

Wolves In Sheep's Clothing

By Charlotte T. Iserbyt



THE GOOD SHEPHERD.

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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 Burrton, 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

"School site management is an intermediate structure between centralized school management and educational vouchers."

—Lawrence Pierce

Practices: A Research Synthesis, 1990 Update, under "Incentives and Rewards", the following:

Systems are set up in the classroom for frequent and consistent rewards to students for academic achievement and excellent behavior... rewards are appropriate to the developmental level of students and may include symbolic, token, tangible, or activity rewards... All students know about the rewards and what they need to do to get them. Rewards are chosen because they appeal to students... Some rewards are presented publicly; some are immediately presented, while others are delayed to teach persistence. Students earn some regards individually; others are earned by groups of students, as in some cooperative learning structures.

What kinds of human beings do the government schools wish to produce? After 12 years of systematic rewards, will your children ever do something just for the intrinsic value of doing something they consider to be necessary, good or simply beautiful? Also, will there be anyone left willing to take an unpopular/controversial stand in opposition to the prevailing political sentiment, if no reward is forthcoming and punishment is certain? Such training by-passes the brain. And the soul, I might add. It is highly suitable to work force training as pointed out by Skinner when he said, "I could make a pigeon a high achiever by reinforcing it on a proper schedule."

The computer, with its built-in immediate Skinnerian reinforcement, in conjunction with individual education plans (IEP's) and management information systems (management by objectives), is the perfect tool for attitudinal adjustment purposes and global work force training.

Thomas Sticht, President and Senior Scientist, Applied Behavioral and Cognitive Sciences, Inc., San Diego, California, a member of the U.S. Secretary of Labor's Commission on Achieving Necessary Skills [SCANS]), discussed such training when he said in 1987:

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.

Of interest is the fact that Thomas Sticht and William Spady, while working at the National Institute of Education, U.S. Department of Education in 1977, served as consultants to the D.C. Public School System when it implemented mastery learning. The August 1, 1977 *Washington Post* quotes the Associate Superintendent, James Guines, as saying that "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 controversial nature of the D.C. mastery learning program was best described in the same article by Lawrence G. Derthick, a former Commissioner of Education, who said:

We must very careful about adopting any mechanical system of producing children like objects. There are so many complicating factors in each child—emotional, psychological, the home background, the sensitivity of teachers... There is a danger in trying to turn out children like nuts and bolts or steel pins. Human beings are more complex.

Experimenting on the Poor

Instead of meeting with Bill Spady and Marjorie Ledell to discuss outrageous outcomes, the conservatives opposed to OBE should have met with officials in the U.S. Department of Education and demanded of them the norm-referenced test scores of children in the inner cities who have been subjected to this dehumanizing, teach-to-the-test, manipulative mastery learning education (i.e., operant conditioning). Professor James Block, who is very influential in international and national mastery learning circles, said in 1985 he didn't "know of any major urban school system in the United States that had not adopted some kind of mastery-learning program."

If, as we are being told, mastery learning has been successful where implemented, why has

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

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

What's New From 1936?

In the January 1936 Progressive Education journal, known to be the sounding board for many of the socialist, progressive friends of John Dewey, we find the model for the charter school movement (alternative/innovative schools). John Chubb's Edison Project certainly fits this mold, as do all the other New American School Development Corporation designs. Note the school-to-work concepts.

"Associated Experimental Schools — A professional association of private school groups has been established in New York under the title Associated Experimental Schools. Included in this association are The City and Country School, the Hessian Hills School, Little Red School House, Manumit School, the Cooperative School for Student Teachers, the Harriet Johnson Nursery School and the Walden School. All are located in and around New York City.

"Their platform is as follows:

"The Associated Experimental Schools are co-educational, non-profitmaking, without race discrimination. We are experimental in the sense that we believe experimentation to be an essential tool for learning. We seek to establish a cooperative rather than a competitive atmosphere for work. We use no marks, rewards, or honors. We evaluate children's progress by comparison with their own past performance. We gauge our educational success by the richness of the children's experiences rather than by the amount of factual information acquired.

"Our procedure is based upon the recognition that:

- (1) Learning is a growth process, not merely the acquisition of knowledge;
- (2) Schools should be concerned with children's growth, physical, emotional, social, as well as intellectual;
- (3) Schools should be genuinely adapted to children's total needs at each stage in their development.

"We organize our curriculum so that it will:

- (1) Give the children time and materials for reflection by which they may discover, develop, and express their own meanings and relationships;
- (2) Supply the children with real jobs that require techniques and industry, that have social meaning both for them and the school;
- (3) Extend the children's social horizon, deepen their understanding of human society, and increase their capacity for cooperative action;
- (4) Give the child opportunities for creative work in music, dancing, drama, painting, literature, and sculpture, as an integral part of the school day.

"We consider it important to achieve a consistent attitude toward children's development among the adults who constitute their environment at home and at school. We work in close cooperation with parents, enlisting their help, taking responsibility for their understanding our philosophy and methods. We seek teachers of maturity, men and women of vision and conviction. We endeavor to work out a democratic organization within the school, whereby responsibilities are shared and the school becomes a cooperative enterprise of teachers and parents working toward a common end. We encourage the teacher's sensitivity to the larger cultural patterns of his own and the children's environment. We work toward affecting general educational thinking, and public education in particular, by opening our schools to professional visitors, by training teachers through classroom participation, by working with younger schools on curriculum problems, by participating in educational conferences, and by the publication of school records and other educational material.

"This experiment in cooperation is something that might be copied in other communities. The experience of the members of the Associated Experimental Schools in formulating their platform and in working together on such a project as the collection of the North American Exhibition of Children's Paintings has made them feel that this type of cooperation makes for growth and better understanding." †

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 nightily 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

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, Pedomorphosis 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."

to retool the defective teachers; it's too expensive; just hire ones who are trained in TQM."

—An IBM Rep.

"We are not educating for college; we are training for the work force."
—A change agent

Ralph Tyler, the father of educational evaluation who was deeply involved in the National Assessment of Educational Progress and Pennsylvania's illegal EQA.

Also, Mary Ann Raywid, Mario Fantini, et. al. This 1981 project called for a research study of "schools of choice" using Effective School Research (OBE/Mastery Learning), and adhering to the principles of the *Eight-Year Study* which called for "inculcation of social attitudes, development of effective methods of thinking, social sensitivity, better personal-social adjustment, acquisition of important information, consistent philosophy of life, etc." Sound familiar??

The paper also states that the *Eight-Year Study* sought to stimulate reform and open the way to **programmatic revision by determining the success of students and programs freed from the confines of college entrance requirements.** Tie this in with the removal of the Carnegie unit which is a prerequisite for implementation of mastery learning/OBE as recommended by the likes of Spady andSizer. Mastery learning advocates believe almost all students can learn if they are given the time and help they need. Hence, the need to eliminate the Carnegie Unit which sets standards by calling for a certain number of units (hours of seat time) in various disciplines in order to graduate and get into college.

Funding of the above-described 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" schools. Scream they may when choice school legislation comes before State legislatures. That is just orchestration to mislead the public and their own public school educators at the local and state levels.

Those calling the shots at the international level, many of whom served on the Preplanning Committee for the NEA Bicentennial Commission's 1976 revision of the NEA's original *Seven Cardinal Principals*, which called for global education, see education as the vehicle to bring about total international economic/political/and social control. Listed on the NEA Bicentennial Committee's letterhead are:

David Rockefeller, Chase Bank;

T.H. Bell, former Secretary of Education, who under President Reagan kept the U.S. Department of Education alive;

Luvorn L. Cunningham, who went into Kentucky to implement site-base management called for in the Carnegie Foundation's restructuring plan (don't forget Carnegie also signed education restructuring agreements with the Soviet Union);

Harold Shane, Project Director, who said, "As young people mature we must help them develop... a service ethic which will educate our young for planetary service and eventually for some form of world citizenship... implicit within the 'global servant' concept are the moral insights that will help us live with the regulated freedom we must eventually impose upon ourselves;"

Theodore R.Sizer of the Coalition for Essential Schools who says, "Sermonizing denies individual autonomy, which, with justice, lies at the heart of a new morality;"

Benjamin Bloom, one of the fathers of mastery learning who says, "The purpose of education is to change the thoughts, actions, and feelings of students;"

McGeorge Bundy, Ford Foundation;

Norman Lear, TV producer, founder of People for the [Liberal] American Way;

Ralph W. Tyler, Center for Advanced Study in the Behavioral Sciences; et al.

An inclusive international education system is being implemented at this very moment. Conservatives can negotiate/compromise all they want about bad outcomes and the need for choice. What they will get—if they accept one penny of tax money—is the carefully-planned outcome-based mastery learning choice schools necessary for implementation of the Skinnerian global work force training system. Once that's in, they can forget changing the outcomes, it will be too late.✚

Charlotte T. Iserbyt is an education researcher and author, and is a former Senior Policy official in the U.S. Dept. of Education. This article originally appeared in *The New American*, 8/8/94, p. 31, in an edited version titled "Outcome-Based Education."

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.

*Not one single
so-called
"conservative"
national organi-
zation would
distribute that
100% docu-
mented book.*

ship between education and jobs exists in democratic countries. [emphasis mine]

It is important to recall that the CED (Committee for Economic Development, a subsidiary of the Council on Foreign Relations or CFR) produced the seminal documents calling for life-long education under the umbrella of the schools (commonly known as community education). A community educator from Alaska, at a conference in the mid-70's, likened U.S. community education, with its unelected advisory councils, to the system in Communist China. An unelected advisory council is, according to *Webster's Dictionary*, a "soviet". CED's goal is to change the physical, mental and spiritual aspects of Americans in order to create the new Soviet Man for the New International Economic Order. Attainment of CED's goals requires global work force training, job quotas and unconstitutional partnerships between the public and private sectors.

