

THE REAL ISSUES IN EDUCATION  
JACQUELINE LAWRENCE 1981

OPENING REMARKS: PRAYER: INTRODUCTION OF JACQUELINE LAWRENCE:

SPEECH:

I HAVE A GREAT MANY MATERIALS AND DON'T LET IT FRIGHTEN YOU. BETH WARNED ME THAT I'M TO TALK FOR ONLY ONE HOUR. I'M NOT GOING TO TAKE A FULL HOUR BECAUSE I'D LIKE TO GET SOME IDEA ABOUT HOW YOU FEEL ABOUT WHAT I SAY. WHEN I AM TALKING ABOUT PUBLIC SCHOOL EDUCATION I'M NOT GOING TO GO INTO ALL OF THE AREAS OF EDUCATION THAT YOU SEE SO MUCH IN THE PRESS. THE PRESS MAKES THEIR ISSUES ON EDUCATION. OUR ISSUES ARE NOT THE ISSUES THAT HAVE BEEN BLOWN UP IN THE PRESS. I THINK ALL OF US MUST BE VERY CAREFUL WHEN WE TALK ABOUT EDUCATION THAT WE DON'T TALK ABOUT THE ISSUES IN EDUCATION THAT THE ESTABLISHMENT WANTS US TO TALK ABOUT.

FOR INSTANCE WHEN THE "PARENTS WHO CARE" GROUP WENT INTO COURT IN MONTGOMERY COUNTY WE WERE LABELED BY THE PRESS AS A SMALL RIGHT WING GROUP OF PARENTS WHO OPPOSED SEX EDUCATION. AND THIS WAS SO FAR FROM THE TRUTH. SEX EDUCATION WAS A PART OF OUR CASE OF COURSE. BUT THERE WAS A PROGRAM IN MONTGOMERY COUNTY, AND INDEED IN THE WHOLE STATE OF MARYLAND CALLED HUMAN DEVELOPMENT AND LIFE SCIENCE. HUMAN DEVELOPMENT AND LIFE SCIENCE IS A MOST BEAUTIFULLY NAMED COURSE OR PROGRAM THAT YOU COULD IMAGINE, BECAUSE THE MUTUAL INTENT OF EDUCATIONAL THEORISTS TO DEVELOP A PARTICULAR KIND OF HUMAN BEING AND TO LOOK AT LIFE AS A SCIENCE. AND IN THAT PROGRAM IN THE STATE OF MARYLAND THERE ARE THREE FOCUS AREAS: FOCUS AREA ONE: DEALS WITH INTERPERSONAL RELATIONSHIPS. FOCUS AREA TWO: DEALS WITH PHYSIOLOGY, MASTURBATION, MENSTRUATION, REPRODUCTION. AND FOCUS AREA THREE DEALS WITH ADVANCED PHYSIOLOGY: INTERCOURSE, HOMOSEXUALITY, ABORTION AND CONTRACEPTION. IN FOCUS AREAS TWO AND THREE THE PHYSICAL OR PHYSIOLOGICAL PART OF SEX EDUCATION ARE IDENTIFIABLE ELECTIVE PROGRAMS WITH PRIOR WRITTEN CONSENT OF THE PARENTS. FOCUS AREA ONE, INTERPERSONAL RELATIONSHIPS IS MANDATORY FOR ALL STUDENTS AT ALL GRADE LEVELS. AND INTERPERSONAL RELATIONSHIPS IS INTERSPERSED THROUGHOUT ALL COURSES OF STUDY. SO THAT IT IS NOT AN IDENTIFIABLE ELECTIVE UNIT. IN ALL COURSES THE CHILDREN ARE INVOLVED IN DISCUSSION OF SELF, THEIR PEER RELATIONSHIPS, AND THEIR INTERPERSONAL FAMILY RELATIONSHIPS. SO THAT THIS IS A PERVASIVE PROGRAM. NOW WHEN WE WENT INTO COURT WE DID OBJECT TO SUBJECT FOCUS AREAS TWO AND THREE BECAUSE WE FOUND ADVANCED PHYSIOLOGY CONTRACEPTION, ABORTION, HOMOSEXUALITY TAUGHT IN MATH, IN HISTORY, AND ENGLISH AND IN SCIENCE. SO THEY WERE CHEATING, IT WAS NOT AN IDENTIFIABLE ELECTIVE COURSE. AND MANY TEACHERS TOLD US THAT THEY WERE ABLE TO TEACH ADVANCED PHYSIOLOGY IN THESE VARIOUS SUBJECTS

BECAUSE IN MONTGOMERY COUNTY WE WERE IN AN INTERDISCIPLINARY PROGRAM OR TYPE OF EDUCATION WHERE ANY UNIT COULD BE USED AS AN OVERLAY IN ANY OTHER CURRICULUM. THAT WE WERE NO LONGER INTO STERILIZED EDUCATION, WHERE YOU TEACH HISTORY IN A HISTORY COURSE, MATH IN A MATH COURSE ETC. THAT WHEREVER THE CHILDRENS INTEREST WANDERED OR WHERE A PARTICULAR SUBJECT IN A SPECIAL STUDIES COURSE CAME UP, YOU COULD DRAW FROM OTHER CURRICULUM TO CARRY THIS THROUGH. SO IN THAT WAY WE WERE INVOLVED IN SEX EDUCATION. WE DIDN'T LIKE THE CHILDREN IN MATH CLASS TO STUDY ABOUT CONTRACEPTION. AND WE REALLY OBJECTED WHEN PLANNED PARENTHOOD CAME IN AND WAVED THE CONDOMS IN FRONT OF THE KIDS IN THE MATH CLASS. SO WE WERE IN A SENSE OPPOSED TO SEX EDUCATION.

WHEN I TALK ABOUT EDUCATION TODAY I'M GOING TO TALK ABOUT THREE AREAS, INVASION OF PRIVACY OF THE STUDENT AND HIS FAMILY. THE METHODS THAT ARE USED TO INVAD E THAT PRIVACY. THE NEW METHOD USED IN PUBLIC SCHOOLS TODAY. AND FINALLY THE INDOCTRINATION PROPAGANDIZING TO A PARTICULAR PHILOSOPHY. THOSE ARE THE THREE CONCERNS IN OUR PARENTS WHO CARE CASE. THE INVASION OF PRIVACY OF THE CONSTITUTIONAL RIGHTS, THE METHODOLOGY, AND THE INDOCTRINATION. BEFORE I BEGIN I'D LIKE TO READ YOU AN ARTICLE FROM A WISCONSIN NEWSPAPER. A UTAH FATHER HELD OFF THE LAW WITH AN M-1 RIFLE. MR. SINGER HAS HOLED HIMSELF UP IN HIS HOUSE WITH HIS FAMILY AND AN M-1 CARBINE TO STOP THE LAW FROM DRAGGING HIS CHILDREN OFF TO A SCHOOL THAT HE SAYS TEACHES PERMISSIVENESS. BY LAW THE CHILDREN ARE REQUIRED TO ATTEND PUBLIC ACCREDITED SCHOOLS. MR. SINGER FEELS THE PUBLIC SCHOOLS NO LONGER TEACH HIS CHILDREN WHAT HE THINKS THEY SHOULD KNOW. HE WENT TO COURT AND THE JUDGE RULED AGAINST HIM. THE JUDGE SAID THE CHILDREN IN THIS STATE HAVE A RIGHT TO EDUCATION AND A DUTY TO ATTEND SCHOOL. THE JUDGE RULED CHILDREN ARE NO LONGER REGARDED AS CHATTEL OF THEIR PARENTS. MR. SINGER BUILT A LITTLE SCHOOL ON HIS OWN PROPERTY AND HE WAS USING THE MAGUFFY READER AND WAS TEACHING HIS CHILDREN CHRISTIAN VALUES. HE TRIED TO INCORPORATE HIS SCHOOL IN THE STATE BUT THE STATE DID NOT ACCREDIT HIS SCHOOL. THIS IS A VERY IMPORTANT CASE BECAUSE WHEN YOU HAVE COMPULSORY EDUCATION, AND THE LAW SAYS AN ACCREDITED SCHOOL EVEN IF YOUR ACADEMIC ACHIEVEMENT STANDARD IS HIGHER THAN THE STATE SCHOOL YOU STILL BY LAW ARE IN VIOLATION.

WHATEVER YOUR CASE OR WHATEVER YOUR REASONS ARE FOR YOUR CHILDREN BEING IN A CHRISTIAN SCHOOL I WANT TO TRY TO TELL YOU WHY HUNDREDS OF THOUSANDS OF PARENTS ALL OVER THE UNITED STATES HAVE WITHDRAWN THEIR CHILDREN FROM THE PUBLIC SCHOOLS. IT ISN'T ONLY SEX EDUCATION, IT ISN'T ONLY THAT THE SCHOOLS ARE FULL OF NARCOTICS, OR THAT THE CHILDREN ARE BEING STABBED OR ROBBED IN THE HALLS OF THE SCHOOLS. IT'S MUCH MORE SUBTLE THAN THAT. ACCORDING TO THE WASHINGTON POST APRIL 3 OF THIS YEAR THE MOST POWERFUL LOBBY PRESSURE IN ANNAPOLIS DURING OUR GENERAL ASSEMBLY SESSION COMES FROM MARYLAND STATE

TEACHERS ASSOCIATION. THE STATE TEACHERS ASSOCIATION IS AN AFFILIATE OF THE NATIONAL EDUCATION ASSOCIATION. THROUGH MARYLAND THEY REPRESENT 37,000 VOTES TO OUR ELECTED SENATORS AND DELEGATES. THEY MAN THE POLES AT ELECTION TIME, AND THEY CONTRIBUTE MONEY TO POLITICAL CAMPAIGNS. MANY ELECTED OFFICIALS LISTEN AND OBEY THE WISHES OF THIS VERY POWERFUL POLITICAL BODY. FOR INSTANCE SEVERAL YEARS AGO PARENTS OF CHILDREN IN MARYLAND PUBLIC SCHOOLS BECAME CONCERNED WITH THE KIND OF READING AND LANGUAGE ART BOOKS THEIR CHILDREN WERE DISCUSSING, AND THE CHILDREN THEMSELVES WERE OBJECTING TO. BUT THE PARENTS COULD NOT HAVE ACCESS TO THEIR CHILDRENS BOOKS. MANY PARENTS THROUGHOUT THIS STATE APPEALED TO THEIR ELECTED OFFICIALS TO WRITE A LETTER FOR OUR STATE SO THAT PARENTS, AND INDEED ALL CITIZENS WOULD HAVE ACCESS TO ALL SCHOOL BOOKS, TEACHERS GUIDES, AND FILMS. MANY PARENTS FELT THAT ALL PUBLIC FINANCED EDUCATION BELONGED IN THE PUBLIC DOMAIN. HAD IT NOT BEEN SO FOR DECADES? LEGISLATURES AGREED. AND THE LAW WAS PRESENTED, THE PROPOSED LAW WAS PASSED BY THE SENATE AND INTRODUCED INTO THE HOUSE. AT THIS POINT THE MARYLAND STATE TEACHERS ASSOC. SENT OUT A NEWSLETTER, AND IN THIS NEWSLETTER THEY TOLD THE PUBLIC SCHOOL TEACHERS TO OPPOSE THE LEGISLATION THAT WOULD PERMIT CITIZENS ACCESS TO LEARNING MATERIAL. THE UNION STATED THAT TEACHERS WOULD BE INNEFFECTIVE AS CHANGE AGENTS IF CITIZENS HAD ACCESS TO CURRICULUM. PARENTS FOUGHT A HARD BATTLE IN ANNAPOLIS THAT YEAR. AND HOW SAD IT WAS TO SEE PARENTS AND CLERGY LINED UP ON ONE SIDE OF THE COMMITTEE ROOM AND THE EDUCATIONAL ESTABLISHMENT, TEACHERS AND ADMINISTRATORS ON THE OTHER. THE STATE BOARD OF EDUCATION INTERVENED AT THIS POINT. THEY WERE VERY EMBARRASSED BY THE PERSISTANCE OF THE PARENTS. IT WAS VERY DIFFICULT FOR EDUCATORS TO LET PARENTS SAY BEFORE SUB-COMMITTEES IN ANNAPOLIS THAT IN 1974 IN THE U.S.A. THAT THE AMERICAN CITIZENS COULD NOT SEE WHAT WAS BEING TAUGHT IN PUBLIC SCHOOL CLASSROOMS. AND SO THE STATE BOARD OF EDUCATION DID INTERVENE AND THEY ESTABLISHED A NEW POLICY SO THAT CITIZENS AND PARENTS IN MARYLAND CAN NOW PREVIEW BOOKS AND MATERIALS PRIOR TO PURCHASE. WHY WOULDN'T THE EDUCATORS LET US SEE OUR CHILDRENS BOOKS? WHAT ARE CHANGE AGENTS? WHEN THE TEACHERS UNION NEWSLETTER SAID THAT TEACHERS WOULD BE INEFFECTIVE AS CHANGE AGENTS IF PARENTS SAW THE BOOKS. WHAT ARE CHANGE AGENTS AND WHAT DO THEY DO? WHY HAVE SO MANY FAMILIES WITHDRAWN FROM THE PUBLIC SCHOOL SYSTEM? WHY ARE HUNDREDS OF SMALL INDEPENDENT SCHOOLS CROPPING UP ALL OVER THE EAST COAST? EDUCATION BEGAN TO CHANGE WITH THE PASSAGE OF THE ELEMENTARY AND SECONDARY ACT OF 1965. THIS LEGISLATION PROVIDED MILLIONS OF DOLLARS TO IMPROVE PUBLIC SCHOOLS IN OUR COUNTRY. LARGE BLOCKS OF MONEY, GRANTS WERE GIVEN TO EDUCATIONAL THEORISTS, BEHAVIORAL SCIENTISTS, AND SOCIAL PLANNERS, TO DEVELOP AND IMPLEMENT NEW PROGRAMS OF STUDY FOR STUDENTS, AND TO EXPERIMENT

