

BEHAVIORAL SCIENCE TEACHER EDUCATION PROGRAM

From Betty Lewis, [redacted] BSTEP researcher who had entire BSTEP (many volumes).
NIGHTMARE IN THE MAKING--ALMOST COMPLETE!!

We have mentioned several times that educationists are attempting to design a 'future utopian society'. a fantastic example of the preparation for this future society comes from Michigan State University. The program is called BSTEP (Behavioral Science Teacher Education Program) and it was designed in 1965-69 with funds from the U. S. Department of Health, Education and Welfare. It is too lengthy to reproduce in its entirety--so the following is a 'capsule' description:

OBJECTIVES OF BSTEP ARE STATED AS FOLLOWS:

THREE MAJOR GOALS:

1. Development of a new kind of elementary school teacher who is basically well-educated; engages in teaching as clinical practice, is an effective student of the capacities and environmental characteristics of human learning, and functions as a responsible agent of social change.
2. Systematic use of research and clinical experience in decision-making processes at all levels.
3. A new laboratory and clinical base, from the BEHAVIORAL SCIENCES, on which to found undergraduate and in-service teacher education programs, and recycle evaluation of teaching tools and performance.

The rationale for BSTEP is stated as "providing the elementary school teacher with particular sets of behavior and mental processes, to function as a practitioner specifically trained to give comprehensive aid to a client."

Clinical behavioral style permeates every phase of the program. Prospective teachers are trained so that they employ it; university professors practice it; and the program itself regenerates through the clinical process.

(Editor's note: This program certainly fulfills the description of the NEA's Education for the 70's, which said; "Schools will become clinics whose purpose is to provide individualized psychosocial treatment for the student, and teachers must become psychosocial therapists". It also follows closely the Hawaii Master Plan for Education which states that, "all classrooms must now be considered "mental health clinicians", and all students must be regarded as 'patients'."/)

To Continue: The BSTEP teacher is expected to learn from experience through a cycle style of describing, analyzing, hypothesizing, prescribing, treating, and observing consequences (in particular--the consequences of the treatment administered). In other words, the teacher is now a psycho-social therapist utilizing the fields of psychology and sociology.
"The program is designed to focus the skills and knowledge of Behavioral Scientists on education problems, translating research into viable programs for preservice and in-service teachers. The traditional concept of research as theory is not discarded, but the emphasis is shifted to a form of practical action-research in classrooms and laboratory. (Ed. note: In other words, school children are simply to be used as guinea pigs")

The BSTEP Design continues on Page 11 with, "the humanities are designed to promote an understanding of human behavior in humanistic terms." "Students are to be exposed to non-western thought and values in order to sensitize them to their own backgrounds and inherent cultural biases." "Through a carefully structured dequence of experiences, the decision-making of social scientists are explored and students are provided opportunities to employ these decision-making processes in real and simulated situations." (Ed. note: What a beautiful example of J. L. Moreno's program for "upheaving cherished values" by portraying individuals and events in a purposely biased way. Under the guise of supposedly making children knowledgeable regarding various lifestyles--students will be systematically programmed to believe that all formerly held Judeo-Christian values are passe' and no longer relevant.)

Again on Page 11--"Skills in initiating and directing role-playing are developed to increase sensitivity and perception. Similation games are included for training in communication skills as leaders or agents of social change.

Page 12 explains, "In Social Science, the Scholarly Modes center on the structure of the social world, conflict and decision-making, in relation to the individual and educational institutions. Systematic thinking, methodological sophistication and empathetic responses are fostered. In the structure of the social, political and economic world, consequences of stress such as mass movements, mass violence, deterrants, and escalation are examined, and the correctives to be found in bargaining and group intergration." (Ed. note: Can you imagine the effects of presenting the elementary school child with biased humanistic teachings in this type of Social Science course?)

Page 237 begins the discussion of a SYSTEMATIC ANALYSIS OF FUTURE SOCIETY. B. F. Skinner's behavioral philosophy is quite apparent in this BSTEP Design which states: "Calculations of the future and how to modify it are no longer considered obscure academic pursuits. Instead they are the business of many who are concerned about and responsible for devising various modes of social change, (Ed. note: One can't help but wonder--who gave the educator the 'responsibility' or the 'right' to devise modes of social change, to use teachers as the 'change agents', and to use the children as the guinea pigs through which society is to be changed?)