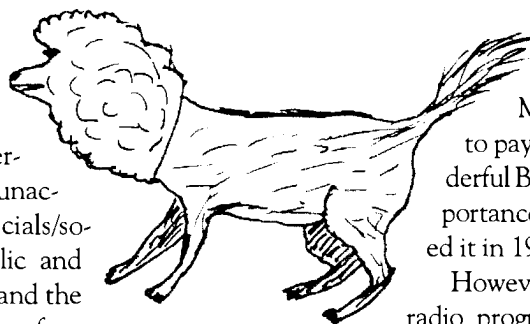
CED's first report, published in 1981, set the stage for the Reagan Administration to buy into the change in our government system from representative republic (elected officials/free enterprise) to corporate fascist (unaccountable unelected officials/socialist/merger of the public and private sectors.) The CFR and the CED both use the tax-exempt foundations, especially Carnegie, multinational corporations, the government, and non-governmental organizations (NGO's) to carry out their totalitarian agenda. In their latest support for social reform, they used the Business Roundtable and the Chambers of Commerce to push for educational restructuring (AMERICA 2000/GOALS 2000).

The "Conservative" Who Wrote AMERICA 2000

On March 3, 1985, I made a phone call to Chester Finn, who was later to become the author of AMERICA 2000 (now GOALS 2000). I explained my concerns over what my old office, the Office of Educational Research and Improvement (OERI) in the U.S. Department of Education, was doing since he was about to become OERI's Assistant Secretary. He agreed in

a wishy-washy way that I should go ahead and write an exposé of what I had uncovered. He agreed with me that the federally-funded Northwest Regional Education Laboratory, which, starting in 1971, crafted most of the "outrageous" outcomes of outcome-based education floating around the nation, should be exposed, along with its support for mastery learning/OBE, the method, and the use of management by objectives and values clarification in the classroom. He also stated, "Mastery Learning is the most manipulative on the teaching technique spectrum. ML techniques are kind of scary since they seem Orwellian." To be fair, Checker also continued to provide me with very important documentation on other matters of interest to parents — **his** conscience at work perhaps?)

I went on and wrote the exposé, which turned out to be my book *Back to Basics Reform Or... OBE... Skinnerian International Curriculum*. If it hadn't been for national Christian radio host Marlin Maddoux's help, this 46-page little book would never have been published. 1000 of his



listeners (God bless their souls!), in response to an interview I did with Marlin, provided \$5 each to pay publication costs. Wonderful Barbara Morris saw the importance of the book and published it in 1985.

However, other than Marlin's radio program, not one single so-called "conservative" national organization would distribute that 100% documented book, although most of them were asked to do so by me and their state affiliates. Bill Jasper of *The New American* did an excellent review of the book in September 1993, eight years after I wrote it.

If our so-called friends had pushed this little book, OBE, restructuring, and the internationalization of American education (U.S.-Soviet merger, work force training, etc.) would have been exposed and the parents and good teachers of America might not have such a mammoth battle on their hands in 1995.

U.S./Soviet Agreements

In 1986 I tried to inform the American people that President Reagan and the Carnegie Corporation had signed education agreements with the Soviet Union, which virtually merged the

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 care-

fully 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

The behavior of several of the conservative groups' leaders has been bizarre.

education establishment dumped the project on their local communities. (The U.S. Dept. of Education was charging \$35 for the packet.) Of the fifteen national organization headquarters contacted, one, Traditional Values, responded.

"Conservative" Support For COS

Most recently, Senator Jesse Helms introduced legislation supporting the highly controversial Conference of the States (COS) being pushed by the regional government apparatus, the Advisory Commission on Intergovernmental Relations (ACIR) and its uneducated/naive minions (Governors) across the country. (By the way, Governors, a communist writer for the *Communist Daily World* stated in the early 70's that communism calls for regionalism.) If the necessary 25 states call for the COS, it will very likely result in a Constitutional Convention and the adoption of a new Constitution for the United States of America, which is necessary for membership in a one world government (the same international communism advocated by Lenin). Interesting that Vyacheslav Molotov, Foreign Minister under Stalin, said in an interview in 1986 that "the world will be Communist by the end of the Century."

Sen. Helms is not the lone conservative supporting the COS. Heritage Foundation, Paul Weyrich of the Free Congress Foundation, and Pat Robertson's Christian Coalition have all jumped on board. However, Helms most clearly illustrates the depth and seriousness of the problem discussed in this article, as did our 100% true-blue conservative Congressman Phil Crane from Illinois when he came out in support of GATT. If you can't depend on these guys to represent your children and grandchildren's best interests, upon whom can you depend?

Wolves In Sheep's Clothing?

The behavior of several of the conservative groups' leaders has been bizarre.

- Edwin Feulner, President of Heritage Foundation, strongly supported the U.S.-Soviet education agreements, has an office in Moscow, supports Soviet-style magnet schools (i.e., tax-supported choice/charter schools), and has state affiliate organizations across the nation writing charter school legislation that reads like it has been written by the U.S. Department of Educa-

tion, the Carnegie Corporation and the National Education Association.

- Robert Simonds of Citizens for Excellence in Education recently formed an organization with his former enemy, sociologist/OBE guru, William Spady. The Bob and Bill caravan is presently going into school districts where controversy exists and playing the role of conflict resolvers. Spady is willing to give up his big, bad transformational outcomes in order to hold onto the mastery learning method. Simonds is being used to convince the parents "all is well now". This writer wouldn't use mastery learning/OBE to teach the Ten Commandments! It's Skinner's pigeon work force training method.
- Paul Weyrich's American Legislative Exchange Council (ALEC) gave an award to Oregon's Department of Education for its education reform, especially the work force training component and its certificate of initial mastery (CIM) necessary to get a job. Weyrich has served as an advisor to Russian President Boris Yeltsin of recent Chechnyan genocide fame. In 1986 he wrote an article in *The Washington Post* which virtually recommended a new Constitution and form of government for the U.S.
- William Bennett's heavy (\$300,000,000) funding of the late Professor Ron Edmonds' Effective School Research on Mastery Learning/OBE.
- Presidential candidate Lamar Alexander's support, when Secretary of Education, to the Effective School research crowd (Donald Thomas and Columbia University's Dale Mann) going to Russia to work on the merger of our education systems. We were supposed to benefit from the "pedagogic systems and theories which have been highly developed in Russia." (See *Effective School Report*, 11/91 and 11/92.) Lamar, in good communist fashion, wants your children at birth and is big on the Soviet Polytech work force training system.
- We know enough about Newt Gingrich of the World Futures Society, who admires Alvin Toffler, John Naisbitt, Nelson Man-

Continued on page 51

When Johnny Takes the Test



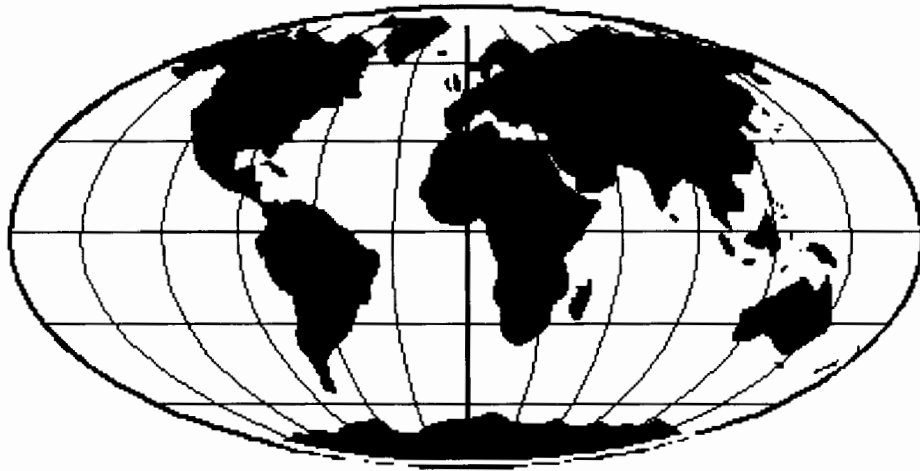
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Training Our Children for the Global Economy



The Multinational Corporations' Role in Dumbdown, Fascist/Socialist Planned Economy

Charlotte T. Iserbyt

Melanie K. Fields

It seems clear, after many years of research, that the multinational corporations (not smaller American companies) and U.S. Chamber of Commerce, which fully supported the creation of the United Nations, have been involved in the deliberate dumbdown [of school children] and now in the corporate fascist (public/private) [government-business] partnership called for in the Communist Manifesto.

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 todays 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

"They do not educate people for jobs that do not exist. No such direct, controlled relationship between education and jobs exists in democratic countries."
—Eugene Boyce

issue a report that advocates Republicans shed some of their deep-rooted antipathy to a **planned economy**. *The Industrial Policy Debate* is to be issued today by the Institute for Contemporary Studies, a think-tank founded by presidential counselor Edwin Meese, Secretary of Defense Caspar Weinberger and other Reagan supporters. [emphasis added]

The same article quotes Professor Chalmers Johnson of the University of California as follows:

We are trying to get the question of an **industrial policy** for the United States to be taken seriously by people who don't really believe in it — above all Republicans. The whole topic we are trying to address is so caught up with politics and the particular positions of industries that it is very hard to disentangle what we mean by economic policy...

a **government-business relationship** is needed in a competitive capitalist economy. [emphasis added]

We don't know what Professor Johnson thinks capitalism is, but it is not a Government-Business relationship. The Communist Manifesto happens to call for such a partnership, and Italy under Mussolini was replete with "collabo-

ration" between government and business. In fact, Thomas J. DiLorenzo, a Professor of Economics at Loyola College, who wrote a series of articles in *The Wall Street Journal* on Clinton's Fascist Health Care Plan, explains that the modern synonym for Fascism is "industrial policy."

EDUCATION SERVES THE STATE — IDEAS BECOME REALITY

Professor Eugene Maxwell Boyce, University of Georgia, said in *The Coming Revolution in Education*, in 1983 that

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 job being the critical control 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.* [emphasis added]

Education reform agenda items like GOALS 2000, School-to-Work, Secretary's Commission on Achieving Necessary Skills (SCANS), and

The Mystery of the Eight-Year Study Resolved

According to the Education Commission of the States (ECS) in 1993, the proof that Outcome-Based Education (OBE) will work can be found in something called **The Eight-Year Study**. But, what is this "Study"?

This mysterious **Eight-Year Study** was cited in 1981, when the NEA, the U.S. Dept. of Education, Johnson Foundation, Peadamorphosis Foundation, the Association for Supervision and Curriculum Development (ASCD), the National Foundation for the Improvement of Education, and the John Dewey Society proposed 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 John Goodlad and Ralph Tyler, architects of modern education reform. The U.S. Department of Education, in a moment of rare wisdom, did not fund the project!