WITH NEW METHODS OF TEACHING FOR TEACHERS. WITH THIS MONEY THE PHILOSOPHY AND METHODOLOGY OF PUBLIC EDUCATION WILL CHANGE.

NOW THOSE ARE MY TWO AREAS OF CONCERN. THE PHILOSOPHY OF EDUCATION CHANGE AND THE METHODOLOGY CHANGE, EDUCATIONAL THEORISTS AND CURRICULUM DEVELOPERS. WHEN I CRITICIZE EDUCATION AND I TALK ABOUT THE EDUCATION ESTABLISHMENT I'M NOT TALKING ABOUT THE YOUNG TEACHER IN THE CLASSROOM. I'M NOT TALKING ABOUT THOSE PEOPLE WHO ARE DEDICATED TO EDUCATION AND EDUCATING THE YOUNG. I'M TALKING ABOUT THE THEORISTS, AND CURRICULUM DEVELOPERS. THEY SHIFTED THE EMPHASIS OF EDUCATION FROM COGNITIVE LEARNING, THE INTELLECTUAL DEVELOPMENT OF THE CHILD, TO THE AFFECTIVE DOMAIN. THIS IS THE AREA DEALING WITH THE CHILD'S FEELINGS, HIS ATTITUDES, HIS BELIEFS, AND HIS OPINIONS. THEY MOVED INTO THE PSYCHOLOGICAL AREA OF THE CHILD, TO WORK ON HIS PSYCHE AND NO LONGER HIS BRAIN. TO DEVELOP THE SKILLS TO TEACH HIM LOGICAL, RATIONAL THINKING, AND ANALYSIS. THIS IS THE BIG SHIFT THAT CAME IN 65. WHEN THIS SHIFT OCCURED, THE EDUCATOR THEN GAINED ACCESS TO THE TOTAL CHILD.

FOR THE FIRST TIME IN THE HISTORY OF THE UNITED STATES THE EDUCATOR WAS ABLE TO MOVE INTO THE PRIVATE DOMAIN OF THE INDIVIDUAL. UP UNTIL THIS POINT IN THE PUBLIC SCHOOL AND I ATTENDED PUBLIC SCHOOL IN WASHINGTON D.C. IN A PUBLIC SCHOOL I NEVER KNEW MY TEACHERS POLITICAL OR RELIGIOUS BELIEFS, AND MY TEACHERS NEVER KNEW MINE. WE LEARNED ABOUT COMMUNISM, SOCIALISM, DEMOCRACY. WE LEARNED ABOUT ALL KINDS OF GOVERNMENTS AND WE DEBATED IN A FORMAL, RATIONAL, INTELLECTUAL WAY ALL SOCIOLOGICAL ISSUES. WE NEVER PERSONALIZED, WE NEVER INTRUDED ON THE PRIVATE PERSONAL THOUGHTS, OPINIONS AND BELIEFS OF THE INDIVIDUAL. TODAY THAT IS WHAT IS BEING DONE IN THE CLASSROOMS IN EVERY CLASS. GETTING AT THE PERSONAL OPINIONS, FEELINGS AND BELIEFS OF THE CHILD, IN ORDER TO BRING ABOUT AN ATTITUDINAL AND BEHAVIORAL CHANGE. WHEN EMPHASIS IS NOW PLACED ON THE SOCIAL AND PERSONALITY DEVELOPMENT OF THE CHILD, WHEN THE TERM SOCIAL ADJUSTMENT IS USED IT GENERALLY MEANS ADJUSTING THE CHILD TO THE CORRECT ATTITUDES ON SOCIOLOGICAL ISSUES. AND THAT'S VERY IMPORTANT. THIS IS WHAT MY RESEARCH HAS PROVEN TO ME. WHEN THE TERM SOCIAL ADJUSTMENT IS USED IT PLAINLY MEANS ADJUSTING THE CHILD TO THE CORRECT ATTITUDES OF SOCIOLOGICAL ISSUES. AND WHAT ARE THE SOCIOLOGICAL ISSUES? RAPE, SEX, POPULATION, DEATH, ENERGY, LAND USE. WHEN THE TERM PERSONALITY DEVELOPMENT OF THE CHILD IS USED IT GENERALLY MEANS HIS ABILITY TO BECOME A COLLECTIVIZED INDIVIDUAL. THIS IS NOT THE PERSONALITY FOSTERED IN THE PAST BY OUR SCHOOLS. AMERICANS AND INDEED MOST OF WESTERN CIVILIZATION EDUCATED THE INDIVIDUAL WHO WAS STIRRED BY INDEPENDENCE, AUTONOMY, AND SELF RELIANCE.

A COLLECTIVISED INDIVIDUAL IS EDUCATED FOR INTERDEPENDENCE, FOR COLLECTIVISM, AND RELIANCE. SO THAT HE MAY PROVE MORE RESPONSIVE TO AND COOPERATE WITH OFFICIAL PLANNING OF ALL ASPECTS OF LIFE DEVELOPMENT. THE PERSONALITY OF

THE CHILD IS TO TAKE AWAY THE INDEPENDENCE OR THE AUTONOMY OF THE INDIVIDUAL AND TO LEAD THAT CHILD INTO A COLLECTIVISED INDIVIDUALISM WHERE HE CAN BECOME INTERDEPENDENT AND RELIANT AND WHERE HE WILL COOPERATE WITH OFFICIAL PLANNING OF ALL ASPECTS OF HIS LIFE. THE NATIONAL EDUCATION IN THIER JOURNAL TODAYS EDUCATION IN 1969 STATED WHAT THEY WOULD DO IN THE NEXT TEN YEARS. AND THEY HAVE DONE THIS IN THE LAST TEN YEARS. LET ME QUOTE FROM THIS PUBLICATION:THE BASIC ROLE OF THE TEACHER WILL CHANGE NOTICIBLY. TEN YEARS HENCE IT WOULD BE MORE ACCURATE TO TERM THE TEACHER A LEARNING CLINITIAN. THIS TITLE IS INTENDED TO CONVEY THE IDEA THAT SCHOOLS ARE BECOMING CLINICS, WHOSE PURPOSE IS TO PROVIDE INDIVIDUALIZED PSYCHO-SOCIAL TREATMENT FOR THE STUDENT. THUS INCREASING HIS VALUE BOTH TO HIMSELF AND SOCIETY. IN MARYLAND DR. JOHN GOODLADD WAS CONTINUING CONSULTANT IN THE DEVELOPMENT OF THEIR EDUCATION. GOODLADD WORKS OUT OF LOS ANGELES AND HE HAS BEEN MOST INFLUENTIAL IN THE NEW EDUCATION. HE SERVED ON THE PRESIDENTS COMMISSION ON EDUCATION FINANCE IN 1971. AND I HAD ACCESS TO HIS REPORT. IN THIS REPORT HE EXPLAINS THE NEW EDUCATION. AND AS I SAID HE WAS A CONSULTANT IN MARYLAND AND IN 68 AND 69 WE BEGAN TO SHIFT INTO THE AFFECTIVE DOMAIN IN MARYLAND. HE SAYS THAT WE NEED TO BEGIN EDUCATING OUR YOUNG TO THE FACT THAT CONFORMITY IS NOT THE RULE, SEEKING A HIGHER LEVEL OF CREATIVITY IS. MANY OF OUR YOUTH ARE DEDICATED TO SOCIAL JUSTICE AND TO CHANGE. BUT THE MAJORITY OF OUR YOUTH STILL HOLD THE SAME VALUES OF THEIR PARENTS. AND IF WE DO NOT ALTER THE PATTERN, IF WE DO NOT RE-SOCIALIZE OURSELVES TO ACCEPT CHANGE OUR SOCIETY MAY DECAY. HE FURTHUR SUGGESTS THAT THE USE OF CONVENTIONAL WISDOM AS A BASIS FOR DECISION MAKING IS A MAJOR IMPEDIMENT TO EDUCATIONAL IMPROVEMENT. A VERY ELITIST POSITION. BUT DR. GOODLADD DOES BELIEVE THAT CONVENTIONAL WISDOM SUCH AS THE TEN COMMANDMENTS THE CONSTITUTION -IS A MAJOR IMPEDIMENT TO EDUCATIONAL IMPROVEMENT. HE INTENDS TO DEVELOP A CADRE OF EDUCATIONAL LEADERS WHO KNOW HOW TO PLAN WHO KNOW HOW TO WORK WITH AND INFLUENCE OTHERS AND HAVE A PERSPECTIVE REGARDING SOCIAL AND EDUCATIONAL MILIEU. AND THEN HE SAYS EDUCATION WILL MOVE FORWARD.HE SUGGESTS THAT THE CADRE OF LEADERS ARE THE CHANGE AGENTS. GO BACK TO THIS WORD-CHANGE AGENTS WILL DECIDE WHAT THE ADOPTER WILL CHANGE TO, WHAT THE SCHOOL AND THEIR STUDENTS WILL CHANGE TO. THEN HE CAUTIONS THAT PEOPLE CANNOT BE FORCED TO CHANGE UNTIL THEY ARE PSYCHOLOGICALLY READY. AND THAT'S WHERE WE ARE TODAY IN THE PUBLIC SCHOOLS. WE ARE MAKING OUR CHILDREN PSYCHOLOGICALLY READY FOR RE-SOCIALIZATION. THROUGH THE USE OF HIGHLY SKILLED CHANGE AGENTS WHO ARE SOMETIMES IDENTIFIED AS THE SENSITIVE MANIPULATOR, AND THE PSYCHO-SOCIAL, PSYCHO-MEDICAL EDUCATION,WE ARE RE-EDUCATING AND RE-SOCIALIZING OUR SOCIETY. OF COURSE YOU REALIZE YOU CAN'T CHANGE A PERSON OR AS GOODLADDS REPORT POINTS OUT ALTER THE PATTERN SO THAT A CHILD WILL NOT FOLLOW THE VALUES OF HIS PARENTS.

