, first-hand documentation. Those who want more information dealing with my list and/or other organizations and their leadership, and the multinational corporation connections, should contact Melanie, or Betty Mills at 701 Sturm Ave., New Haven, IN 46774.

Continued from page 29

ment has decided that it needs enough engineers to include you. If, on the other hand, the government only needs ten engineers and you are the eleventh, you are out of luck. You can perhaps be a janitor, which means the government can always consider itself a "full employment" system. You will always have a job, no matter if you want it or not.

As Professor Eugene Maxwell Boyce, University of Georgia, said in the 'Coming Revolution in Education', "[In the Communist system T]hey do not educate people for jobs that do not exist." Deming said, when he went to Japan to put in Total Quality Management after World War II, he wasn't putting in the American system.

Our elected officials must be educated regarding the contents of this article. They are our only hope for a free America. †