What was said about this **Eight-Year Study** in the 1981 report? The 1981 project called for a research study of "schools of choice" using Effective School Research (OBE/Mastery Learning), and adhering to the principles of the **Eight-Year Study**, which called for "inculcation of social attitudes, development of effective methods of thinking, social sensitivity, better personal-social adjustment, acquisition of important information, consistent philosophy of life, etc." The 1981 report also states that the **Eight-Year Study** sought to stimulate reform and open the way to programmatic revision by determining the success of students and programs freed from the confines of college entrance requirements; in other words the removal of the Carnegie Unit which has traditionally set academic standards by calling for a certain number of units (hours of seat time) in various disciplines in order to graduate and get into college. The removal of this unit has been a central feature of current education reform plans.

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. †

...*"World-Class
Education
Standards"*
really means
*"Third World
Class Education
Standards?"*

and reading in the traditional sense — when we have the means through our technology to achieve a new flowering of oral communication? It is the traditional idea that says certain forms of communication, such as comic books, are "bad." But in the modern context of **functionalism** they may not be all that bad. [emphasis ours]

This article was done on a word processor. The spell checker and other amenities are helpful, but this could not have been written without basic knowledge of the language. What does an illiterate do for instance when the spell checker does not recognize "advantageous" and offers "adventure" as a replacement? Likewise some reference point is needed in math to even begin to use a calculator correctly. Otherwise how does one know that 8 times 8 is not 640?!

What comes through loudly is that traditional knowledge is no longer valued, but the corporate bottom line is. Think about that for a minute. If people can no longer read and write (in the traditional sense) it can only result in the deconstruction of the culture as we know it, not to mention the deconstruction of the English language and an eventual return to some sort of cave painting as means of communication. And how about generational effects? If today's students are not taught to write in a "fine round hand" then it follows that they can't read "a fine round hand" which is probably how their mother and father write. What does that mean? What happens to a society that eventually cannot read the writings of its elders? Think about it!

Former U.S. Secretary of Education Terrell Bell said in a speech delivered to teachers on 4/12/82:

In education, we truly "ain't seen nothing yet." We are rapidly moving into a new era that demands international understanding, global awareness and a knowledge and working use of the information explosion and its tools. In education, we are sometimes far too inclined to cling to

the past, the old, comfortable, and outmoded way.

I believe that one of the biggest lies in Washington is written on [the Government Archives Building] that says "What is past is prologue." That may have been true a decade ago but it is a lie today — a lie we ought to stop telling and a lie we have got to stop believing. We cannot predict the future by studying the past. We cannot live successfully in the future with methods of the past. Those that continue to do so will go the way of the dinosaur.

MORE DELIBERATE DUMB DOWN

On October 31, 1979 the Georgia Department of Education received \$146,926 in ESEA, Title II funds for its "Georgia Basic Life Process

Democracy... means voluntary choice based on an intelligence that is the outcome of free association and communication with others. It means a way of living together in which mutual and free consultation rule instead of force, and in which cooperation instead of brutal competition is the law of life; a social order in which all the forces that make for friendship, beauty, and knowledge are cherished in order that each individual may become what he, and he alone, is capable of becoming.

John Dewey, "Education and Social Change," *The Social Frontier*, May 1937.

Skills Plan", to be used over a period of four years. The project was jointly funded by the U.S. Office of Education and Exxon (one of the multinational corporations that complains that students and workers are not literate!). This project is truly unbelievable, having reduced the time for instruction in the basic 3 R's to the following:

- At 5 years old 95% is basic 3R's;
- At 10 years old, basic 3R's instruction is reduced to 40%;
- At 15 years old, basic 3R's instruction is reduced to 25%;
- And, by 18 years old, basic 3R's instruction is reduced to about 8%.

The emphasis in the project was on life process skills, citizenship and humanities studies,

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*

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-

ment of Education (and who [illegally] funded the OBE pilot to put OBEML 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.

"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..."

—Catherine Barrett

listed are leading educators and, unfortunately, some of our so-called 'conservative' friends such as Dennis Doyle and Diane Ravitch. Donna Shalala, presently Secretary of Health and Human Service is listed along with Roy Ash of Litton Industries, who accurately predicted to a Los Angeles Chamber of Commerce audience in 1972 the details of our nation's move into a global, economic and political world government. It is fascinating that he predicted in 1972 that the communist countries would be cooperating with the Western multinationals in the 90's!

B.F. SKINNER — THE ROAD TO FASCIST CONTROL

OBE/Mastery Learning is based on the theories of Professor B. F. Skinner, who said, "I could make a pigeon a high achiever by reinforcing it on a proper schedule." It is the method used in communist countries according to Professor Paul DeHart Hurd (Emeritus) of Stanford University. In a paper he wrote entitled "State of Precollege Education in Mathematics and Science," (1981) he said,

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.

Mastery Learning (ML) is also the perfect method for workforce training. When speaking before parents groups I (Charlotte) show the above quote on overhead, with the first three words covered by tape. I ask the parents what the above quote describes and they always answer OBE/ML. Then I peel the tape off the first three words and they are in a state of shock.

The way we see it is as follows: Mastery Learning/OBE has been used in our southern states with "right to work" laws and low wages for at least fifteen years. The University of South Carolina was the national center for Mastery Learning (Lorin Anderson) for many years.

Several years ago we noticed how some of the largest European corporations (Mercedes Benz, BMW, etc.) had moved to South Carolina. Why? Refer to Sticht's comment about corporations moving into Third World countries where wages are cheap and workers are manageable and trainable, not necessarily well educated. The lights went on! Could it be that the GOALS 2000/AMERICA 2000 reference to attaining "World Class Education Standards" really means "Third World-Class Education Standards?" However, whereas the South has been targeted due to its minority population (as usual!), now the whole country will be targeted with OBE, since we believe that it is possible the United States has been designated "The Global Work Force Pool."

The corporation's emphasis on lifelong (prenatal, health/work force retraining, etc.) programs, etc., makes sense since they want to create the perfect, compliant worker for the smoothly and efficiently-functioning profit-producing global management system [also known as world government.]

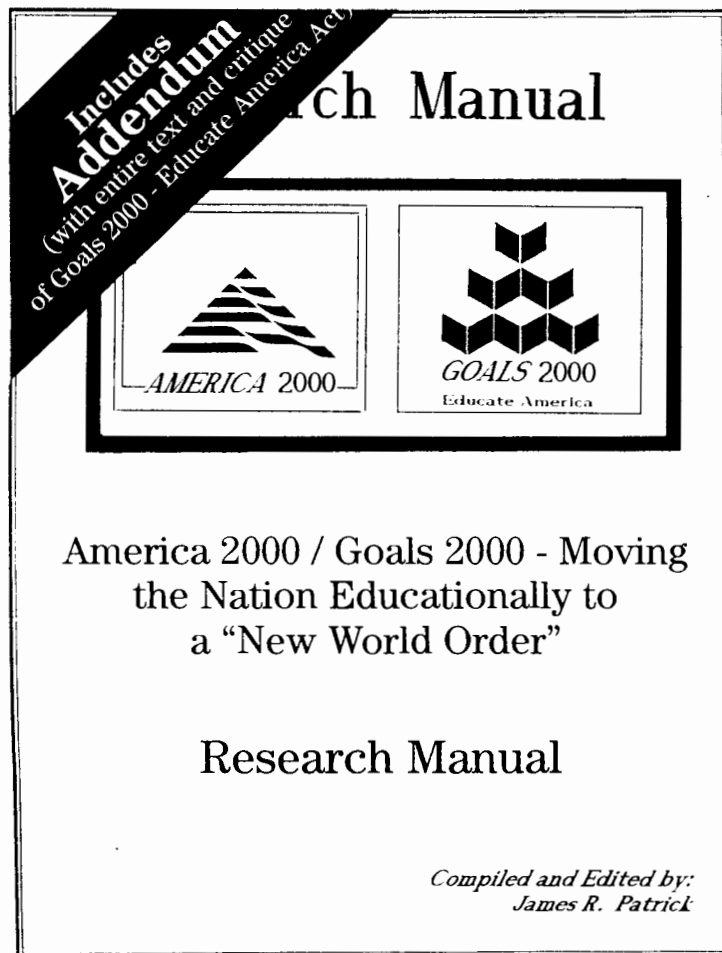
Tragic and Fraudulent

We must expose this tragic and fraudulent deliberate dumbdown and transformation of our nation's political and economic system from free enterprise/representative republic to corporate fascist/participatory democracy. Shirley McCune of the U.S. Department of Education's Midcontinent Regional Laboratory admitted as much when she said we were not simply restructuring education, but our entire nation.

The dumb down/full employment/planned economy plan being implemented denies upward mobility for our children. Louisiana is deeply into training for the workforce, providing career counseling for children as young as eleven years old! Virginia, in their Standards of Quality, part of that State's Education Code, requires career education to begin in Kindergarten!

Spread the word amongst all Americans: liberals, conservatives, rich poor, the minorities, your elected officials at the federal, state and local level. This issue is not a partisan issue. We should care about one another to the extent that we do not allow the elitist corporate/education sectors to impose this authoritarian system upon our great nation. ✚

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A Debate With William Spady

Charlotte T. Iserbyt

"Low achievers may move closer to the mean, but high achievers may well do likewise."

—Effective Schooling Practices

The following questions were prepared for Michael Farris of Home School Legal Defense Association in preparation for his debate with William Spady, known as "Father of Mastery Learning/Outcome-Based Education"

QUESTION 1

When you were serving as Senior Sociologist at the National Institute of Education you also were detailed as a consultant to the D.C. Public Schools to help them implement Mastery Learning in 1977. According to the *Washington Post*, August 1, 1977, James Guines, Associate Superintendent 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.

Do you agree with Guines' statement? How long did you work with the D.C. schools, and what were the academic/social results of this Skinnerian Mastery Learning program implemented in D.C. Do you have proof it worked?

Also, according to James Block, another well-known expert and developer of Mastery Learning (ML) programs, ML is used nationwide. *Education Week*, August 28, 1985, says in its article "Proponents of Mastery Learning Defend Method After Its Rejection by Chicago": "Mr. Block said he did not know of any major urban school system in the United States that had not adopted some kind of mastery-learning program."