WE CANNOT CHANGE A CHILD UNTIL FIRST WE KNOW WHERE HE IS. THE EDUCATORS CANNOT SHIFT THIS CHILD FROM HIS SET OF VALUES UNTIL THEY KNOW WHAT HIS COMMITMENT TO HIS CONVICTIONS IS. AND SO HOW WILL THEY FIND OUT? HOW CAN THEY ACCESS THIS CHILD? IT IS TO BE ACCOMPLISHED THROUGH SOCIOMETRY AND PSYCHIATRY. TO SHIFT INTO THE AFFECTIVE DOMAIN, TO MOLD ATTITUDES, BELIEFS AND FEELINGS, THE TEACHERS HAVE TO BE TRAINED TO USE NEW TECHNIQUES, THE TECHNIQUES OF THE BEHAVIORAL SCIENTIST.

THE FEDERAL GOVERNMENT SET UP NINE MODEL UNIVERSITIES. THEY GAVE LARGE GRANTS TO MODEL UNIVERSITIES. THIS HAPPENED IN 1969, EACH ONE OF THE UNIVERSITIES WAS GIVEN SEED MONEY OF A MILLION DOLLARS. AND THEY HAVE HAD SUBSEQUENT GRANTS. THESE UNIVERSITIES ARE THE UNIVERSITIES OF FLORIDA, GEORGIA, MASSACHUSETTS, MICHIGAN STATE, PITTSBURG, SYRACUSE, TOLEDO, AND TEACHERS COLLEGE IN COLUMBIA AS WELL AS THE NORTHWEST REGIONAL EDUCATION LABORATORY BASED IN PORTLAND OREGON. NOW THESE WERE THE CELL UNIVERSITIES, WHERE THE TEACHERS WERE TO GO FOR THEIR IN SERVICE TRAINING, AND WHERE THE NEW STUDENTS OF EDUCATION WOULD BE TRAINED TO USE THE BEHAVIORAL SCIENTISTS TECHNIQUES. THE PROGRAM WAS IDENTIFIED IN THE OFFICE OF EDUCATION B-STEP-BEHAVIORAL SCIENCE TEACHER EDUCATION PROGRAM. IN THESE COURSES THE TEACHERS LEARNED TO USE THE MAGIC CIRCLE-GROUP DYNAMICS-ENCOUNTER GROUPS-SOCIOGRAMS-ROLE PLAYING-PSYCHODRAMAS-AND SOCIODRAMAS. THESE ARE ALL TECHNIQUES THAT ARE FAMILIAR TO MANY OF YOU. THEY ARE ALSO WRITTEN UP IN THE PRESS AND IN EDUCATIONAL JOURNALS. IN BOWIE COMMUNITY COLLEGE THERE WAS A MRS. FUNK THERE WHO TOOK MANY OF YOUR TEACHERS UP TO THE MORENO INSTITUTE IN BEACON NEW YORK TO TEACH THE TEACHERS HOW TO USE PSYCHO DRAMAS. RIGHT NOW AT CATHOLIC UNIVERSITY THERE ARE WORK SHOPS THAT ARE TRAINING THE CATHOLIC TEACHERS HOW TO USE PSYCHO DRAMAS AND SOCIODRAMAS AND THE TECHNIQUES OF ROLE PLAYING. THESE ARE THE MOST SOPHISTICATED TECHNIQUES KNOWN TO MAN TODAY. THESE ARE THE MOST COERSIVE TECHNIQUES KNOWN TO MAN TODAY. MANY PRISONS AND MENTAL INSTITUTIONS HAVE USED THESE TECHNIQUES TO ALTER THE BEHAVIOR AND PERSONALITY OF THEIR INMATES. AND SOME INSTITUTIONS HAVE EVEN BEEN FORCED BY COURT ORDER TO STOP USING THE TECHNIQUES BECAUSE INMATES BECAME TOO DOCILE, AND TOO PASSIVE TO COPE WHEN THEY WERE RETURNED TO THE COMMUNITY.

C.I.A. GAVE LARGE GRANTS TO UNIVERSITIES FOR EDUCATORS TO EXPERIMENT ON PUBLIC SCHOOL CHILDREN. SOME OF THESE EXPERIMENTS ARE JUST COMING TO LIGHT NOW BUT THEY HAVE BEEN GOING ON FOR TEN YEARS. ONE OF THE MOST RECENT ONES EXPOSED IN THE PRESS IN THE LAST FEW MONTHS WAS WHEN C.I.A. GAVE LARGE GRANTS TO A UNIVERSITY IN ALBANY TO USE SHOCK TREATMENTS ON SEVERAL HUNDRED ELEMENTARY SCHOOL STUDENTS, WITHOUT PARENTAL KNOWLEDGE OR CONSENT. HOW THEY FOUND OUT ABOUT IT WAS THAT ONE CHILD WAS DAMAGED. AND THEN IT ALL CAME OUT AND THEY DISCOVERED THAT THE MONEY HAD BEEN GIVEN BY C.I.A.

TO ALBANY AND THEY IN TURN WERE USING THE PUBLIC SCHOOL CHILDREN. THERE WAS ANOTHER LARGE GRANT GIVEN TO JOHNS HOPKINS UNIVERSITY AND THEY CAME IN PSYCHOLOGICALLY TESTED 7000 PUBLIC SCHOOL CHILDREN IN HOWARD COUNTY. THIS WAS A PSYCHOLOGICAL TEST OF 165 PAGES AND THESE CHILDRENS RESULTS WERE COMPUTERIZED. PROGRAMS WERE SET UP, THEY COULD IDENTIFY SO CALLED PRE-DELINQUENT CHILDREN. BECAUSE IN THE TESTS THEY SHOWED AGGRESSIVE TENDENCIES. IT IS THIS KIND OF THING THAT HAS BEEN GOING ON FOR TEN YEARS. GOVERNMENT GRANTS HAVE BEEN GIVEN TO UNIVERSITIES WHO IN TURN HAVE TESTED. IN MY COUNTY LARGE GRANTS WERE GIVEN FROM THE SPENCER FOUNDATION TO COME INTO THE MONTGOMERY COUNTY PUBLIC SCHOOL. THEY TESTED THE CHILDREN WITH TEN PSYCHOLOGICAL TESTS THROUGHOUT A YEAR. AND THEN CHANGE AND BEHAVIORAL SCIENTISTS CAME IN AND ANALIZED THOSE CHILDREN AND THEY WERE PUT INTO BAHAVIOR MOD PROGRAMS. AGAIN WITHOUT PARENTAL KNOWLEDGE OR PERMISSION. IT'S VERY EXCITING FOR THE BEHAVIORAL SCIENTIST TO HAVE HORDES OF PUBLIC SCHOOL CHILDREN TO USE. THE CHILDREN ARE PUT ONTO COMPUTERS AND THEY ARE IDENTIFIED AS PRE-DELINQUENT, OR SPECIAL ED OR IN NEED OF EMOTIONAL CARE.

THE PARENTS DISCOVERED THAT THE CHILDREN HAD BEEN PSYCHOLOGICALLY TESTED WITHOUT THEIR KNOWLEDGE OR CONSENT, AND THIS WAS PART OF OUR COURT CASE, THE SCHOOL BOARDS OFTEN WERE NOT EVEN TOLD THAT THE PROGRAMS WERE GOING ON. IN MONTGOMERY HILLS JUNIOR HIGH SCHOOL IN MONTGOMERY COUNTY THE INSTITUTE OF BEHAVIORAL RESEARCH HAD BROUGHT IN FIFTEEN OF THEIR PERSONEL TO SET UP A BEHAVIOR MOD PROGRAM IN THE JUNIOR HIGH SCHOOL, TO WORK WITH SO CALLED PRE-DELINQUENT CHILDREN WHICH HAD BEEN IDENTIFIED BY SO CALLED PSYCHOLOGICAL TESTING.

THE INSTITUTE OF BEHAVIORAL RESEARCH WAS GIVEN A 500,000. GRANT AND THE MONTGOMERY HILLS JUNIOR HIGH SCHOOL WAS NEXT TO THE INSTITUTE SO THE PERSONEL JUST CAME IN. THE SUPERINTENDENT WAS AWARE OF IT, THE PERSONEL IN THE SCHOOL WAS AWARE OF IT, BUT THE SCHOOL BUT THE SCHOOL BOARD WAS NEVER TOLD.

WHEN IT WAS FINALLY BROKEN IN THE PRESS BY A INVESTIGATIVE REPORTER DR. ELLSWORTH WAS CALLED BEFORE THE SCHOOL BOARD AND ASKED WHY HE HAD NOT ASKED THEIR PERMISSION TO PSYCHOLOGICALLY TEST THESE CHILDREN, AND PUT THEM THROUGH BEHAVIOR MODIFICATION PROGRAMS. HE SAID WELL IT WAS SO EASY, THEY WERE NEXT DOOR AND THE BOARD HAS SO MUCH BUSINESS TO TAKE CARE OF. THIS ISN'T AN ISOLATED INCIDENT, MANY MILLIONS OF DOLLARS IN GRANTS HAVE BEEN GIVEN EITHER THROUGH FOUNDATIONS LIKE THE SPENCER FOUNDATION TO EXPERIMENT PSYCHOLOGICALLY ON THESE CHILDREN. AND WE HAVE NO LAWS TO PROTECT THE CHILDREN. WHEN THE BEHAVIOR MOD PROGRAMS WERE BEING USED IN THE STATE PENITENTIARY MANY OF THESE CASES WERE TAKEN TO COURT AND STOPPED. THE PATIENTS HAD BECOME TOO DOCILE. WE HAVE NO LAWS IN THE COUNTRY NOW TO PROTECT THE CHILDREN IN THE PUBLIC SCHOOLS. WE HAVE ASKED SEVERAL

CONGRESSMEN AND SENATORS TO INTRODUCE AN AMMENDMENT TO THE ELEMENTARY SECONDARY EDUCATION ACT THIS YEAR, ASKING THAT ALL EXPERIMENTAL PROGRAMS BE GIVEN PARENTAL CONSENT. INFORMED CONSENT BEFORE CHILDREN ARE EXPERIMENTED WITH. WE HAVE NO LAWS IN MARYLAND THAT STOP THIS. WE NEED LEGISLATION AT THE MOMENT TO PROTECT CHILDREN FROM PSYCHOLOGICAL EXPERIMENTATION AND THE EXPERIMENTATION OF THE BEHAVIORAL SCIENTIST IN THE CLASSROOM.

AFTER THE DECISION WAS MADE TO CHANGE EDUCATION, TO SHIFT TO THE AFFECTIVE DOMAIN AND TO RETRAIN OUR TEACHERS WITH THE BEHAVIORAL SCIENTIST TECHNIQUES, THE ARCHITECTURE OF THE SCHOOL BUILDING WAS ALSO CHANGED. HERE IN MARYLAND SINCE 68 OR 69 THE SCHOOL BUILDING WAS DESIGNED ON THE OPEN PLAN. THIS IS THE SCHOOL OF NO WALLS. THE OPEN SCHOOL. THIS KIND OF BUILDING GAVE THE TEACHER AND CHILD OPEN SPACE. THERE IS OPEN SPACE FOR SITTING IN THE MAGIC CIRCLE-FOR ROLE PLAYING-FOR ROAMING FROM LEARNING STATION TO LEARNING STATION. THE CHILD IS NOT CONFINED TO A PARTICULAR DESK OR TO A PARTICULAR ROOM. THE ARCHITECTURE SERVES ANOTHER PURPOSE- IN THE SETTING OF THE OPEN SCHOOL-THE CHILD HIMSELF IS OPENED UP. HE HAS A NEW PHYLOSOPHY OF HUMANISM. IN THIS SETTING THE OBSERVERS, THE BEHAVIORAL SCIENTIST, AND THE DIAGNOSTIC DESCRIPTIVE PERSONEL COULD MORE EASILY IDENTIFY THE WELL MOTIVATED CHILD, THE TIMID, THE AGGRESSIVE, AND THE LONER. THE CHILD WHO IS GROUP ORIENTATED AND THE CHILD WHO IS NOT. I HAVE A NEWS REPORT THAT CAME OUT LAST YEAR AND THIS REPORT TELLS HOW MANY CHILDREN AND MANY TEACHERS SUFFERED NERVOUS BREAKDOWNS AND EXHAUSTION FROM THE NOISE DENSITY ALONE OF THE OPEN SCHOOL. MANY EDUCATORS THEMSELVES HAVE HAPPILY RESTORED MOVABLE WALLS TO CUT DOWN ON THE DIN. THE REPORT ALSO TELLS HOW MANY TEACHERS HUNG CARPETING ON THE CONCRETE WALLS TO ABSORB SOME OF THE NOISE, AND HOW CHILDREN BROUGHT OLD CARPETING FROM HOME TO CUT DOWN ON THE NOISE IN THIS HUGE FACILITY THAT HAD NO WALLS.

