

Education Restructuring — Semantic Deception

By Charlotte T. Iserbyt

The history of the U. S. Department of Education and its predecessor the U.S. Office of Education, is a history of repeated injuries and usurpation of an individual's constitutional rights, all having as a direct objective the establishment of an international/global (UNESCO) tyranny over the people's freedom of thought and right to literacy. Also challenged by the educational tyrants are individual rights to choose their own employment; the globalists would impose the socialist concept of "full employment" through quotas for certain jobs. Their agenda is presently being pursued by the U.S. Departments of Education and Labor in collusion with private industry, liberal tax-exempt foundations, and public schools under the deceptive labels: "magnet schools," "schools of choice," and "apprenticeships."

The U.S. Department of Education's abuses continue:

1—The usurpation of private sector rights (textbook test publishers) by establishing an illegal transmission belt for federally-developed programs (National Diffusion Network NDN) to remediate "Politically Incorrect" attitudes and values diagnosed through the use of illegally funded and developed test/assessments (National Assessment of Educational Progress — NAEP);

2—AMERICA 2000's support for UNESCO's "birth through death" Lifelong Learning/Community Re-educational concept which places all social and recreational services for *all* ages under the umbrella of the school district, i.e., school-based clinics, etc. which is in conflict with traditional "for profit" private medical, dental and mental health services, recreational services, and which undermines family values and control;

3—support for concepts in education which are alien to our system of government, such as non-competitive cooperative learning, substitution of global education for American history, Leninist dialectical (no-right, no-wrong) critical thinking education, and unconstitutional mandated community service at state-approved sites in order to graduate (similar to communist work/study programs);

4—support for education which is destructive of traditional American values and morals, i.e., UNESCO-promoted "health" education, citizenship and character (values) education, etc., all of which reflect the tenets spelled out in the "Man is God" Humanist Manifesto;

5—allowed Soviet communist educators to contribute to development of American educational curricula and continues to do so without regard to official breakup of the Soviet Union and the lapsing in December

1991 of the U.S.-USSR Education Treaty;

6—responsible for mental, physical, and spiritual-moral damage to innocent children through use of Skinnerian/Pavlovian rat lab behavior modification and operant conditioning techniques (Mastery Learning/Outcome-based Education) which is the principal common thread running through all America 2000 education proposals;

7—invasion of privacy of children and their families by allowing the illegal transfer of individual NEAP attitudinal test results across state borders and to the federal government for the purpose of development of remedial programs to bring about "politically correct" attitudes and values;

8—allowed commingling of private, public, and foreign moneys for educational restructuring, thus eliminating any form of accountability to the taxpayers.

9—ignored the Protection of Pupil Rights Amendment (federal law) and complaints of parents and teachers regarding the damaging effects of secular-humanist-occult curricula and strategies designed to alter children's attitudes, values, and beliefs;

10 — refused to promote the use of systematic phonics to teach reading, while funding look-say/whole language methods of reading and writing instruction, which are responsible for ever-rising levels of illiteracy, causing crimes, joblessness, and family disintegration;

11 — funded "no-right - no-wrong" drug, alcohol and sex education programs which key "change agent" educators admit are intended to promote secular-humanistic values and attitudes and which have resulted in an increase in use of drugs and alcohol and in sexual permissiveness, abortions, and AIDS;

12 — continues to demand more money year after year from a disgusted and tax weary people for destroying our once worthy system of education (1991 kindergarten through high school costs rose to \$348 billion while test scores continued their decline and are at lowest level ever).

When such a long list of major educational abuses has a history of causing serious societal, moral, and spiritual problems for unsuspecting students, the parents have the duty to throw off the yoke of the educational tyranny. Americans must demand public accountability from the educational establishment and seek new safeguards to protect the religious beliefs, to promote the personal integrity, and to encourage the individual responsibility of each student.

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PROOF OF "DELIBERATE DUMB DOWN" - THREE D's

"COMPETENCY TESTS SET IN 26 SCHOOLS" BY LAWRENCE FEINBERG, WASHINGTON POST, AUGUST 1, 1977 IS VERY IMPORTANT AS DOCUMENTATION OF "DELIBERATE DUMB DOWN" (3 D's INSTEAD OF 3 R's).

NOTE ADMISSION THAT PROGRAM IS BASED ON BEHAVIORAL PSYCHOLOGIST B.F. SKINNER'S THEORIES. NOTE PROGRAM IS REFERRED TO AS "PRECISE PREDICTED TREATMENT THAT LEADS TO A PREDICTED RESPONSE."

NOTE ESPECIALLY GUNES QUOTE: "THE BASIC IDEA IS TO BREAK DOWN COMPLICATED LEARNING INTO A SEQUENCE OF CLEAR SIMPLE SKILLS THAT VIRTUALLY EVERYONE CAN MASTER, ALTHOUGH AT DIFFERENT RATES OF SPEED.