One realizes the extent to which this 'future society planning' has already gone after reading through the listing of the tremendous number of organizations involved in this behavioral designing:

1. Department of Health, Education and Welfare--"Exploring possibilities of a social state-of-the-union"
2. American Academy of Arts and Sciences--"Commission of the Year 2000"
3. American Academy of Political and Social Science
4. United Nations future-planning operation in Geneva
5. World Future Society of Washington, D. C.
6. General Electric Co--A technical Management Planning Organization
7. The Air Force and Rand Corporation (designer of PPBS)
8. Hudson Institute
9. Ford Foundation organization called, "Resources For the Future and Les Futuribles" (explained as a combination of future and possible)
10. Among the universities involved are: University of Illinois, Southern Illinois University, Stanford University, Syracuse University
11. I.B.M.

Thus, concludes this section of the report, "We are getting closer to developing effective methods for shaping the future and are advancing in fundamental social and individual evolution."

The outline of the program then defines and describes the 'future society' as follows:

Page 248: FUTURISM AS A SOCIAL TOOL AND DECISION-MAKING BY AN ELITE

1. OVERVIEW:

a. Description: The capability of projecting present potentialities and emerging developments into the future will be increased. The complexity of the society and rapidity of change will require that comprehensive long-range planning become the rule, in order that carefully developed plans will be ready before changes occur.

b. Consequences: Long-range planning and implementation of plans will be made by TECHNOLOGICAL-SCIENTIFIC ELITE. Political democracy, in the American ideological sense will be limited to broad social policy: even there, issues, alternatives, a means will be so complex that the elite will be influential to a degree which will arouse the fear and animosity of others. This will strain the democratic fabric to a ripping point.

Page 259 SYSTEMS APPROACH AND CYBERNETICS

1. OVERVIEW:

a. Description: The use of the systems approach to problem solving and of cybernetics to manage automation will remold the nation. They will increase efficiency and depersonalization. Man's traditional slow speed in thinking through problems, analyzing alternatives, testing and evaluating them, and implementing them will be eliminated by computers and cybernetics. Only a few people will be able to have a

major role in the processes, and they will apply the remnants of the Protestant Ethic. Most of the population will seek meaning through other means or devote themselves to pleasure seeking. The controlling elite will engage in power plays largely without the involvement of most of the people.

b. Consequences: The society will be leisurely one. People will study, play, and travel; some will be in various stages of the drug-induced experiences.

Page 255 A CONTROLLING ELITE

1. OVERVIEW:

a. Description: The Protestant Ethic will atrophy as more and more enjoy varied leisure and guaranteed sustenance. Work as the means and end of living will diminish in importance except for a few with exceptional motivation, drive, or aspiration. No major source of a sense of worth and dignity will replace the Protestant Ethic. Most people will tend to be hedonistic, and a dominant elite will provide 'bread and circuses' to keep social dissension and disruption at a minimum.

* b. Consequences: A small elite will carry society's burdens. The resulting impersonal manipulation of most people's life styles will be softened by provisions for pleasure-seeking and guaranteed physical necessities. Participatory democracy in the American -ideal mold will mainly disappear. The worth and dignity of individuals will be endangered on every hand. Only exceptional individuals will be able to maintain a sense of worth and dignity.

Page 261 COMMUNICATIONS CAPABILITIES AND POTENTIALITIES FOR OPINION CONTROL

1. OVERVIEW:

a. Description: The range of communications capabilities will be increased significantly. Each individual will receive at birth a multi-purpose identification which will have, among other things, extensive communications uses. None will be out of communication with those authorized to reach him. Each will be able to receive instant updating of ideas and information on topics previously identified. Routine jobs to be done in any setting can be initiated automatically by those responsible for the task; all will be in constant communication with their employers, or other controllers, and thus exposed to direct and subliminal influence. Mass media transmission will be instantaneous to wherever people are in forms suited to their particular needs and roles.

b. Consequences: Each individual will be saturated with ideas and information. Some will be self-selected; other kinds will be imposed overtly by those who assume responsibility for others' actions (for example, employers); still other kinds will be imposed covertly by various agencies, organizations and enterprises. Relatively few individuals will be able to maintain control over their opinions. Most will be pawns of competing opinion molders. (Ed. note: For more information, read "Brain Manipulators" Cosmopolitan 4-73)

* In order to implement this training (and to make sure that future elementary teachers accept the 'right attitudes' and 'behavioral objectives', the use of computers and the collection of information are stressed.) The 'Central Processor' or the computer programmed to accept or reject on the basis of behavioral objectives, will be the 'judge and the jury' as to who will and who will not be the future teachers.

* For anyone who loves individual freedom, who desires it for their own children, and prays for a future America with individual freedom held sacred--BSTEP has to be a most frightening and devastating plan. It is indeed the 'world' of Orwell's 1984, the IDENTITY SOCIETY, and the WALDEN II of B. F. Skinner; and in reference to the latter, it is indeed BEYOND FREEDOM AND DIGNITY. It is a 'nightmare' created by the Behaviorists and Humanists, who are fast becoming the MAJOR DIRECTORS OF PUBLIC EDUCATION.