TO MAKE CERTAIN THAT ALL CHILDREN WOULD BE INVOLVED IN AFFECTIVE EDUCATION THE STATE BOARD OF EDUCATION PASSED A BY-LAW THAT MANDATED ALL SCHOOLS PRESENT A HUMAN DEVELOPMENT AND LIFE SCIENCE PROGRAM. THE STATE BOARD OF EDUCATION PASSES A BY-LAW AND IT IS TANTAMOUNT TO A LAW. IF IT IS A STATE BOARD OF EDUCATION BY-LAW IN MARYLAND IT HAS THE FORCE OF A LAW. AND THE STATE BOARD DID SAY THAT ALL SCHOOLS HAD TO TEACH HUMAN DEVELOPMENT AND LIFE SCIENCE.

WHAT I HAVE SAID TO YOU SO FAR IS THAT THE PHYLOSOPHY, METHODOLOGY, AND ARCHITECTURE IN OUR SCHOOLS ALL TOOK NEW DIRECTIONS IN 1965. NOW WHAT HAPPENED TO THE CHILDREN IN THE CLASSROOM? HOW DID THIS AFFECT THE CHILD SITTING IN THAT CHAIR? THE UNIVERSITY OF MARYLAND NEWSPAPER IN 1974 STARTED TO MOLD THE ATTITUDES OF THEIR STUDENTS. IN AN ARTICLE IT DESCRIBED HOW THE RACIAL ATTITUDES OF THE UNIVERSITY OF MARYLAND STUDENTS WERE MEASURED AND CHANGED BY CHANGE AGENTS. DR. FREDRICKS BACK



AT THE UNIVERSITY OF MARYLAND GAVE HIS STUDENTS A SITUATIONAL ATTITUDE SCALE TEST. THIS ATTITUDE SCALE TEST MEASURED THE STUDENTS ATTITUDE TOWARD RACE, HE FOUND WHAT THEIR COMMITMENT WAS AND WHAT THEIR ATTITUDE WAS ON BLACKS AND WHITES. THE ARTICLE IN THE DIAMONDBACK NEWSPAPER EXPLAINED THAT BY USING A SITUATIONAL ATTITUDE TEST CHANGE AGENTS WERE ABLE TO COME IN AND PUT STUDENTS THROUGH THE PROGRESSIVE STAGES OF CHANGE AND ALTER THEIR ATTITUDES WITHOUT THEIR BEING AWARE OF IT. IF UNIVERSITY STUDENTS ATTITUDES COULD BE CHANGED WITHOUT THEIR BEING AWARE OF IT ON RACE COULDN'T THEY USE THE SAME TECHNIQUES AND CHANGE ANY POLITICAL OR RELIGIOUS ATTITUDE OF THE STUDENT? IN PRINCE GEORGES COUNTY THERE WAS A TEXTBOOK COMMITTEE THAT APPROVE A PSYCHOLOGY BOOK WHICH HAD A SITUATIONAL ATTITUDE SCALE TEST ON JEWS. THIS BOOK WAS IDENTIFIED BY BETH TROTTO AND SOME OTHER PARENTS AND THEY TOOK IT BACK TO THE EVALUATION COMMITTEE AND THEY ARE NOW RE-EVALUATING THE BOOK.

LET ME READ YOU A SITUATIONAL ATTITUDE SCALE TEST-IT GOES SOMETHING LIKE THIS:THEY CAN ANSWER WITHIN SIX AREAS:SLIGHT AGREEMENT-AGREEMENT-MODERATE AGREEMENT-STRONG AGREEMENT-SLIGHT OPPOSITION-MODERATE OPPOSITION AND STRONG OPPOSITION. AND HERE ARE A FEW OF THE QUESTIONS OF JEWS, ANYONE WHO EMPLOYS MANY PEOPLE SHOULD BE CAREFUL NOT TO HIRE A LARGE PERCENTAGE OF JEWS? ONE TROUBLE WITH JEWISH BUSINESS PEOPLE IS THAT THEY STICK TOGETHER AND CONNIVE SO THAT A GENTILE DOESN'T HAVE A FAIR CHANCE IN COMPETITION? I CAN HARDLY IMAGINE MYSELF MARRYING A JEW? JEWISH LEADERS SHOULD ENCOURAGE JEWS TO BE MORE INCONSPICUOUS TO KEEP OUT OF PROFESSIONS AND ACTIVITIES ALREADY OVERCROWDED WITH JEWS AND TO KEEP OUT OF PUBLIC NOTICE? WE HAVE SIMILAR TESTS ON GOD. IF YOU GO TO CHURCH WILLINGLY OR IF YOU GO BECAUSE YOUR PARENTS ENCOURAGE YOU TO GO OR COERCE YOU TO GO. THEY HAVE OTHER WAYS OF FINDING OUT WHAT YOUR ATTITUDE IS TOWARD RACE OR RELIGION. THERES A LITTLE BOOK ON STRATEGY ON HOW TO FIND OUT WHERE A CHILD IS ON HIS BELIEFS.FOR INSTANCE WE HAVE THIS ONE:WHO COMES TO YOUR HOUSE? LITTLE CHILDREN ARE ASKED IF THESE QUESTIONS ARE TOO COMPLICATED? IF THEY ARE LITTLE CHILDREN ARE ASKED TO CODE WHO COMES TO THEIR HOUSE- R FOR RELATIVE, F FOR FRIEND AND O FOR OTHER.AND THEY ASK THEM IF THE PERSONS MANNERS BOTHER YOU, IF THE **PERSON** BRINGS YOU A GIFT.BUT THE KEY QUESTION IN THIS WHOLE STRATEGY ABOUT WHO COMES TO YOUR HOUSE DEALS WITH THE PERSONS RACE OR RELIGION.THIS IS ANOTHER WAY THAT THEY FIND OUT ABOUT YOUR ATTITUDE TOWARD RACE. THE CHILDREN ARE ASKED TO STUDY THEIR CODED LIST. IF THEY ARE THE SAME RACE AND THE SAME RELIGION FOR INSTANCE IF YOU ARE A JEW AND HAVE MOSTLY JEWS COME TO YOUR HOME AND THEY GO TO YOUR SAME TEMPLE, YOU ARE POTENTIALLY BIGOTED BECAUSE YOU DON'T HAVE BLACKS OR ATHIESTS OR CATHOLICS. AND SO THE CHILD IN GRADE TWO BEGINS TO AFFECT HIS ATTITUDE AND HIS PARENTS ATTITUDE TOWARDS RACE AND RELIGION. NOW WHEN

THESE ASSESMENT TESTS ARE TAKEN ON THE AGED ON GOD OR ANY POLITICAL OR RELIGIOUS ISSUE THE CHILD IS NOT LEARNING TO READ OR WRITE OR DO HIS MATHEMATICS. IN ORDER TO HAVE CHILDREN EXPERIENCE RACIAL PREJUDICE IN PUBLIC SCHOOLS OFTEN CHILDREN ARE ASKED TO USE THE ISOLATION GAME. ALL BLUE EYED BLONDE CHILDREN WOULD BE ASKED TO SIT IN THE BACK OF THE CLASSROOM, THEY COULD NOT PARTICIPATE IN THE LESSON, THEY WOULD NOT BE RECOGNIZED, THEY ARE COMPLETELY ISOLATED. FOR ONE HOUR AND A HALF EACH DAY THE MEMBERS OF THE CLASS WITH BROWN HAIR OR BLACK HAIR WOULD TAUNT THOSE CHILDREN. THEY WOULD TAUNT THEM ABOUT THEIR PERSONALITY, ABOUT THEIR BLONDE HAIR AND BLUE EYES. UNFORTUNATELY WHEN THIS HAPPENED IN MONTGOMERY COUNTY THE TAUNTING DIDN'T STOP AFTER THE HOUR AND A HALF. THE CHILDREN ENJOYED THE TAUNTING. IT WENT OUT ONTO THE PLAYGROUND AND INTO OTHER CLASSROOMS.

ONE OF THE NEW CONCEPTS IN EDUCATION IS THAT PEOPLE ONLY LEARN FROM AND THROUGH EXPERIENCE. SO THE CHILDREN MUST EXPERIENCE REJECTION TO UNDERSTAND WHAT TRUE PREJUDICE IS. I MENTIONED TO YOU THE TECHNIQUE OF THE SOCIO-GRAM WHERE THE EDUCATOR TRIES TO FIND OUT WHERE THE CHILD IS IN HIS ASPIRATIONS, IN HIS DREAMS AND HOPES, AND SO OFTEN WE FIND THE CHILD ASKED TO GIVE THEIR THREE WISHES, THEIR LIKES AND DISLIKES. IN ONE CLASS THE TEACHER HAD HER OWN VERSION OF THE SOCIO-GRAM, AND SHE SAID, WE WANT TO IMPROVE OUR PERSONALITY AND WE WANT OTHER PEOPLE TO LIKE US. SO LET'S PICK OUT ONE PERSON IN THE CLASS AND WRITE DOWN A FEW SENTENCES ABOUT THAT PERSON THAT YOU DON'T LIKE. AND WE CAN EXPLAIN THIS TO THE CHILD AND SEE IF HE CANNOT IMPROVE HIS PERSONALITY. THE TEACHER COLLECTED 27 PAPERS WITH 2 OR 3 SENTENCES ON EACH, ABOUT WHY THEY DISLIKED A PARTICULAR CHILD. THE CLASSROOM HAD DECIDED ON A NEW LITTLE GIRL, HER NAME WAS DENISE. AFTER THE TEACHER READ THE 27 PAGES ALOUD DENISE OF COURSE WAS CRUSHED. ALL THESE CHILDREN HAD BEEN CRITICAL OF HER. SHE LISTENED TO THE 27 PAGES AND SHE JUST SAT THERE AND WEPT. AFTER SCHOOL WHEN SHE WAS WALKING HOME THE OTHER CHILDREN BEAT HER UP.

THIS IS WHAT WE'RE INTO, PSYCHO-SOCIAL AND PSYCHO-MEDICAL EDUCATION, TO DEVELOP THE PERSONALITIES OF THE CHILDREN. TO MAKE THEM THINK ABOUT THEMSELVES, SELF CRITISISM AND GROUP CRITISISM, TO BRING THEM INTO A COMPLIANCE TO THE WISHES OF THE GROUP.

WE'RE ALSO WORRIED ABOUT HOW MUCH STRESS THE CHILD MAY SUFFER. IS THE CHILD IN THE CLASSROOM AT RISK? OF COURSE IN THE INCIDENTS OF THE SOCIO-GRAM AND IN THE ISOLATION TECHNIQUES THATS OBVIOUS. WE DON'T ALWAYS HAVE SUCH OBVIOUS CASES. EMOTIONAL AROUSAL AND ATTITUDINAL CHANGE IN SIMULATION GAMES IS CLASSIC ALL OVER THE COUNTRY. HUNDREDS OF HOURS ARE SPENT IN SETTING UP SIMULATION GAMES.