IF YOU CAN TRAIN A PIGEON TO FLY UP THERE AND PRESS A BUTTON AND SET OFF A BOMB" GUNES REMARKED, "WHY CAN'T YOU TEACH HUMAN BEINGS TO BEHAVE IN AN EFFECTIVE AND RATIONAL WAY? WE KNOW WE CAN MODIFY HUMAN BEHAVIOR. WE'RE NOT SCARED OF THAT. THIS IS THE BIGGEST THING THAT'S HAPPENING IN EDUCATION TODAY."

NOTE ALSO THOMAS STICHT QUOTE: "ACCORDING TO THOMAS B. STICHT, ASSOCIATE DIRECTOR FOR BASIC SKILLS OF THE NATIONAL INSTITUTE OF EDUCATION, SIMILAR TECHNIQUES, CALLED COMPETENCY EDUCATION OR MASTERY TEACHING, ARE NOW BEING USED IN MANY PARTS OF THE COUNTRY." STICHT, TEN YEARS LATER, SAID "MANY COMPANIES HAVE MOVED OPERATIONS TO PLACES WITH CHEAP, RELATIVELY POORLY EDUCATED LABOR. WHAT MAY BE CRUCIAL, THEY SAY, IS THE DEPENDABILITY OF A 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."

NOTE FROM CHARLOTTE ISERBYT: OUTCOME-BASED EDUCATION/MASTERY LEARNING, THE KEY COMPONENT RUNNING THROUGH ALL AMERICA 2000 PROGRAMS, PROPOSALS, ETC. IS THE INTERNATIONAL DUMB-DOWN EDUCATION SYSTEM NECESSARY FOR SMOOTHLY-RUNNING BIRTH THROUGH DEATH GLOBAL ECONOMIC, POLITICAL AND SOCIAL SYSTEM. NO ONE WILL LEARN ONE IOTA MORE THAN THE PLANNERS WISH FOR HIM TO LEARN. 80 PERCENT OF WHAT HUMAN BEINGS WILL LEARN WILL BE IN THE ATTITUDINAL REALM: THEY WILL BE GOOD, DOCILE, WELL-TRAINED CITIZENS, SIMILAR TO SKINNER'S PIGEONS. THEY WILL PERFORM AS PIGEONS THE SKILLS NECESSARY FOR THE FUNCTIONING OF THE GLOBAL ECONOMIC SYSTEM. THERE WILL BE NO UNEMPLOYMENT SINCE CITIZENS WILL BE COMPELLED TO WORK IN JOBS REQUIRED BY GLOBAL ECONOMY.

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Competency Tests Set in 26 Schools

New Curriculum Shifts Teaching Methods in District

By Lawrence Feinberg
Washington Post Staff Writer

Washington school officials this fall will begin testing in 26 schools a comprehensive new curriculum that spells out in unusual step-by-step detail how major subjects will be taught in every school in the city.

The new curriculum, which includes a required series of tests for all students, turns away decisively from the educational theories and changes that marked the school system's past decade during which average achievement fell to low levels and stayed there.

Superintendent Vincent Reed, who calls the new program a "competency-based curriculum," said it will be tried out this fall and if it leads to improvements in student achievement, it will be required as a minimum program throughout the school system.

"Nobody will be able to close the door and do their own thing any more," said associate Supt. James T. Guines, who has been in charge of drawing up the new program.

"The materials will be standardized, the lessons will be standardized," Guines said. "We're taking the play out. We're taking the guesswork out. We're putting in a precise predicted treatment that leads to a predicted response."

Guines said the new curriculum is based on the work in behavioral psychology of Harvard University's B.F. Skinner, who developed teaching machines and even trained pigeons during World War II to pilot and detonate bombs and torpedoes.

The basic idea, Guines said, is to break down complicated learning into a sequence of clear simple skills that virtually everyone can master, although at different rates of speed.

"If you can train a pigeon to fly up there and press a button and set off a bomb," Guines remarked, "why can't you teach human beings to behave in an effective and rational way? We know we can modify human behavior. We're not scared of that. This is the biggest thing that's happening in education today."

According to Thomas B. Sticht, associate director for basic skills of the National Institute of Education, similar techniques, called competency education or mastery teaching, are now being used in many parts of the country.

Since 1972, Sticht said, they have been adopted by the Army and Navy for basic training and to teach entry-level job skills. They have been used successfully in college courses, he said, and also to teach mentally retarded children who previously had been classified as "uneducable."

"There has to be a well-defined series of objectives," Sticht said, "and a step-by-step curriculum that gives

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