The same article quotes the father of ML,

Professor Benjamin Bloom of the University of Chicago, as saying "some 50 million children around the globe are taught using a Mastery-learning approach."

In light of the above, which indicates the widespread use of ML worldwide, why is research showing its positive results so hard to find?

Professor Aldo Bernardo of Johnson City, New York, was involved with John Champlin in implementing ML in Johnson City, the one school most often cited as having success with ML. He is now working to inform others of its failure in JC schools. Recent (1995) test results show twenty years of the JC experiment have resulted in academic failure.

The Northwest Regional Educational Laboratory Report Presented to the Hon. Jay S. Hammond, Governor of Alaska, 1981 entitled *Effective Schooling Practices*, says of Mastery Learning:

It has been demonstrated that direct instruction — highly structured learning activity — is effective with certain groups of students. These approaches will assist students with low achievement to move closer to the current mean or average. Yet, a highly structured system of instruction applied to everyone may in fact impede the progress of those students achieving at a level above the current mean or average. The result is that, while variance (or the spread of scores from the mean) is reduced, there is a reduction in both directions. Low achievers may move closer to the mean, but high achievers may well do likewise.

QUESTION 2

What did you mean in your interview with ASCD's Ron Brandt, *Educational Leadership*,

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

"Just how much room is there left in the world for individualists who are more concerned with their own performance than the performance of others?"
—James Block

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.** [emphasis mine]

QUESTION 6

You have said that the intent of outcome-based education is not to change values and attitudes. Could you enlarge on this subject so that parents can deal with the affective components of the OBE curriculum in a rational way?

Spady knows that a major goal of OBE/ML is value change. In "Ensuring the Success of all Students Today for Tomorrow's Changing World" Department of Defense: Mediterranean Region; Developed in conjunction with William O. Spady and Kit Marshall, 1990, they say:

When addressing the issue of Exit Outcome development in one of our Illinois high school districts during the Spring, I too was forced to take a look at the 'realities' that seem to surround us and that have the potential for shaping the character of the future in which we and our children will live. At first blush, ten somewhat interrelated trends seemed clear to me, some of which parallel Theobald's eight driving forces, and some of which resemble trends identified by John Naisbitt and his *Future Trends* colleagues. Others are simply my own. They include: (1) Despite the historical trend toward intellectual enlightenment and cultural pluralism, there has been a major rise in religious and political orthodoxy, intolerance, fundamentalism, and conservatism with which young people will have to be prepared to deal.

Also, High Success Network training is so full of total brainwash that it would be a waste of time to pull any pages as an example. The whole three-ring, 400+ page binder must be read to understand what OBE/ML is all about.

QUESTION 7

How long do you think the public education system has before it collapses?

In Traverse City, Michigan at an ASCD Conference Spady is reported to have said "Some educators are talking **when** the educational system collapses, not **if**."

QUESTION 8

When it collapses, what will take its place?

Tax-supported charter schools with no elected officials, run by teachers, and responding to the needs of the government and business (quotas for needs of global work force/arts/social services, etc.) are waiting in the wings, being pushed by conservative Republicans, multinational corporations, internationalists in Congress, and NEA. Lifelong services will be provided by the school site, if possible, with school as hub of community, using participatory democracy (appointed, not elected officials) not constitutional republic (decision-making by elected officials). (All of this necessary for global management system i.e., world government.)

QUESTION 9

Do you agree with James Block's statement:

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

QUESTION 10

Are you a proponent of Planning, Programming, Budget, Management Systems (PPBS), Management by Objectives (MBO), etc. which has been used by industry for quality control and to manufacture a product according to pre-de-

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

"...a small cadre of highly educated creative people is essential to innovation and growth."

—Thomas Sticht

QUESTION 14

Do you agree with the following comment by your colleague, Thomas Sticht, who also worked with you on the D.C. Mastery Learning Project, which appeared in the *Washington Post*, 1987? (Sticht has interestingly enough been named to the Secretary of Labor's Commission on Achieving Necessary Skills — SCANS).

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, 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.

QUESTION 15

Do you consider the \$152,530 U.S. Department of Education grant to the Far West Laboratory for Educational Research and Development, where you served as Director in 1984, to carry out the project entitled "Excellence in Instructional Delivery Systems: Research and Dissemination of Exemplary Outcome-Based Programs" within the law, in light of the fact that the proposal's cover letter to Terrel Bell, Secretary of Education, stated that

This proposal centers around the detailed process by which we will work together to implement Outcome-Based Education using research verified programs. This will make it possible to put outcome-based education in place, not only in Utah but *in all schools of the nation*. For those who desire, we will stand ready for regional and national dissemination of the Outcome-Based Education program. [emphasis mine]

How could approval of this grant proposal be legal in light of the Prohibition Against Federal Control of Education contained in Sec. 431 of the General Education Provisions Act, ESEA which states:

No provision of any applicable program shall be construed to authorize any depart-

ment, agency, officer, or employee of the United States to exercise any direction, supervision, or control over the curriculum, program of instruction, administration, or personnel of any educational institution, school, or school system, or over the selection of library resources, textbooks, or other printed or published instructional materials by any educational institution or school system...

Why did the federal government support implementation of OBE nationwide when the April 1987 "Final Report" by Robert Burns entitled *Models of Instructional Organization: A Casebook on Mastery Learning and Outcome-Based Education* states in its Conclusion:

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...

QUESTION 16

Since individualized education is necessary for Mastery Learning and Mastery Learning fits into computers like a hand fits into a glove, (technology virtually makes Mastery Learning possible — Skinner used his "box") — would you agree with the following statement regarding the use of the "systems approach to instructional development?" (This is taken from "The Field of Educational Technology: A Statement of Definition," October 1972, Kenneth Silber, Kenneth Norberg, Geoffrey Squires and Gerald Torkelson, etc. Association for Educational Computing and Technology, National Educational Association, attachment to *AECT Proposal to Development Handbook X for National Center for Educational Statistics*.) Aren't the concerns expressed here the same as those expressed by parents, Mr. Spady?

Implicit in the systems approach is the use of clearly stated objectives, experimentally derived, data to evaluate the results of the system, and feedback loops which allow the system to improve itself based on evaluation...

The net result, which has been pointed

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.)✚

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

—Technology Report



From Choice to Work Force Training

Charlotte T. Iserbyt

Carnegie has important education agreements with Soviets/Russians on restructuring American education.

How does one explain to parents the problems with tax-supported private education; i.e. choice/charter schools? Here is one answer.

Before reading any further, keep this key point in mind: choice/charter schools are PUBLICLY funded, tax-supported schools. Such schools must therefore be outcome-based education/mastery learning schools.

The New American School Development Corporation (NASDC) funded ten Design Teams which will become charter schools. These Design Teams are all based on Outcome-Based Education.

Two common threads running through all NASDC Designs are 1) an emphasis on UNESCO's plan for lifelong learning/living and 2) OBE/Mastery Learning based on the methods of B.F. Skinner. The computer is the most excellent vehicle for this reinforcement of work force skills and the proper attitudes and values.

Included under that NASDC Design Team umbrella one finds a smorgasbord of education reform: individualized instruction, no grades, cooperative learning, critical thinking, Bloom's Taxonomy of Educational Objectives, Deming's un-American Total Quality Management, mandated community service, work force and social service training (apprenticeships), site-based management, etc. — all of which are necessary for the smooth running global work force and the creation of a new soviet man.

In the last two issues of *The Christian Conscience* (Sept. and Oct.) you have read about the NAEP test and the Certificate of Mastery. You have seen the documentation that there will be a required profile on individuals, since all citi-

zens, not just special education children, will have an Individual Education Plan (IEP). In communist China they call this profile a "dangan." It is essential if you want to get a job or whatever (health services, etc.) the Certificate of Initial Mastery (CIM) serves as a form of this "dangan". This new American "dangan" (IEP, CIM) will follow you for life. Information thereon will be provided to whomever the State decides needs it. Individual privacy will be a dead issue.

According to old official research on community education, individualized education and community education go together. If you want to control the masses — the community — you must have information and a plan for the education, training, and health care of each individual. Funding of education, training, and health care will follow the individual according to his worth to the international state.

Assessment is not testing. Assessment means an individual's "worth" to the State. When your children are assessed (national or state assessment, which will soon be international), the State is making a decision on your child's worth as a worker for the State.¹ Plans are presently being implemented to require states applying for education funding to use MEDICAID for the education, training, and health care of "all" children K-12. This is backdoor socialized medicine.

If the State decides an individual is to become a janitor or to flip hamburgers, funding for his education/training will, of course, be much less than if the State decides he is to become a nuclear physicist.

The NASDC plan called for one design team in each of the country's 435 congressional districts by 1995. This means by the year 2000 the country should be saturated with publicly-funded OBE charter schools using private business designs which will primarily benefit global work force (spin off profits for multinational corporations). Unelected persons (collabora-

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 TheodoreSizer'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-

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

...let us think of Pavlov's bell. Pavlov's bell 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.