I'M GOING TO TALK FOR A MOMENT ABOUT PSYCHO DRAMAS AND SOCIO DRAMAS. MANY PUBLIC SCHOOLS AND MANY CATHOLIC SCHOOLS HAVE ADOPTED PSYCHO DRAMAS

AND SOCIO DRAMAS. IT'S EASY FOR PRIVATE SCHOOLS TO BRING IN DRAMA GROUPS THAT HAVE BEEN FINANCED THROUGH FEDERAL FUNDING. CATHOLIC SCHOOLS I KNOW ARE USING DRAMA GROUPS THAT ARE PAID WITH TITLE II FUNDS, DISADVANTAGED FUNDS IF YOU WILL. ALSO TITLE I FUNDS ARE USED TO TEACH SOME OF THESE DRAMA GROUPS. AGAIN THIS IS GOVERNMENT MONEY.

THE THEORY IS THAT THE DRAMA GROUP IS TO COME IN TO TEACH A SOCIOLOGICAL ATTITUDE OR TO HELP THE CHILDREN UNDERSTAND A SOCIOLOGICAL PROBLEM. LET ME JUST GO INTO A DRAMA TO GIVE YOU AN IDEA OF THE POWER OF THE TECHNIQUE. IN A ELEMENTARY SCHOOL IN MY COUNTY THE CHILDREN WERE STUDYING RACE OR HUMAN RELATIONS GRADE 5. A DRAMA GROUP WAS INVITED IN-THE GROUP WAS FUNDED BY THE TITLE II FUNDS. THEY PERFORMED A SERIES OF BLACK SKETCHES. IN THE FINAL SKIT A SLAVE WAS BERATED BY A PLANTATION OWNER. SHE IS COWERING ON THE FLOOR, AS SOON AS THE OWNER TURNED HIS BACK TO HER SHE JUMPS UP AND STABS HIM WITH A KNIFE. HE SCREAMED AND FELL TO THE FLOOR. NOW AT THIS POINT THE STUDENTS WERE SHOCKED. THIS WAS FOR CHILDREN 9 AND 10 YEARS OLD. NOW AT THIS POINT WHILE ALL THE CHILDREN WERE AT THE PEAK OF THEIR SHOCK ALL THE OTHER PERFORMERS RUSHED UNTO THE STAGE AND BEGAN CHANTING IN A SLOW, SOFT WAY "WHITE TRASH, WHITE TRASH" AND THEY GOT LOUDER AND FASTER UNTIL THEY WERE SHRIEKING AT THE CHILDREN THAT THEY WERE WHITE TRASH. THESE WERE ALL MEN AND WOMEN LEANING TOWARDS THE STUDENTS IN THE CLASSROOM. ONE LITTLE GIRL JUMPED UP AND RAN OUT OF THE ROOM. ONE LITTLE BOY STOOD UP AND SHOUTED " I AM NOT WHITE TRASH". THERE WAS A MOTHERS AIDE IN THE ROOM AT THE TIME AND SHE WAS HERSELF IN A STATE OF SHOCK. AND SO THIS SOCIO-DRAMA, WORK SHOP, ROLE PLAYING, CALL IT WHAT EVER YOU LIKE, THE POINT IS OUR FEDERAL DOLLARS WERE ONCE AGAIN USED FRAUDULENTLY.

NOW WHAT DO THE PUBLIC SCHOOLS WANT THE CHILDREN TO THINK ABOUT THE OLD? WHAT DO THE PUBLIC SCHOOLS WANT THE CHILDREN TO FEEL ABOUT INDIVIDUAL LIFE? THIS IS A VERY IMPORTANT QUESTION. THE PUBLIC SCHOOLS HAVE AN INTERNATIONAL MORTALITY LOTTERY THAT THE CHILDREN PLAY. IN THIS LOTTERY THEY DEAL NOT WITH THE OLD BUT WITH OVERPOPULATION. THE CHILDREN ARE TOLD THAT EVERY YEAR THERE IS AN ANNUAL LOTTERY AND 5% OF THE PEOPLE OF THE WORLD WILL BE ELIMINATED. BUT IF YOUR RICH YOU CAN BUY YOUR WAY OUT. THEY FIGURE THAT IF A PERSON IS RICH HE HAS BRAINS ENOUGH THAT HE MIGHT BE USEFUL FOR ANOTHER YEAR. SO HE CAN GIVE HIS SPACE TO SOME ONE ELSE AND HE CAN BUY HIS WAY OUT. THE OTHER PERSON WHO CAN BE EXEMPTED IS A PERSON WHO HAS CHILDREN. YOU CAN REPLACE YOURSELF WITH ONE OF YOUR CHILDREN. THEY FIGURE IT IS BETTER TO KILL OFF A YOUNG PERSON BEFORE THEY HAVE A CHANCE TO REPRODUCE.THE 5% WHO ARE KILLED ARE CONVERTED INTO FERTILIZER. THE SHOCK VALUE IS USED AGAIN TO MAKE CHILDREN THINK ABOUT OVERPOPULATION. IT IS USED TO STIMULATE OTHER SOLUTIONS. AGAIN THE EDUCATOR IS USING A

GIMMICK. A TECHNIQUE, TO OPEN THE CHILDREN UP, TO MAKE THEM FACE OVER-POPULATION. NOW OF COURSE IN CHINA TERMINAL PATIENTS ARE BURNED AND THEY DO USE THEM FOR FERTILIZER. AND THIS IS OFTEN TOLD TO THE CHILDREN IN THE CLASSROOM. BUT WE REALLY DO NOT WANT TO DO THAT IN OUR FREE SOCIETY. BUT WHAT SHOULD WE DO ABOUT OVERPOPULATION? AND OF COURSE IT TOOK ONE AND A HALF PERIODS TO PLAY THE INTERNATIONAL LOTTERY. YOU'VE ALSO HEARD A GREAT DEAL ABOUT A STORY CALLED "THE LOTTERY". SOME OF THE CATHOLIC SCHOOLS USE THE PROGRAM OF SHORT STORIES WHERE THE LOTTERY IS INCLUDED.

IN THE LOTTERY THERE IS AN ANNUAL DRAWING AND ALL THE TOWNSPEOPLE DRAW A PAPER. IF IT HAS A BLACK DOT ON IT THE FAMILY GETS THE LOTTERY. THE FAMILY WHO GETS THE BLACK DOT WINS THE LOTTERY. THEN THERE IS A SECOND LOTTERY SO THEY CAN NARROW IT DOWN TO A PARTICULAR MEMBER OF THAT FAMILY. THE WINNER IS STONED TO DEATH BY THE ENTIRE COMMUNITY INCLUDING MEMBERS OF HIS FAMILY AND HIS CHILDREN.

IN MY COUNTY WE DON'T JUST READ THE STORY WE SHOW THE CHILDREN A FILM. THIS IS A BEAUTIFUL FILM DONE BY ENCYCLOPEDIA BRITANNICA. THE TOWN IS A MID-WESTERN TOWN AND THE PEOPLE ARE IN MODERN DRESS. WHEN TESSIE WINS THE LOTTERY A MIDDLE AGED WOMAN HANDS A BIG FAT ROCK TO TESSIE'S LITTLE BOY WHO IS ABOUT FIVE YEARS OLD, AND HE HELPS TO STONE TESSIE TO DEATH. WHILE TESSIE IS LYING THERE IN A CRUMPLED HEAP DEAD, PROFESSOR DURBIN FROM THE UNIVERSITY OF CALIFORNIA CUTS INTO THE SOUND TRACK WITH HIS VOICE AND HE SAYS, "SHOULD WE CONTINUE TO WORSHIP A STERN AND VENGEFUL GOD WHO PERMITS THIS MANS INHUMANITY TO MAN." AGAIN AT THE PEAK OF EMOTIONAL SHOCK THE CHILDREN ARE INDOCTRINATED WITH THE IDEA THAT GOD IS A STERN AND VENGEFUL PERSON AND THAT HE IS PERMITTING THIS MAN'S INHUMANITY TO MAN. THE CHILDREN ARE GIVEN MANY ROLE PLAYING SITUATIONS ABOUT GRAND MOTHER WHO HAS TERMINAL ILLNESS. THE CHILDREN GRADUALLY FROM GRADE 1 THROUGH 12 ARE PUT THROUGH A SEQUENTIAL SERIES OF ROLE PLAYING CONTRIVED INCIDENTS TO INCULCATE SPECIFIC CONCEPTS. THEIR ATTITUDE TOWARD LIFE IS RELATIVISTIC. THEY PLAY THE LIFE BOAT SURVIVAL GAMES AND WHAT THEY ARE TEACHING THE CHILDREN TODAY IS THAT WE MUST PRUNE AWAY THE DEFECTIVES IN OUR OWN SOCIETY IN ORDER TO IMPROVE THE QUALITY OF LIFE. THIS IS BEING DONE THROUGH SOCIOMETRY AND PSYCHIATRY.

YOU HEAR A GREAT DEAL TODAY ABOUT THE HANDICAPPED. MILLIONS AND MILLIONS OF DOLLARS ARE BEING SPENT TO MAINSTREAM THE HANDICAPPED. WE NO LONGER ISOLATE THEM AND PUT THEM IN INSTITUTIONS BY THEMSELVES. THEY ARE BEING MAINSTREAMED INTO THE CLASSROOM. BUT OFTEN THESE CHILDREN ARE DIFFICULT TO HANDLE. IN BUTTE MONTANA SOME BEHAVIORAL SCIENTISTS HAD SEVERAL HANDICAPPED CHILDREN IN THEIR CLASSROOMS AND SO THEY BUILT A TIME OUT BOX. AGAIN THIS IS A BEHAVIORAL SCIENTIST TECHNIQUE TO MODIFY BEHAVIOR. IF A CHILD IS DISRUPTIVE HE GOES INTO THE TIME OUT BOX, UNTIL HE COOLS DOWN

THINKS IT OVER AND COMES BACK AND BEHAVES IN A NORMAL WAY. THIS ONE LITTLE BOY WAS A LITTLE RETARDED AND DISRUPTIVE AND HE WAS PUT INTO THIS TIME OUT BOX. BUT THESE BEHAVIORAL SCIENTISTS THIS TIME HAD BUILT THE TIME OUT BOX LIKE A COFFIN, AND THEY PUT THIS RETARDED CHILD IN THIS BOX. THEY HAD HIM LIE DOWN AND POP OFF THE TOP. HE WAS ALLOWED TO STAY IN THERE 6 TO 8 MINUTES. USUALLY THIS MODIFIED HIS BEHAVIOR. ONE TIME HE HAD A TANTRUM AND WAS KEPT IN THE BOX TOO LONG. HE WAS ASTHMATIC AND HAD AN ATTACK, AND NEARLY DIED. HE WAS RUSHED TO THE HOSPITAL. THE MOTHER WENT TO THE HOSPITAL AND SHE DISCOVERED WHAT HAD BEEN DONE TO HER CHILD. SHE WENT TO COURT. THE JUDGE RULED THAT THIS WAS CRUEL AND INHUMANE TREATMENT. THE JUDGE ORDERED THE BOX DESTROYED. HE ORDERED THE PRINCIPAL DEMOTED AND HE ORDERED THE BEHAVIORAL SCIENTIST WHO MADE THE COFFIN FIRED. AND THEY WERE. BUT THE NEXT DAY THE STUDENTS PICKETED THE SCHOOL IN FAVOR OF THE BEHAVIORAL SCIENTIST WHO MADE THE COFFIN. WHY? THEY SAID THAT THE BOY WAS A PAIN IN THE NECK AND THREW TANTRUMS AND HE DESERVED TO BE PUT IN THE COFFIN. AND SO WE HAVE PSYCHO-SOCIAL AND PSYCHO-MEDICAL EDUCATION AT WORK AT IT'S BEST. THE BEHAVIORAL SCIENTIST KNEW EXACTLY WHAT HE WAS DOING WHEN HE BUILT THE COFFIN. THOSE CHILDREN ASSOCIATED THE HANDICAPPED CHILD WITH DISRUPTION AND NUISANCE AND HE WAS TO BE BURIED IN THAT COFFIN.

WHEN WE TALK ABOUT THE USE OF PSYCHO THERAPUTIC TECHNIQUES IN THE CLASSROOM, PRE-TESTING, CODE TESTING, AND ASSESSING CHILDREN ON THEIR ATTITUDES TOWARDS DEATH, EUTHANASIA, THE AGED, LAND USE ETS., WE ARE INTO A PSYCHOLOGICAL MANIPULATION BRAINWASHING IN IT'S MOST CLASSICAL FORM. WHEN CHILDREN IN THE PRIVATE SCHOOLS ARE BEING SUBJECTED TO THE TECHNIQUES AND OFTEN THE PRIVATE SCHOOL PEOPLE TELL US THAT THEY CAN USE THESE TECHNIQUES IF WE'RE INCULCATING CHRISTIAN VALUES. BRAINWASHING AND PSYCHOLOGICAL COERSION IS MANIPULATIVE AND IT THEREFORE IS DANGEROUS NO MATTER WHO IS DOING THE MANIPULATING.

I WOULD JUST CAUTION ANYONE IN EDUCATION WHO IS WORKING ON THIS CASE KENOWITZ VS THE DEPARTMENT OF HEALTH, THE JUDGE RULED "INTRUSION INTO ONE'S INTELECT WHEN ONE IS INVOLUNTARILY DETAINED AND SUBJECT TO THE CONTROL OF INSTITUTIONAL AUTHORITIES IS AN INTRUSION INTO ONE'S CONSTITUTIONALLY PROTECTED RIGHTS OF PRIVACY. IF ONE IS NOT PROTECTED IN HIS THOUGHTS, BEHAVIOR, PERSONALITY, AND IDENTITY, THEN THE RIGHT OF PRIVACY BECOMES MEANINGLESS."

I HAD MANY OTHER PROGRAMS I WANTED TO GET INTO BUT I WENT SLOWLY AND GAVE YOU A GREAT DEAL OF DETAIL BECAUSE I WANTED YOU TO UNDERSTAND THAT THE INCIDENTS THAT I HAVE DISCUSSED WITH YOU ARE HORROR STORIES. THEY ARE NOT UNUSUAL, WE HAVE PEOPLE WHO ARE ZEALOTS, PEOPLE WHO ARE BADLY

TRAINED AND ARE NOT QUALIFIED TO USE THESE TECHNIQUES AND AS A RESULT WE SEE CHILDREN SUFFERING, HORRENDOUS DAMAGE. WE NEED LEGISLATION TO STOP IT AND I URGE YOU IN YOUR PRIVATE SCHOOL AND IN YOUR CHRISTIAN SCHOOL, DON'T BE LAZY DON'T INCULCATE VALUES IN A PSYCHOLOGICAL MANIPULATIVE WAY, APPEAL TO THE CHILDS INTELECT, GIVE HIM FACTS, REASON, CAUSE, AND EFFECT. AND LET'S LOOK FOR LEGISLATION TO PROTECT THE CHILDREN AND TRY TO BREAK THE HORRENDOUS POWER OF THE N.E.A. AND THE TEACHER ASSOCIATIONS. UNFORTUNATELY THE PEOPLE AT THE TOP IN THESE ASSOCIATIONS ARE NOT THINKING AMERICAN.

IN THE MAGAZINE PSYCHOLOGY TODAY AN ARTICLE EXPLAINED HOW PRINCE GEORGE'S COUNTY WAS TO BE A MODEL COUNTY BECAUSE IT HAS ALL KINDS OF PEOPLE IN IT. IT WAS A HETEROGENIOUS MIX. A GOOD SOCIO ECONOMIC MIX. AND AS A MODEL COUNTY THE PEOPLE WERE TO BE CHANGED. THEY WERE TO MANIPULATE THEM THROUGH BEHAVIOR MODIFICATION CONTROL. WE SEE MANY COUNTIES BEING MANIPULATED IN THIS WAY. EVERY COUNTY IS TO BE A CONTROL COUNTY IF IT HAS AN IDEAL SOCIO ECONOMIC MIX. WE NOW SEE THAT BUSSING WAS A PART OF THIS. BUT EVEN MORE IMPORTANT IS THE CONCEPT OF COMMUNITY EDUCATION WHERE WE WILL HAVE SCHOOL CENTERED COMMUNITIES. WHERE THE SCHOOL WILL BE INVOLVED IN THE INDIVIDUALS LIFE FROM BIRTH TO DEATH. IN MONTGOMERY COUNTY WE HAVE A LIFE CENTER WHICH IS TO BE A MODEL FOR THE COUNTRY. ALREADY WE HAVE THE AGED COMING IN FOR THEIR FREE LUNCHES, THE CHILDREN ARE GIVING PERMANENT WAVES, SELLING PLANTS. THESE SCHOOLS ARE TO TAKE OVER EACH COMMUNITY.

THE NEW COMMUNITY EDUCATION BILL THAT'S IN CONGRESS, SENATE BILL 2711, COMMUNITY EDUCATION WILL BECOME A LAW AND I THINK THIS IS PERTINENT TO YOUR SOCIALISM SEMINARS. A SOCIALIZED SOCIETY IS OF COURSE WHAT I HAVE BEEN TALKING ABOUT. THE TECHNIQUES THAT ARE BEING USED IN THE PUBLIC SCHOOLS TODAY ARE IDENTICAL TO WHAT THE SCIENTISTS DID IN GERMANY. WE ARE ALIENATING ONE GENERATION FROM ANOTHER. WE ARE SETTING UP A YOUTH MOVEMENT USING ALMOST IDENTICALLY THE SAME PEOPLE, MORENO, AND TABA. SOME OF THESE PSYCHIATRISTS WORKED IN EUROPE AND ESTABLISHED THESE TECHNIQUES. WE SEE THE TECHNIQUES IDENTICAL TO WHAT THEY USED IN RUSSIA AND CHINA.

WE HAVE LOST A GENERATION OF OUR CHILDREN WHO'S VALUES HAVE CHANGED. WHO'S VALUES HAVE BEEN CHANGED FROM THOSE OF THEIR PARENTS. WHEN I WAS TELLING YOU THAT THE CHILDREN IN THE CLASSROOMS ARE ASKED TO DISCUSS THEIR FEELINGS AND ATTITUDES, THEY ARE ALSO ASKED TO KEEP DIARIES. THERE ARE 15 KINDS OF DIARIES THE CHILDREN KEEP, THE REASON THE CHILDREN ARE ASKED TO KEEP DIARIES IS THAT THIS IS ONE OF THEIR STRATEGIES. CHILDREN KEEP DIARIES ON BUDGET, RELIGION, POLITICS, MALE-FEMALE ROLES, AFFECTIONATE AND TENDER FEELINGS, HOSTILITY AND ANGER DIARIES. THIS IS TO GIVE SELF REVELATION, TO GIVE THE OBSERVER, THE EDUCATOR, THE BEHAVIORAL SCIENTIST SOME SORT OF DOCUMENTATION, WRITTEN DOCUMENTATION OF THE CHILDS FEELINGS.

MANY OF THE LANGUAGE ART BOOKS HAVE A SUPPLEMENTAL CALLED THE JOURNAL. THE CHILD IS ASKED TO RELATE HIS PERSONAL SITUATION, WHAT THEY WANT , IN THE LITTLE ANTHOLOGY OF SHORT STORIES. PERHAPS THE BEST PLACE TO FIND THE DATA FOR VALUE CLARIFICATION IS IN THE STUDENTS OWN LIVES. BURIED IN THE STRATEGY THAT ENABLES THE STUDENTS AN ENORMOUS AMMOUNT OF INFORMATION ABOUT THEMSELVES INTO THE CLASSROOM TO BE EXAMINED AND DISCUSSED. WHY DO THE EDUCATORS WANT TO KNOW SO MUCH ABOUT THE CHILDREN? IN MY COUNTY WHICH WAS THE FIRST COUNTY, THE MODEL FOR THE NATION, TO SET UP THE CHILD ABUSE NEGLECT POLICY. IN THE POLICY THE SCHOOL EDUCATORS IDENTIFIED 8 AREAS OF NEGLECT. THERE IS A CHILD MALTREATMENT CURRICULUM THAT WAS FEDERALLY FUNDED FOR K-12, WHERE A CHILD COULD BE TAUGHT HOW TO IDENTIFY WHETHER OR NOT HE WAS EMOTIONALLY NEGLECTED. IF HIS PARENTS SHOUT AT HIM, IF HE IS OVERBURDENED WITH HOUSEHOLD CHORES. THE CATAGORIES OF NEGLECT ARE: IF A CHILD IS MALNOURISHED, DIRTY, ILL CLAD, OR WITHOUT PROPER SLEEPING ARRANGEMENTS, UNATTENDED WITHOUT ADEQUATE SUPERVISION, ILL AND LACKING IN ESSENTIAL MEDICAL TREATMENT(WHAT IS ESSENTIAL MEDICAL TREATMENT?) ABNORMAL EXPERIENCES THAT PRODUCE FEELINGS OF BEING LOVED, WANTED AND SECURE, (WHAT ARE ABNORMAL EXPERIENCES THAT PRODUCE THESE FEELINGS?) THIS IS EMOTIONAL NEGLECT: UNLAWFULLY BEING KEPT FROM ATTENDING SCHOOL EXPLOITED OR OVERWORKED, EMOTIONALLY DISTURBED DUE TO CONTINUOS FRICTION IN THE HOME. THE CHILDREN ARE ASKED TO KEEP DIARIES ON CONFLICTS IN THE HOME. SOMETIMES AT THE LOWER LEVEL THEY ARE ASKED TO FILL OUT THE OPEN SENTENCE: THE MAJOR SOURCE OF CONFLICT IN MY HOME IS \_\_\_\_\_. AGAIN WE HAVE PROBING, CONSTANT PROBING. WITH THE NEGLECT REPORT THE TEACHER MAY IDENTIFY ANY CHILD WITH A PROBLEM. THAT CHILD IS REPORTED TO SOCIAL SERVICES WORKERS AND TREATED WITHOUT PARENTAL KNOWLEDGE OR CONSENT.

THERE IS A NEW BILL THAT WAS PASSED THIS YEAR INTO LAW H.B. 444, FOR THREE YEARS WE KEPT THAT BILL IN COMMITTEE. JOE OWENS ONE OF OUR DELEGATES ON THE JUDICIARY COMMITTEE IS A GOOD CONSTITUTIONALIST, AND HE SAYS THE CHILD NEGLECT BILL WAS UNCONSTITUTIONAL AND THAT EMOTIONAL NEGLECT WAS UNDEFINABLE. THIS YEAR THE TEACHER LOBBY AND THE MENTAL HEALTH PEOPLE WENT ALL OUT, AND THE DELEGATES CAPITULATED. WE HAVE A GREAT DEAL OF FEDERAL AND STATE FUNDING TO SET UP CLINICS, MENTAL HEALTH LABORATORIES, TO PAY COUNCELORS AND THEY NEED BODIES. THERE ARE PEOPLE WHO HAVE BEEN WRONGLY ACCUSED OF CHILD NEGLECT. WHEN THOSE CASES HAVE NOT BEEN VALID, WE ASKED WHAT HAPPENED TO THOSE ACCUSED AND WE WERE TOLD THAT THE NAMES REMAINED ON THE COMPUTER. SOMEONE TESTIFIED IN VIRGINIA THAT ONE THIRD OF ALL CASES REPORTED ARE NOT VALID. YET THESE PEOPLE REMAIN IN THE COMPUTER. IN MONTGOMERY COUNTY ANY DOUBT REPORTING A SUSPECTED SITUATION IS TO BE RESOLVED IN FAVOR OF THE CHILD. MOST OF THE DIARIES AND CURRICULUM THAT CHILDREN RESPOND TO IN A PERSONAL WAY DEALS WITH THEIR WORRIES AND FEARS.