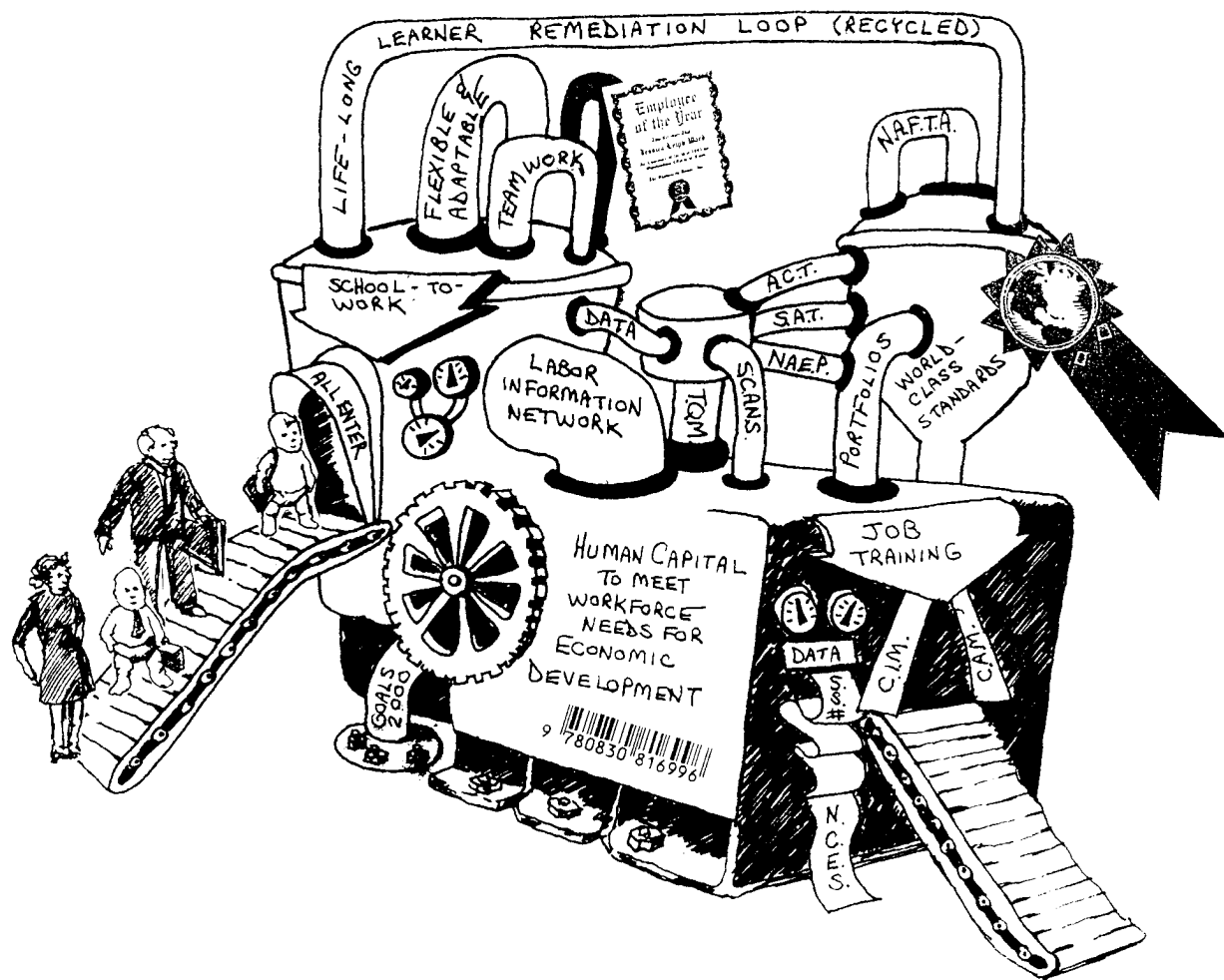
The understanding of a conditioned reflex in regard to man has its limited place. If I study my physical structure, mechanics has its place in regard to the tension of the muscles and so on. But this is not all there is to man. If you deal with a man merely as a structural machine, you miss the point; 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*

Continued on page 51

SCHOOL TO WORK

THE GREAT PERPETUAL WORKFORCE MACHINE



By Bettye Lewis

A LIFELONG LEARNING SYSTEM

"What we are into is a total restructuring of the society. What is happening in America today... is not simply a chance situation, and the usual winds of change. What it amounts to is a total transformation of our society... what has changed education today is that we no longer see teaching facts and information as the primary outcome of education." (Shirley McCune, Senior Director, Mid-Continent Regional Educational Laboratory — Governors Summit On Education — Kansas, 1989)

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-

mented in the laboratory schools.

Four years prior to the establishment of the U.S. Office of Education, the Academy for Educational Development (AED) was founded (1961).

...AED is an independent, non-profit service organization committed to addressing human development needs in the United States and throughout the world. AED works in partnership with its domestic and international clients to meet today's social, economic, and environmental challenges. (*School-to-Work — Making the Transition*, published by AED)

Under grants and contracts, AED operates programs for government and international agencies, educational institutions, foundations and corporations. Since its founding in 1961, AED has conducted projects throughout the U.S. and in more than 100 countries in the developing world... AED seeks to increase access to learning, transfer skills and technology and support institutional development." (*The Family and The Community — Strengthening Educational Reform*, AED 30th Anniversary Seminar Series, Oct. 1991)

This same publication lists AED's Board of Directors, 1991- 92, which reads like a "Who's Who" of the Republican and Democratic Parties' involvement in this diabolical scheme. Listed on the Board: Gerald R. Ford, Honorary Chairman of the Board (1986-89), Chairman of the Board (1977-85) and President of the U.S. 1974-1976; Stephen Moseley, President and Chief Executive Officer, Barbara Blum, President, Foundation for Child Development; Alonzo A. Crim, Professor, Benjamin E. Mays Chair, Georgia State University and former Supt. of Schools, Atlanta, Ga.; M. Joycelyn Elders, Director, Arkansas Dept. of Health and former Sec. Health and Human Services; F. David Matthews, President, Kettering Foundation and former U.S. Secretary of Health, Education and Welfare; Frank H. T. Rhodes, President, Cornell University; Joseph E. Slater, President Emeritus and Senior Fellow, Aspen Institute for Humanistic Studies, and Willard Wirtz, Partner, Friedmann and Wirtz and former U. S. Secretary of Labor.

The fact that this organization was founded just four years prior to the establishment of the U.S. Office of Education is very significant especially when one considers the makeup of AED's Board of Directors. Would that anti-OBE/restructuring education researchers had had access to the first board's membership list and for those of subsequent boards all the way through to 1992. Not only were AED's materials distributed at the December 1994, "Conference of the U.S. Coalition For Education For All," but they were also distributed at the June 22, 1995, "Michigan Governor's Statewide School-to-Work System Partnership Conference — Partnerships: Connecting Learning And Work To Create A World Class Workforce." The thrust or focus of

this human development organization falls lockstep into the ultimate goal of STW (School-to-Work). Its publication, *Blueprint for Action: Community Youth Transition Program*, was distributed at the Governor's Conference, and exposes the fact that,

The function of the change agent proposed here goes beyond the usual technical assistance, monitoring, or evaluation... the right kind of change agent may make a critical difference in the effective implementation of a youth transition program as part of wider school reform efforts... Establish youth resource centers in the schools, with centralized access to career and labor market information, and support services such as peer groups, health care, and child care for teenage mothers while at school or work.

The contributing authors to AED's publications have ties with UNESCO, UNICEF, the Annie Casey Foundation and the World Bank. Their Fall 1994 newsletter headlines read, "Academy Joins U.N. in Responding to Urgent Human and Social Concerns" and captioned in the article,

...we see participation in the U.N. conferences as a social responsibility.

AED declares,

AED's expertise lies in the interconnected areas of education and human resource development: applying state-of-the art education, training, research, technology, management, behavioral analysis, and social marketing techniques to solve problems; and helping people throughout the world develop the knowledge and skills to reduce poverty, stimulate growth, and promote democratic and humanitarian ideals.

Yes, the establishment of AED in 1961, is part of the overall international social engineering plan, using the School-to-Work (STW) system as part of the planned economy that supposedly will

...reduce poverty, stimulate growth and promote democratic and humanitarian ideals. (*School-to-Work Making the Transition*, AED publication)

An article in the March 3, 1984, *Washington Post* entitled "Industrial Policy Urged for GOP" discussed the Republican role in converting our nation's economy from a free enterprise economy to a planned economy. It stated in part:

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**. The Industrial Policy Debate is to be issued today by the Institute for Contemporary Studies, a think-tank founded by Presidential Council Edwin Meese, Secretary of Defense Caspar Weinberger and other Reagan supporters. [Emphasis added]

UNESCO (United Nations Educational, Scientific, and Cul-

By shifting our school paradigm from schooling on focused education level attainment to one based on career and citizenship preparation, all funding of education will be school-to-work funding.

Lapeer County

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.

When viewed from this future oriented, life-role perspective, success in school is of limited benefit unless students are equipped to transfer that success to life in a complex, challenging, high-tech future. ("Beyond Traditional OBE," by William Spady, Oct. 1991, *Educational Leadership*)

School-to-Work is the vehicle for the implementation of transformational OBE in one broad swoop. The term "transformational" refers to fundamental change in the content of what is to be learned by students since the exit outcomes require role performance in a variety of life role settings that extend beyond the school and classroom. Transformational OBE must always be future-oriented, with the exit outcomes designed not around academic competencies, but around life-role performance — what an individual will know (cognitive), do (psychomotor) and be like (affective).

Benjamin Bloom, (contributing author of the Elementary and Secondary Education Act of 1965) and the father of Mastery Learning/OBE, categorized the cognitive, psychomotor and affective domains in his Taxonomy of Educational Objectives. Bloom stated in his book *All Our Children Learning* that,

The purpose of education is to change the thoughts, actions and feelings of students.

OBE, like STW, develops outcomes or individual plans (career paths), that are aimed at **predictable success — all students can learn**. The term "learn" is defined in Michigan as "a change in behavior which persists." The terms "learn" or "learning" are synonymous with the terms "condition" or "conditioning." A student must be conditioned or their behavior modified in order to become a certified future worker in the global economy of the New World Order. Skinner's operant conditioning (positive reinforcement) Mastery Learning/OBE/STW is the method. Professor Alan Cohen, University of San Francisco, stated that Mastery Learning is the international learning method. Skinner's psychological manipulation reduces the child or individual to nothing more than an animal or human resource. It was Skinner who said, "I could make a pigeon a high achiever by reinforcing it on a proper schedule," and "what is positively and immediately reinforced will be repeated."

Computer Assisted Instruction (CAI) is programmed learning. The computer provides "immediate positive reinforcement" and is perfect for workforce training, i.e., The Skinner Box. This is the same process that will be used to facilitate teachers, parents, and communities (society) into changing their beliefs, values and behavior regarding the public schools mission and the definition of an educated person. The radical un-American concept of STW and lifelong learning will not (cannot) be accepted by the average American without his subjection to behavior modification.