SO WHAT THE EDUCATOR IS GETTING IS WRITTEN DOCUMENTATION OF AN UNHAPPY CHILD. IN MY COUNTY A PRINCIPLE OF ONE OF OUR ELEMENTARY SCHOOLS TOOK THE CHILDRENS DIARIES AND JOURNALS AND GAVE THEM TO THE EXECUTIVE COMMITTEE OF THE P.T.A. THEY DETERMINED THROUGH THESE DIARIES WHAT PROGRAMS THE CHILDREN WERE WATCHING. ANY CHILD WHO WATCHED A PROGRAM THAT WAS VIOLENT THE PARENT WAS IDENTIFIED AS A NEGLECTFUL PARENT. AFTER THE EXECUTIVE COMMITTEE WAS FINISHED WITH THE DIARIES THE TEACHER WROTE AN ARTICLE FOR THE MAGAZINES AND NEWSPAPERS AND MADE MONEY OFF OF THE DIARIES.

WE HAVE LEGISLATION TO SUPPORT AFFECTIVE EDUCATION. WE HAVE LEGISLATION THAT IS WORKING HAND IN HAND WITH THE NEW TECHNIQUES AND STRATEGIES IN EDUCATION. WHAT WE SEE IS THE ADVOCACY PROGRAM OF DENMARK, IMPLEMENTED HERE IN THE UNITED STATES. AS I SAID WE DO HAVE A YOUTH MOVEMENT DEVELOPING THAT WE SAW IN GERMANY. OF COURSE MOST OF THE CHILDREN AREN'T AWARE OF THIS BECAUSE CHRONOLOGICAL FACTUAL HISTORY HAS BEEN PHASED OUT IN MOST OF THE SCHOOLS. THE CHILDREN WHO SAW THE HOLOCAUST AS YOU KNOW FROM THE MEDIA WERE NOT AWARE WHAT HAPPENED IN GERMANY. IN GERMANY THEY PRUNED AWAY THE DEFECTIVE LONG BEFORE THEY TOUCHED THE JEWS. IN THE U.S. UNFORTUNATELY FOR SOME OF THE SOCIAL PLANNERS THEY BEGAN ON ABORTION BEFORE EUTHANASIA. IN GERMANY THEY WENT MUCH FURTHUR WITH THE PLANNED SOCIETY BECAUSE THEY STARTED WITH THE AGED. THEY ELIMINATED THE OLD FIRST THEY PRUNED AWAY THE DEFECTIVE AND THEN THEY STARTED ON THE UNBORN. IN OUR COUNTRY THEY MADE A TERRIBLE MISTAKE AND IT'S HURTING THEM. WE SEE MANY YOUNG PEOPLE NOW WHO ARE JOINING THE ANTI-ABORTION MOVEMENT BECAUSE THEY SEE THE SANCTITY OF LIFE OF THE UNBORN. THEY ARE BEGINNING TO SEE HOW HORRENDOUS EUTHANASIA CAN BE. SO THE SOCIAL PLANNERS, I FEEL HAVE MADE A MISTAKE, AND WE ARE SEEING THE REACTION TO THAT.

IN MY COUNTY I TESTIFIED BEFORE THE CHILD ABUSE TASK FORCE AND I TOLD THEM HOW DE-SENSITIZED THE CHILDREN HAD BECOME. HOW MANY MURDERS WE HAVE BY MINOR CHILDREN. HOW MANY CHILDREN ARE KILLING THEIR FRIENDS, THEIR RELATIVES AND THEIR NEIGHBORS. NOW MANY OF THESE MURDERS OCCURED BECAUSE THE CHILD WAS ON DRUGS. THERE IS A TREMENDOUS INCREASE IN SUICIDES FOR CHILDREN UNDER 20 AND AND AN INCREASE IN THE YOUNG KILLING THE OLD. IN OUR SCHOOLS WE HAVE A LITTLE SHORT STORY WHERE CHILDREN STONE AN OLD MAN, HIS DEAD ROLLS DOWN THE STREET AND THEY START TO KICK HIS HEAD DOWN THE STREET. THIS IS A STORY READ IN THE THIRD GRADE.

I WANTED TO SAY ALSO WITH THE NEGLECT BILL WHEN A CHILD IS DECLARED EMOTIONALLY NEGLECTED HE CAN BE TREATED WITHOUT PARENTAL CONSENT OR KNOWLEDGE. IT IS VERY DIFFICULT FOR US TO ACCEPT THE FACT THAT OUR CHILDREN WOULD BE TREATED BY SOME OF OUR COUNCELORS OR PSYCHOLOGISTS OR PSYCHIATRISTS INVOLVED IN THE PUBLIC SCHOOL. FOR INSTANCE DR. JOHN MONEY IS A PEDIATRICIAN AT JOHNS HOPKINS. DR. JOHN MONEY BELIEVES ALL CHRISTIAN



CHILDREN ARE OPPRESSED AND DEPRESSED BECAUSE THEY ARE NOT PERMITTED TO ENJOY RECREATIONAL SEX. THIS IS A MAN WHO TESTIFIED FOR THE STATE OF MARYLAND ON PORNOGRAPHIC CASES IN COURT. DR. JOHN MONEY INSTRUCTS MANY OF OUR SEX EDUCATORS AND COUNCELORS. HE IS A NON THIEST, A HUMANIST WHO BELIEVES THAT WE SHOULD EXPRESS OUR SOCIAL PROCLIVITY IN ANY WAY THAT WE WANT. HE SUGGESTS THAT THE CHILDREN OF THE WESTERN CHRISTIAN CULTURE ARE OPPRESSED AND DEPRESSED BY THE TABOO, THAT THEY CANNOT ENJOY RECREATIONAL SEX PRE-PUBERTY AGE. AND HE INSTRUCTED THE SEX EDUCATORS AT THE CONFERENCE I ATTENDED THAT THEY SHOULD LOBBY FOR ARTIFICIAL DEVICES TO BE PUT ON THE MALE CHILD PRE-PUBERTY AGE TO HELP HIM THROUGH THE SEX ACT. WHEN OUR EDUCATORS TELL US THAT OUR CHILDREN ARE DEPRESSED AND ARE OVERBURDENED WITH RESPONSIBILITY AND THAT THEY ARE NOT ALLOWED TO ENJOY RECREATIONAL SEX, IT IS BECAUSE THEY WANT THIS CHILD TO HAVE AN ALTERNATIVE LIVING STYLE. AND THEY RECOMMEND THAT THESE CHILDREN GO INTO HALF WAY HOUSES. WE HAVE IN MONTGOMERY COUNTY AN ADVOCACY PROCESS WHERE THE CHILD MAY CHOOSE ANY MEMBER OF THE COMMUNITY TO BE HIS ADVOCATE. THIS CHILD AND HIS ADVOCATE CAN DECLARE THAT THE CHILD IS UNHAPPY WITH THE VALUES AND THE RESTRICTIONS IN HIS HOME, AND HE MAY BE PLACED IN AN ALTERNATIVE LIVING PATTERN, IN A GROUP HOME OR A HALF WAY HOUSE. NOW IF YOU HAVE A PSYCHOLOGIST WHO IS A NON THIEST AND A HUMANIST WHO BELIEVES A CHILD SHOULD ENJOY PRE-PUBERTY SEX. HE IS A EXPERT AND HE IS A QUALIFIED PSYCHOLOGIST, HE IS THE HEAD OF JOHNS HOPKINS PEDIATRICS. WHEN HE TESTIFIES AGAINST THE PARENT WHO IS OPPRESSED AND DEPRESSED BY THE JUDEO CHRISTIAN ETHICS AND BELIEVES "THOU SHALT NOT COMMIT ADULTRY" WHERE ARE WE? EMOTIONAL NEGLECT IS ONE OF THE MOST POWERFUL AREAS OF THE NEGLECT LAW. IF A CHILD IS DEPRESSED HE IS EMOTIONALLY NEGLECTED. THE CHILD IS DEPRESSED BECAUSE THERE IS A CONFLICT IN THE VALUE SYSTEM BETWEEN THAT AND THAT ADULT. AND YET THERE ARE ADULTS WHO EMBRACE THESE CHILDREN AND ENCOURAGE THESE CHILDREN TO ENJOY RECREATIONAL SEX, TO HAVE ABORTIONS.

RIGHT NOW WE ARE LIVING UNDER THE CLOUD OF INCEST. AT THE LAST ATEC CONFERENCE A RABBI DISCUSSED INCEST. WHEN MY DAUGHTER WHO IS NOW 21 WAS AT BETHESDA CHEVY CHASE HIGH SCHOOL HER TEACHER EXPLAINED TO THEM THAT THE REASON SOCIETY WAS OPPOSED TO INCEST IS THAT IF CHILDREN WERE BORN THERE WAS A DANGER OF RETARDATION AND DEFORMITY. BUT THIS IS NO LONGER A PROBLEM BECAUSE WE CAN STERILIZE PEOPLE WHO HAVE A COMMITMENT TO A FAMILY MEMBER, SO THAT THEY WILL NOT HAVE CHILDREN. AND ALSO WE HAVE GOOD CONTRACEPTIVE METHODS. SO THAT WE CAN PREVENT AN ABNORMAL BIRTH. THE PEOPLE WHO ARE ADVOCATING INCEST ARGUE THAT PEOPLE WHO ARE RAPED IN THE SAME HOUSEHOLD KNOW EACH OTHER. THEY'VE GROWN UP TOGETHER, THEY UNDERSTAND EACH OTHER. AND WHY WOULDN'T THEY ENJOY RECREATIONAL SEX TOGETHER. AND SO WE SEE INCEST BEING ORCHESTRATED

IN THE PUBLIC SCHOOL, IN PUBLICATION, AND ON TELEVISION. THAT HAS ALWAYS BEEN A PROBLEM WITH SOCIETY. IT DESTROYED MANY LOYAL FAMILIES IN EUROPE. THE CHILDREN TODAY ARE BEING DE-SENSITIZED TO THE WORD INCEST LIKE THE WORD HOMOSEXUALITY AND ABORTION AND EUTHANASIA. I URGE YOU IN YOUR SCHOOLS TO MAKE CHILDREN UNDERSTAND THE REALITY OF THESE WORDS. DON'T LET THEM BECOME DE-SENSITIZED. ALWAYS USE THESE WORDS IN CONJUNCTION WITH THE TEN COMMANDMENTS. AFTER ALL WE ARE STILL UNDER THE CONSTITUTION.

THE CHILD NEGLECT LAW IS ACTUALLY AN UNCONSTITUTIONAL LAW. BUT IT IS BEING CHALLENGED, THE CONSTITUTION IS BASED ON ROMAN LAW, SO WE ARE STILL UNDER THE INFLUENCE OF RIGHT AND WRONG. IT IS PEOPLE LIKE DR. JOHN MONEY, TIAJE, MASLO, GLASSER, ROGERS, ALL OF THE PEOPLE WHO HAVE HAD THE GRANTS GIVEN TO THEM BY OUR FEDERAL GOVERNMENT, AND DEVELOPED THIS CURRICULUM ARE FROM ONE SCHOOL OF THOUGHT. THERE IS NO SUCH THING AS CHRISTIAN HUMANISM. HUMANISM DEIFIES MAN, THE BROTHERHOOD OF MAN WITHOUT THE RESTRICTIONS OF THE TEN COMMANDMENTS. THERE IS NO SUCH THING AS CHRISTIAN HUMANISM, THERE IS ONLY GOD AND THE TEN COMMANDMENTS.