In a grant application (May 5, 1994) to the U.S. Department of Education and Labor from Michigan's Genesee Intermediate School District (GISD), entitled *Passport to the Workplace*, it

exposed the fact that the Carl D. Perkins Vocational and Applied Technology Act of 1990 funded the development of the regional district partnerships with business. In 1990, GISD secured a four-year one million dollar grant from the U.S. Department of Education to establish the Flint Roundtable. The Roundtable was to address issues of systemic school reform, employer involvement in curriculum development and exploration of early STW concepts. In the Flint Roundtable's publication it divulges

The Roundtable has assisted the Flint and Lake Fenton Schools in making the dramatic shift to transformational outcome-based education — marshaling financial and human resource support for this process. The Roundtable

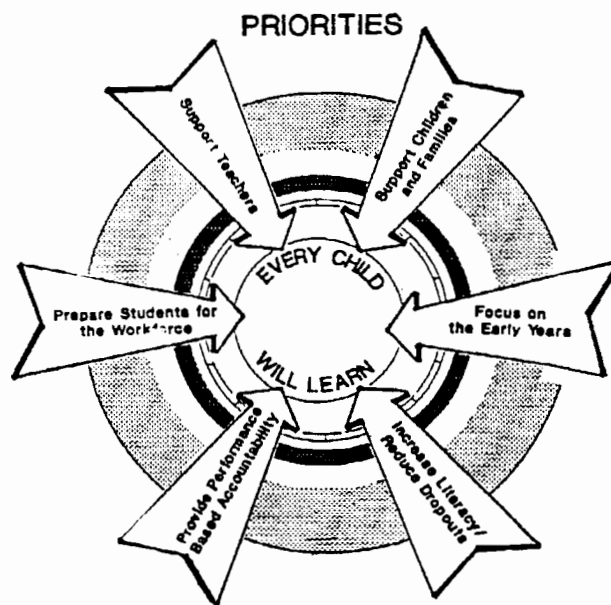
looks forward to working with other school districts around similar systemic school reform processes.

Additional evidence substantiates the fact that STW is Transformation OBE. In the Genesee County Regional Implementation Plan, 1995-96 School-to-Work Initiative, it states,

School-to-Work supports education reform as it develops core competencies essential to life, work and ongoing education... The system is performance-driven, not time, age or grade driven with clear benchmarks delineating the progress through the system...

Today's performance-driven exit outcomes, that require each student to **demonstrate** (like a pigeon) before he/she can exit the educational system of the state, are identical to the Common Goals of Michigan and Goals 2000 (The schematic for School-to-Work).

Board of Elementary and Secondary Education



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:

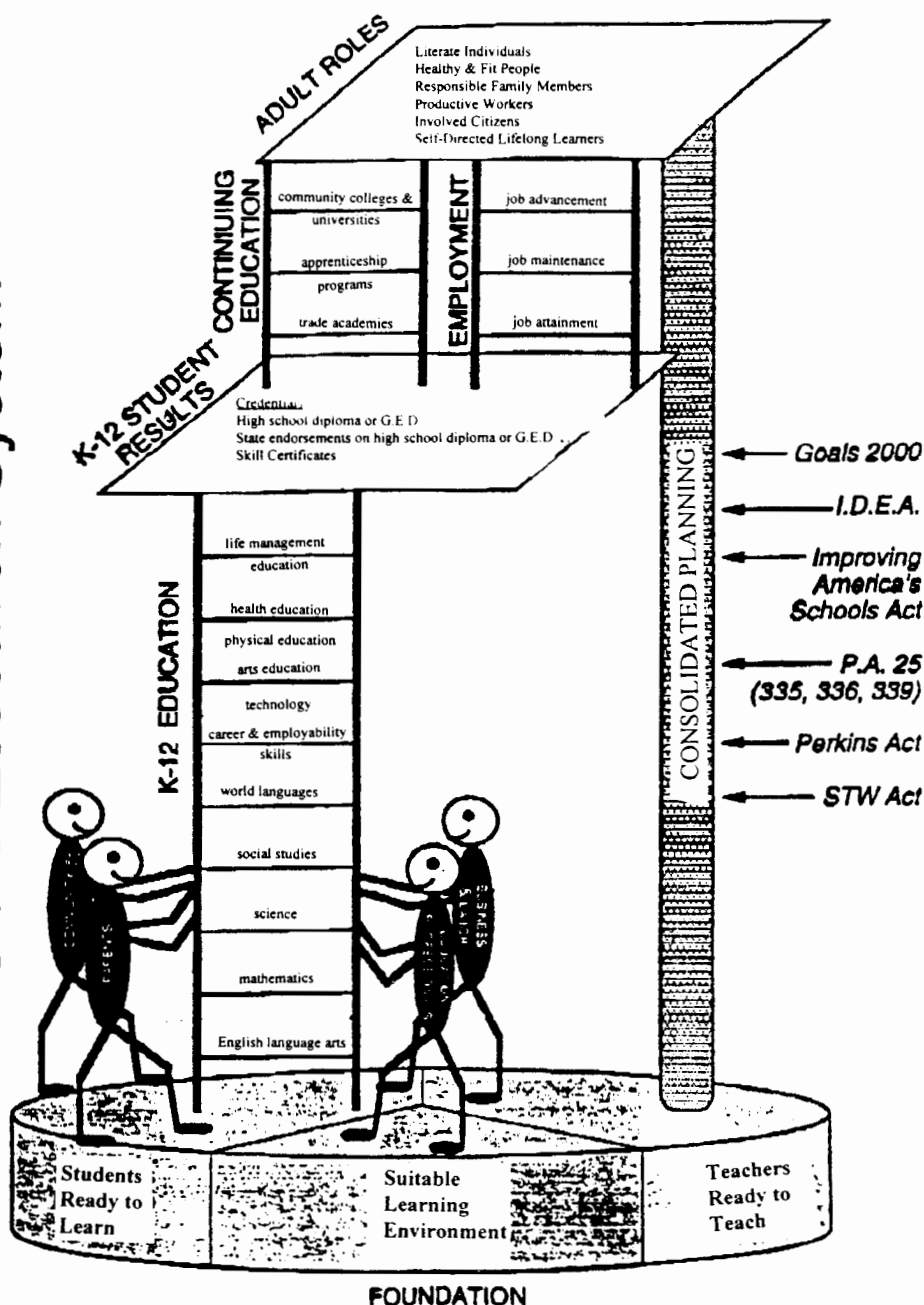
Establish a goal to increase local agency implementation of applied academic courses from 16% to 40% in the next three years. (Apr. 16, 1991 State Board of Ed. Memo, Information on Michigan State Plan for Vocational Education: FY 1992-94)

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.

State Education System



This law, PA 25, mandated transformational OBE in all the schools of the state, and at that time (1990) no one suspected the underlying intent was the School-to-Work systems reform which was being hidden under the guise of "quality reforms" and OBE. While everyone was frantically exposing the social engineering and dangers of OBE, the multinational corporations and their organizations and the state and federal governments were moving at break neck speed to implement every facet of STW systems reform. Naturally the teachers had to be predisposed for politically correct adjustment (professional development) to be ready to teach STW.

The purpose of professional development is revealed in Michigan's June 7, 1995, memo to the State Board of Education for their approval of the Preliminary Consolidated Plan (the plan was approved by the U.S. Dept. of Ed. before being submitted for state board approval).

To ensure that all educators are positive and significant participants in the process, the Michigan School Improvement Plan

Only applied academics and contextual learning that relate to the career majors and the job needs of the area will be taught because

All academic courses are related to career paths. (Michigan Jobs Commission, Michigan Department of Education School-to-Work Initiative, 1994-95)

In Michigan's federal grant application, it is revealed that

\$10 million dollars in Professional Development funds have been appropriated by the State Legislature for implementing PA 25 Quality Reforms.

places an emphasis on enhancing professional development and pre-service programming in education... Professional development begins at the pre-service level where inquiring, prospective teachers become lifelong learners and have first introduction into the profession... In upgrading professional development, a new definition and standards of professional development have been developed. [Emphasis added]

How many other states are following the same procedure as Michigan and who was behind the new definition and standards? It was the same culprits orchestrating and controlling this managed reform systems change — the Governor's Office, the

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

certificates rather than a diploma. These will be performance based and

The criteria for issuing skill certificates will be reviewed to ensure applied academics, teamwork and personal management skills are included. (STW Grant Application, Lapeer ISD) Design a learner reward system for completion of levels of education rather than graduation.

Education will be in developmental stages (early elementary, later elementary, middle school and high school), better known in OBE circles as continuous progress/mastery learning, rather than grades. The traditional four years of high school will be eliminated. This shift will completely raze the traditional high school education system, moving it away from the traditional four years of academics. At the end of the sophomore year, approximately at the age of 16, the learner will be channeled into continuing education (community colleges and universities, apprenticeship, or trade academies) or employment (job attainment, job maintenance or job advancement.). All states, for example Oregon, will eventually issue Certificates of Initial Mastery (CIM) which allows the learner to advance to the next level of advanced education, training or job placement and later the Certificate of Advanced Mastery which is referred to as the Passport to the Workplace.

STW will not only disassemble the K-12 system, but the post secondary educational system as well. All course offerings of the community colleges, colleges and universities will be changed to coincide with the needs and demands of business and the economy. The Carl D. Perkins Vocational and Applied Technical Education Act of 1990, as amended,

...authorizes the State Board of Education to initiate projects at the state and local level under Title III, Part E, Tech Prep Education... Tech Prep, a college prep parallel course of study, represents a "seamless" school-to-work educational system for youth and adults... The Tech Prep education path culminates in

an associate degree, two-year certification, two-year associate degree, or an apprenticeship program of at least two years following secondary instruction in a specific occupational area with flexibility to continue on to a baccalaureate institution." (Aug. 2, 1995, MDE Memo from Supt. Robert Schiller)

Following are some of the courses now being offered at community colleges:

- Baking and Pastry
- Real Estate
- Culinary Arts

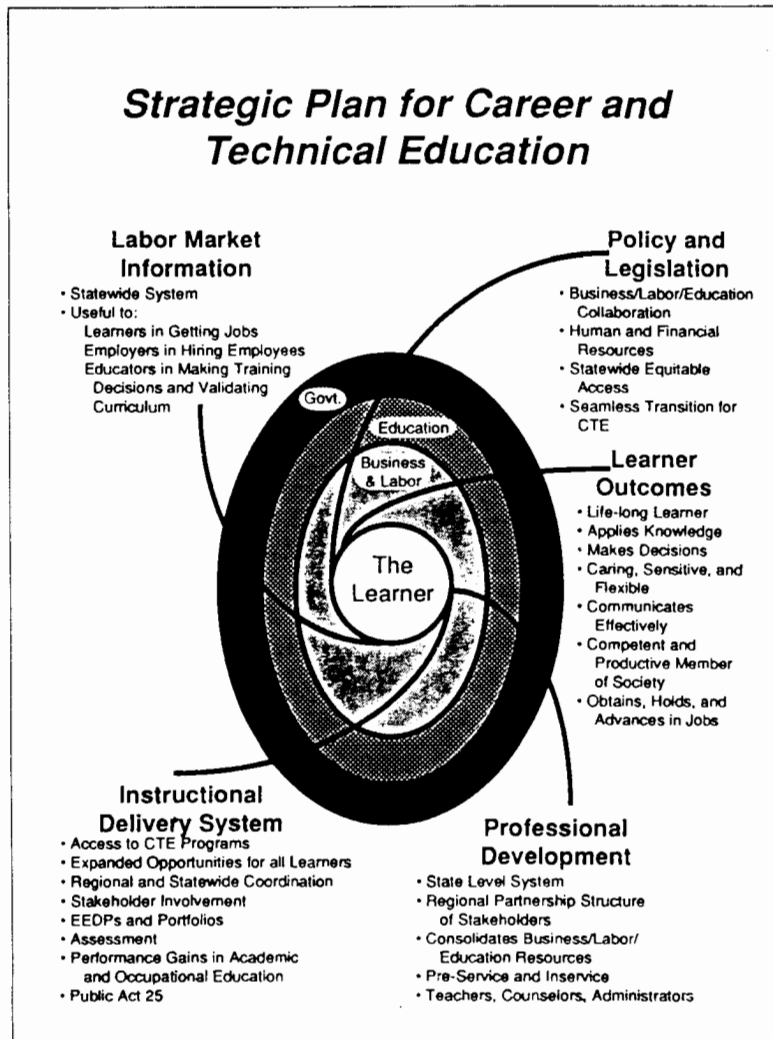
- Electrical Industrial Maintenance
- Hotel and Restaurant Manager
- Land Survey Technician
- Medical Transcription
- Occupational Therapy Technician
- Environmental Technology
- Computer Aided Design & Drafting

Tech Prep sequence of courses will be expanded to include four-year universities in the areas of Business, Manufacturing and Health. (Ibid)

What's missing here are the true professions of doctor, lawyer, etc. Only a select elite will be allowed to enter these professional fields. Lifelong Learning (continuous progress/mastery learning) requires a new mindset which accepts a change in values, beliefs and attitudes required to be an "educated person."

Adaptability and flexibility are required in order to fit into this mold — never pick a life profession, consider only training for the technician level and expect throughout life to be recycled to fit into the changing needs of the economy.

If the courses must be changed, also must course materials be changed. An excellent example of this is the South-Western Publishing Company's 1995 typing book entitled *Keyboarding and Computer Applications*. The Teachers' Edition directs the teacher to assess the students work habits/attitudes and to actually grade students in the areas of motivation and intent to



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*)

Toward A Workforce Investment: The States Take Action
— The report chronicles the establishment of a U.S. employment and training system at the state level. Learn from innovative states that have formed their governance structures and established state Human Resource Investment Councils and cutting edge investment programs, and see how they dealt with the unique political, economic, and social forces that influenced their local efforts. (National Alliance of Business, 1995 Catalogue)

Is it just coincidental that Michigan's State Board of Education has just approved a new governance plan (structure) as suggested in the above National Alliance of Business 1994 publication? How many other states are in the same process?

The public is being bombarded by phony conservative individuals and groups declaring that our present system of public education more resembles the failed East European command-and-control economies than our own free-market system.

Lulling the public into believing we are moving toward this imaginary free-market driven education system is evidenced in *Michigan Public School Governance Document*. The document declares

...unleash the power of freedom and responsibility, treats parents and students as customers, and provides parents, teachers, students and administrators greater public school options and choices...

The reality of the situation that STW is the Communist command-and-control economies system is exposed in 1995-96 *School-to-Work Initiative*, Genesee County's annual school improvement plan.

The basic system framework starts with **industry standards** and **perceived standards for jobs of the future** and is **driven by industry-developed credentials**... The system is a "design-down, build up" approach that is benchmark-driven instead of time, age or grade-driven... The system recognizes, for the purposes of STW, that the employer is the end user, and the employer support is expressed by employment of local students. [Emphasis added]

Another state document *No Wrong Door System* is even more blatant in regard to the control-and-command concept.

Michigan's No Wrong Door system is based on the fundamental that **"workforce development is economic development."** [Emphasis added]

Michigan's governance plan is divided in four categories: 1) Focusing on Mission which redefines a public school and a public "school district." The definition of a public "school district" is not nearly as important as "public school," because the design of school districts may be different in each state, but the new definition of a "public school" would apply to all states. Please read carefully Michigan's definition.

Define public school as a public organization, corporation, or agency established by the School Code of 1976 as amended that has as its primary mission the provision of teaching for learning academic skills and knowledge pursuant to primary and secondary education that is governed by a public school district.

Whats missing in this definition? Does this definition in any way express what the general public would consider a true description of a public school? To define a public school as "A tax-funded entity that has as its primary mission the teaching or instruction of academic skills and knowledge pursuant to primary and secondary education," is more conducive to what the general public perceive a public school.

Notice that the state's definition would cover any form of a school; a charter school, a school academy, a career center, or a job corps facility — all fall under the state's new definition.

In defining the terms education, teaching or instruction every dictionary refers to "imparting knowledge and skills," but "teaching for learning" cannot be found. In 1971, Michigan redefined the term "learn" as "a change in behavior which persist." This new definition, redefines the purpose and intent of a "public school" and it becomes evident the real purpose of the school is not to educate or impart knowledge and skills, but "teaching for learning" (behavioral modification or change).

A 1995 booklet produced by the National Alliance of Business entitled *The Challenge of Change* declares,

SCANS (Secretary's Commission of Achieving Necessary Skills) was correct: Standards must be oriented toward a new kind of learner — one who can put knowledge and skills into practice as a productive worker, a responsible citizen and a **more complete human being**. [Emphasis added]

The term "learning" takes on a different meaning when one reads Edward Hunter's testimony of March 13, 1958, before the Committee on Un-American Activities.

The word "learning" should be in quotation marks, because it is a bizarre example of Red semantics. The word is written in Chinese with a different character than the ordinary word "learning," although pronounced the same, and **means only political learning from the Communist point of view**. [Emphasis added]

Skills Standards — Report to the Nation: Business Perspectives on Voluntary Skill Standards, an April 1995 publication of the National Alliance of Business (NAB), and funded by NAB and the U.S. Department of Labor aligns with Mr. Hunter's revelation.

Purpose. Participants saw in skill standards the potential for a foundational tool to be used in a young person's development. Citing the need to inculcate young people with a sense of responsibility and the value of business to society, several said they would be encouraged to use skill standards to **"change attitudes in people."** [Emphasis added]

Any system that is being developed to focus on attitudinal, value, belief and behavioral changes is both alarming and

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.

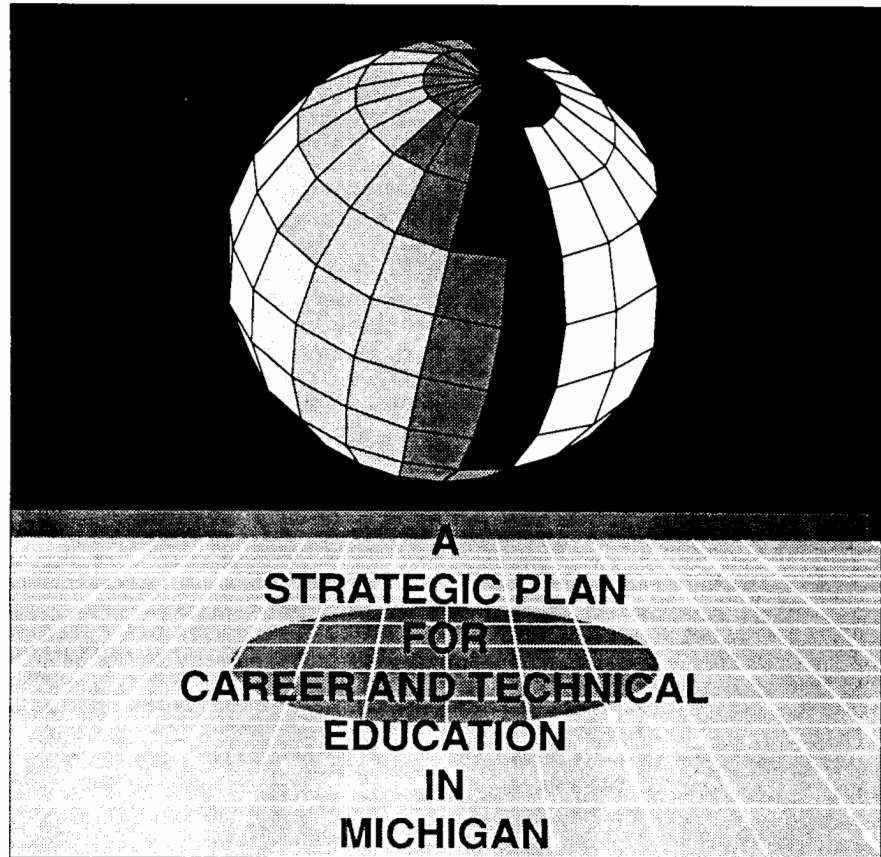
Yesterday I sent a staff member to a meeting of the School-to-Career Curriculum Framework and Criteria Committee... I am concerned about the tone of the meeting and the School-to-Career proposals. The comments made by Committee Member Douglas Renwick raised the hair on the back of my neck. He said, "By 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)

No matter what banner the school falls under; charter, school academy, a privatized school, a career center or a job corps, all are nothing more than government contract school and are required (if the state is receiving GOALS 2000 money) to implement GOALS 2000/STW. GOALS 2000 is STW; remember Goal #3 requires

...every school in America will ensure that all students learn to use their minds well, so that they may be prepared for ...productive employment in our modern economy.

Goal #5 mandates that

Every adult in American will be literate and will possess the knowledge and skills necessary to compete in a global economy...