MOST COUNTRIES ARE TAKEN OVER THROUGH EDUCATION. IF YOU STUDY HISTORY YOU KNOW THAT IT WAS ALWAYS THE UNIVERSITY TEACHERS. FIRST THEY TAKE OFF THE CREAM OF THE COUNTRY, YOUR TOP UNIVERSITIES ARE ALWAYS INFILTRATED FIRST. MANY TIMES YOU FIND THAT MANY PEOPLE WHO ARE VERY INTELLIGENT AND GIFTED, AND YOU FIND THIS IN THE THEATER WORLD TOO, THESE PEOPLE HAVE A GREAT DEAL OF EGO. THEY REALIZE QUICKLY THAT THEY ARE SUPERIOR IN THEIR TALENTS AND ABILITIES. THESE PEOPLE OFTEN LEAVE GOD AND GOVERNMENT, THEY GO ON FOR ACCLAIM. THEY WANT TO BE NEW AND DARING AND AVANT GARDE. FOR INSTANCE IN THE WHOLE PITNEY MOVEMENT WHERE HORDES OF OUR CHILDREN LEFT AND WENT OVER TO THE WEST COAST. THESE CHILDREN WERE THE MOST INTELLIGENT CHILDREN IN THE UNITED STATES. THE PSYCHOLOGISTS TELL US THAT THE MOST INTELLIGENT REGRESS AT THE MOST RAPID RATE IF THEY ARE NOT MOTIVATED OR CHALLENGED. WHEN THIS WHOLE CHANGE IN EDUCATION CAME, SHIFTING INTO DISCUSSING SELF, AND BEING TESTED ON YOUR ATTITUDES AND FEELINGS, IT WAS A PLAIN BORE, TO ANYBODY WHO HAS HALF A BRAIN. ROLE PLAYING THE TACKY CONTRIVED SITUATIONS FOR SELF REVELATION WAS A PAIN IN THE NECK. ESPECIALLY TO BOYS WHO ARE MECHANICALLY INCLINED, AND MATHMETICIANS AND SCIENTISTS. THOSE ARE THE FIRST KIDS WHO COPPED OUT. THEY DIDN'T SEE ANYTHING COMING FROM THEIR PARENTS. THEY WERE SENT TO SCHOOL THEY GOT GARBAGE THEY WEREN'T MOTIVATED AND SO THEY ABANDONED THE SCHOOL. AND WHO PICKED THEM UP? THEY BECAME POLITITICEZED. WHEN THEY WERE IN THESE PLACES AND THEY HAD REGRESSED MANY OF THEM JUST WENT TO DRUGS, MANY OF THEM WERE PICKED UP BY POLITICAL ZEALOTS. ALWAYS WHEN THERE IS A PLOT TO OVERTHROW A COUNTRY IT STARTS WITH EDUCATION. WE SAW IT ALL OVER THE WORLD. AS IN CUBA WHERE THEY STARTED WITH THE UNIVERSITY. SO WE SAW HARVARD GO. HARVARD BECAME ONE OF THE CENTERS.

THEY BEGAN TO TRAIN THE YOUNG PEOPLE AND IT WAS TO BE A LITTLE PINK, A LITTLE SOCIALISTIC, AND TO WANT TO ELIMINATE THE INEQUALITY OF OWNERSHIP. THEN THEY WENT AFTER THE CORPORATIONS, PRIVATE BUSINESS. LAST YEAR WHEN I WAS IN ANNAPOLIS WE HEARD ECONOMIC TEACHERS TESTIFYING IN FAVOR OF A FREE ENTERPRISE BILL, THAT ALL HIGH SCHOOLS WOULD BE REQUIRED TO TEACH THE FREE ENTERPRISE SYSTEM. THESE COMMUNITY COLLEGE TEACHERS SAID THAT THE HIGH SCHOOL STUDENT COMING INTO THE COMMUNITY COLLEGES HAD NO CONCEPT OF FREE ENTERPRISE AND COMPETITION. THEY WERE COLLECTIVISTS AND MARXISTS ALREADY, SO WE'RE IN OUR SECOND GENERATION.

MANY OF THE YOUNG PEOPLE IN BUSINESS TODAY HAVE NO MANAGERIAL CONCEPT, OR COMPETITION, OR PROFIT CONCEPT. THEY ARE COLLECTIVISTS, AND MARXIST ORIENTED. THERE WAS A VERY STRONG MOVEMENT AND IT WAS PUSHED ALONG BY THE INTELIGENCIA. THEY WANTED TO BE WITH IT AND THEY WANTED TO BE IN THE AVANT GARDE.

AND OF COURSE IT WAS EXCITING FOR BOOK PUBLISHERS TO READ YOU THEIR TEXTBOOKS. INSTEAD OF HAVING THE CLASSICS IN LITERATURE WE ENDED UP WITH LITTLE PAPER BACK ANTHOLOGIES. A WHOLE SERIES OF SIX OR EIGHT PAPER BACK BOOKS, WITH THESE LITTLE JOURNALS ATTACHED TO THEM. THE STORIES WERE RE-WRITTEN TO BE PSYCHOLOGICAL TOOLS TO PROBE THE CHILDREN. NOW THE BOOKS CHANGE EVERY THREE TO FIVE YEARS. THE UNIVERSITIES WERE THRILLED THAT THEY WERE TO HAVE CONTINUOUS IN SERVICE TRAINING. SO THE BOOK PUBLISHERS GOT IN ON IT AND MADE A LOT OF MONEY. THE QUEST AND THE WHOLE SENSITIVITY GROUP, THE NATIONAL TRAINING LABORATORIES HAS A WHOLE NETWORK ALL OVER THE UNITED STATES AND SO YOU SAW LITTLE SENSITIVITY TRAINING CENTERS. SO THERE WERE MANY PEOPLE WHO MADE PILES AND PILES OF MONEY WITH THIS WHOLE NEW APPROACH. SOCIOLOGY, SOCIO-METRIC TECHNIQUES, COMMUNITY COLLEGES, ALL OF THESE PEOPLE WERE FEEDING OFF GOVERNMENT GRANTS. AND THE CONTINUOUS IN SERVICE TRAINING FOR TEACHERS, MY GOD IN MY COUNTY OUR TAX MONEY IS PAYING FOR MASTERS DEGREES AND P.H.D.'S. OUR TEACHERS ARE GOING UP TO FLINT, MICHIGAN FOR A WHOLE YEAR WITH THEIR FAMILIES AND IT'S ALL BEING PAID FOR WITH OUR MONEY. THEY'RE GOING UP THERE TO LEARN THE CONCEPT OF COMMUNITY EDUCATION. SO I THINK THAT THERE ARE THOSE WHO IF THEY COULDN'T HAVE MULTI-MILLION DOLLAR GRANTS TO TRAIN CHANGE AGENTS WITHOUT THERE BEING A CONSPIRACY OF SOME SORT. A CHANGE AGENT IS A PERSON WHO IS TRAINED TO DELIBERATELY ALTER ATTITUDES AND OPINIONS AND BELIEFS. WHEN YOU HAVE BOOKS ON HOW TO TRAIN CHANGE AGENTS, WHEN YOU HAVE WHOLE UNIVERSITIES LIKE COLUMBIA, TRAINING PEOPLE TO DO THIS, IDENTIFYING CHILDRENS ATTITUDES ON RACE, RELIGION, AND SO FORTH, THERE IS A PLAN. LIKE IN EVERY COUNTRY THERE IS A HARD CORE NUCLEUS, THEY KNOW WHAT THEY'RE DOING. I THINK IN EDUCATION WE FIND THE COMMISSION, THEY'RE LOCATED IN BOULDER COLORADO I BELIEVE, AND THIS IS THE THINK

TANK. THIS IS WHERE CURRICULUM IS DEVELOPED AND THIS IS WHERE LEGISLATION IS DEVELOPED. WHEN THESE LAWS LIKE THE CHILD NEGLECT LAWS ARE INTRODUCED IN THE STATE LEGISLATURE, THEY'RE NOT INTRODUCED IN MARYLAND, THEY'RE INTRODUCED INTO EVERY STATE LEGISLATURE IN THE UNITED STATES. AND THIS BOOK VALUES IN TEACHING ALL OF THESE TECHNIQUES ARE USED IN EVERY SCHOOL AND COLLEGE IN THE UNITED STATES. THIS BOOK IS USED IN EVERY TEACHER TRAINING IN THE UNITED STATES AND THEY'RE FEDERALLY FUNDED. THE CIRCUIT RIDERS SUCH AS SIDNEY SIMON GOES FROM ONE STATE TO THE OTHER. SO IT'S A VERY SMALL POWER GROUP HERE. THE EDUCATION COMMISSION OF THE STATE AND EACH STATE BOARD OF EDUCATION SENDS THEIR PEOPLE AND WE'RE DIVIDED INTO TEN REGIONS. SO WE'VE NARROWED IT DOWN, WE'VE LESSENERED AND LESSENERED OUR CONTROL, AND IT'S ALL IN THE HANDS OF A FEW PEOPLE. LIKE THE PUBLISHING COMPANIES ARE UNDER THE HANDS OF A FEW PEOPLE.

EDUCATION HAS BEEN UNDER CLOSE SCRUTINY BY THE GENERAL ACCOUNTING OFFICE. I HAVE TWO REPORTS THAT CAME OUT AND THIS ONE IS ABOUT QUESTIONS ON FEDERAL SUPPORT FOR DEVELOPMENT OF CURRICULUM AND BEHAVIOR MODIFICATION TECHNIQUES BEING USED IN SCHOOLS. WE WORKED WITH THESE INVESTIGATORS WHEN THEY COMPILED THIS REPORT. WE USED THE MATERIAL AND EVIDENCE THAT WE HAD IN OUR PARENTS WHO CARE CASE TO SHOW THESE INVESTIGATORS. THEY TRAVELED AROUND THE UNITED STATES AND A GREAT DEAL WAS EXPOSED THROUGH THIS. NOW THERE IS A SECOND REPORT OUT, PROBLEMS AND NEEDED IMPROVEMENTS IN EVALUATING OFFICE OF EDUCATION PROGRAMS. RIGHT IN THIS BOOK WHERE THE INVESTIGATORS WERE INVESTIGATING GRANTS THERE IS NO REAL CONFIRMATION OF THE PROGRAMS THAT WERE DEVELOPED WITH THE FEDERAL MONEY. A.T.W. HAS SAID RIGHT IN THIS REPORT THAT THEY ARE NOT IN COMPLIANCE AND THAT THEY DON'T INTEND TO COMPLY WITH FEDERAL REGULATIONS THAT THEY SHOW WHAT THEIR COURSES ARE ON OR WHAT THEIR COURSES HAVE DONE. AND THERE IS NO ONE WHO CAN FORCE THEM. THE PROBLEM IS THAT THE TOP ECHELON OF A.T.W. KEEPS CHANGING BECAUSE THESE ARE POLITICAL APPOINTEES.

BUT THERE ARE CERTAIN PEOPLE WHO DO KNOW EXACTLY WHAT IS GOING ON. FOR INSTANCE WE HAVE WON ON SOME FRONTS. IN NEBRASKA WHERE SENATOR ZARINSKI IS THERE WAS A FEDERALLY FUNDED PROGRAM THROUGH THE NATIONAL ENDOWMENT FOR THE HUMANITIES. IT WAS A SOCIAL STUDIES PROGRAM CALLED HARRY STODELMIER. IT WAS A PSYCHOLOGICALLY BASED PROGRAM, IT WAS INDOCTRINATING TO A PARTICULAR PHILOSOPHY OR SET OF IDEAS. WHEN THE PARENTS SAW THE PROGRAM THAT WAS IMPLEMENTED IN THEIR SCHOOLS, THEY HATED IT. SO THEY WROTE TO ZARINSKI AND SAID THIS IS A FEDERALLY FUNDED PROGRAM, WE DON'T WANT IT, GET THIS MONEY OUT. ALONG WITH THEIR LETTERS THEY SENT HIM THE MATERIAL. AND FORTUNATELY HE READ IT. AND HE AGREED THAT IT WAS UNCONSTITUTIONAL, UNAMERICAN, AND IT WAS A TERRIBLE THREAT TO THE FAMILY. HE MET WITH THE ENDOWMENT FOR HUMANITIES PEOPLE AND

THEY STUDIED THE MATERIAL. AND THEY WERE VERY EMBARRASSED, THEY WITH-  
DREW THEIR MONEY FROM THE PROGRAM. NEBRASKA THREW THAT PROGRAM OUT.  
UNFORTUNATELY A CATHOLIC SCHOOL DISTRICT IN CALIFORNIA BOUGHT IT.  
AND SO IT GOES.