The National Skills Standards Board is to

identify broad clusters of major occupations that involve one or more than one industry in the United States and that share characteristics that are appropriate for the development of common skill standards. (Sec. 504(a)(1))

Michigan's PA 25 of 1990 is the state's STW legislation and was first introduced in 1988 — the same year the report of the Tech Prep Task Force, *Preparing Michigan Students for the Jobs of Tomorrow* was published, which declared

Technical Preparation Programs are coordinated programs between local schools districts and community colleges...the local school-community college partnerships must focus on program planning articulation, and counseling services which ensure continuity of learning.

In the Approval of PA 25 of 1990 Report to the State Legislature, submitted for approval on Aug. 2, 1992 to the State Board of Education, we find confirmation that this was Michigan's STW legislation.

Career and Technical Education is implementing Public Act 25 of 1990 and its amendments which include school improvement, student achievement, student retention, specialized schools, parent participation, accreditation, core academics curriculum and progress on the national goals.

Due to the structure and system of education in Michigan the State Board of Education encourages voluntary institutional cooperation in changing the current system to better accommodate students and facilitate their learning. It is the goal of the State Board of Education that Michigans educational system will become "all one system" in that students can move from year to year and institution to institution in a smooth, upward direction with as little loss of time or credits as possible. [Emphasis added]

This legislation mandated Transformational OBE in every public school in the state and also changed the title of the School Code (the title of an act reveals the intent of the act). The change in the title allowed any state department to operate a

public school — Social Services, Labor, Justice, etc. This had to be in place to implement STW systems reform — a lifelong learning system .

The governance document recommends"

Expand the authorizing bodies to include all public educational institutions as well as alternative public bodies and authorities, including: the State Board of Education, all school districts, all community colleges, the Department of Social Services... Expand the scope of Educational Clinics: expand clinic providers to include universities, nonprofit organizations, corporations, et al. that have expertise in a particular field of knowledge.

Now the truth is out. This is the change from a public school system to a system of public schools that the STW systems reform must establish. The 1995-96 *School-to-Work Initiative* of Genesee County clarifies:

The idea of career majors leads to the concept of **career academies, career clusters, sequencing of courses, school within a school and other concepts** where efficient use of resources giving the greatest flexibility can be made and learning happens within a career context. [Emphasis added]

The governance plan also proposes to

Eliminate all numerical caps on PSAs (Public School Academies).

In order for Michigan's education system to become "all one system" (secondary-postsecondary and apprenticeship training) it's understandable there can be no limitation as to the number of STW/PSAs to be established. It will be the labor market demand/supply,

not parents and citizens, that will determine the number and location of these training labs/clinics.

All indicators are that the STW systems reform was being finalized in 1990 for complete implementation by the year 2000. This pivotal year found Michigan law giving the state total control of the schools and P.L. 101-392, the Carl D. Perkins Vocational and applied Technology Education Act of 1990 funding a radical change in the public school system. This act replaced the Vocational Education Act of 1963 and redirected the mission of the schools.

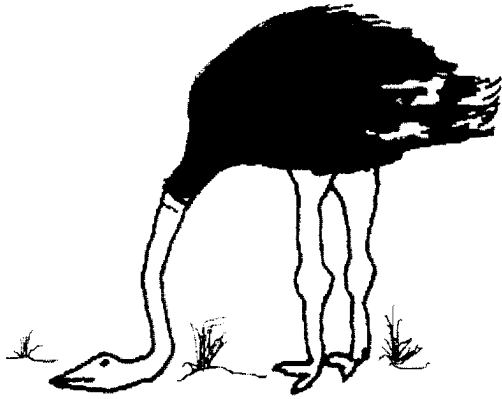
The purpose of the Act is to make the United States more competitive in the World economy by developing more fully the academic and occupational skills of all segments of the population. This purpose will principally be achieved through concentrating resources on improving educational programs leading to academic and occupational skill competencies needed to work in a technologically advanced society. †

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Schools can change... to accomplish this we must change attitudes, values and beliefs about what it means to be an educated person.

Willard Daggett

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



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The Madness is in the "METHOD"

Charlotte T. Iserbyt

"UNESCO committed to Mastery Learning all over the world."
—Prof. Cohen

While everybody was busy focusing on the horrendous **outcomes** of OBE, the Skinnerian **methods** slipped in without a fight.

Conservative leadership, while bemoaning the "outrageous" outcomes of Outcome-Based Education, is strongly supportive of the Skinnerian mastery learning method associated with Outcome-Based Education (OBE).

Conservative support for this method is not an accident and comes as no surprise when one considers that it was the conservative Republicans in Congress who sponsored the corporate fascist/communist CAREERS ACT (H.R. 1617 work force training legislation). They fully understand the need for mastery learning in order to train for the global work force. Professor B.F. Skinner said

I could make a pigeon a high achiever by reinforcing him on a proper schedule [and] what is reinforced will be repeated.

Plans for such training have been in the works since 1945. The United Nations Educational, Scientific, and Cultural Organization (UNESCO) calls for Mastery Learning worldwide. Prof. S. Alan Cohen, Professor of Curriculum and Instruction, University of San Francisco, stated in 1983, "UNESCO committed to Mastery Learning all over the world. We have evaluated data worldwide."

"Little Animals"

Before continuing, let me list the various labels under which mastery learning, OBE, will be found:

- Performance-

- Outcome-
- Results-
- Competency-
- Goals-based Education
- Direct Instruction
- Direct Teaching
- Effective School Research
- Effective Instruction, etc.

It is vital that the reader understand that all of these labels, and some that have yet to be invented in order to camouflage their intent, and cover a method of instruction that is based on animal psychology.

One "trains" animals; one "educates" human beings. "Training" requires behavior, performance, outcomes, results, etc. "Education" requires deliberation, thought, making connections (transfer), and imagination/creativity, all of which are related to the activity of the human *soul* (free will).

Our children are not animals, although the same Prof. Cohen lead a mastery learning in-service conference sponsored by Maine's Association for Supervision and Curriculum Development (ASCD) May 13, 1983 at which he referred to our children at least ten times as "little animals".

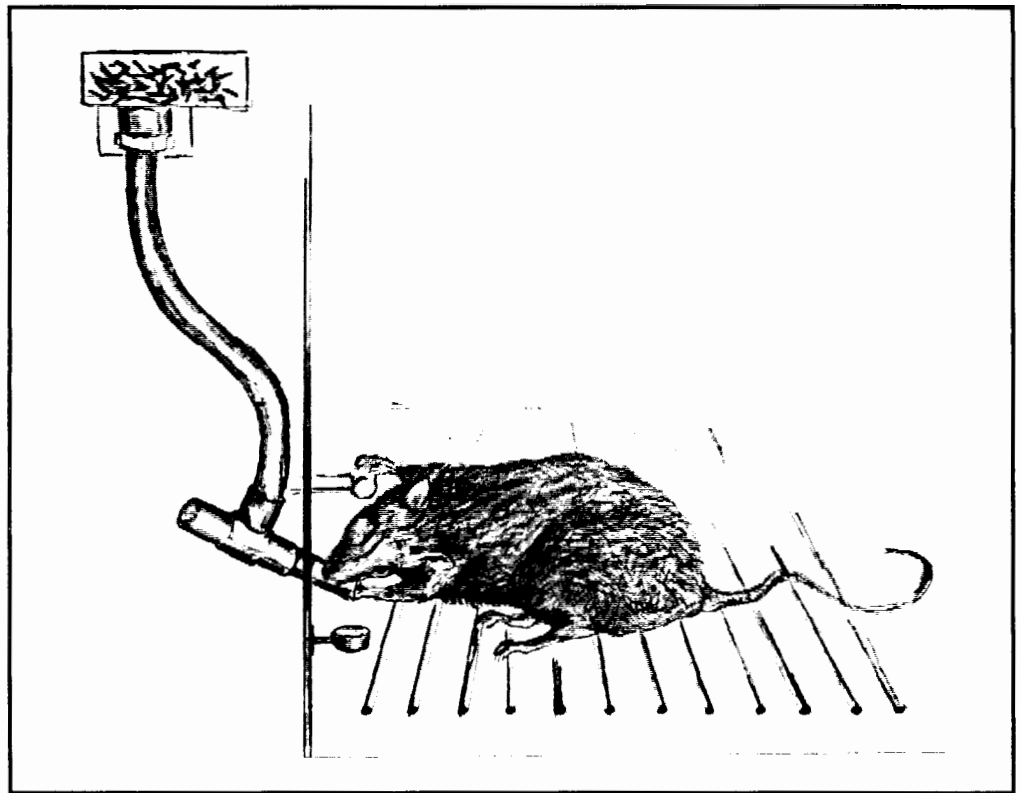
Although several educators and education researchers have tried unsuccessfully over a period of fifteen years to expose the OBE method for what it is — Skinnerian/Pavlovian animal training (ring the bell and the dog salivates) and have criticized the U.S. Department of Education and the conservative/Christian leadership for their refusal to deal with the "method" problem, they have also unfortunately been equally unsuccessful in persuading the peanut-butter-and-jelly moms and dads and some good education researchers, who should know better, that

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

“...the govern-
ment of the
future will prob-
ably operate
mainly through
the educational
techniques.”
—B.F. Skinner

their children's values. That fluff ad-
dressed unsolvable psychosocial issues, di-
verting resources from Direct Instruction
of fundamental school subjects. So now
what? **Do we throw out the baby with the
dirty diaper?** [Cohen is referring to the
Hudson Institute report mentioned
above.]

(Mr. Manno's concern over the “fluff” which
addressed ‘unsolvable psychosocial issues’ is in-
teresting in light of his refusal to assist Anita
Hoge whose case dealt with the PA Education
Quality Assessment [EQA] “fluff addressing un-
solvable psychosocial issues.”)

According to Manno, not quite. He
thinks we need more diversity among
schools. That diversity would allow par-
ents greater choice of outcomes that fit
their various values. Is this an implicit
endorsement of OBE? Obviously not, if
OBE means **Spady's Aquarian distor-**
tion. But if it means curriculum that
aligns instructional activities with ar-
ticulated performance outcomes, then
Manno's OBE criticism is ultimately
an endorsement.

items. No fuzzies allowed. Immediately
educators must abandon the fluff because
they can't operationalize it. Even if they
could, they might think twice about trying
to teach it after they see what it really looks
like. 2) Match the **stimulus conditions of**
instruction and assessment items. Its ef-
fect is immediate and great enough to
mitigate the psychosocial factors that side-
track most educators into the **Aquarian**
morass. [emphasis mine]

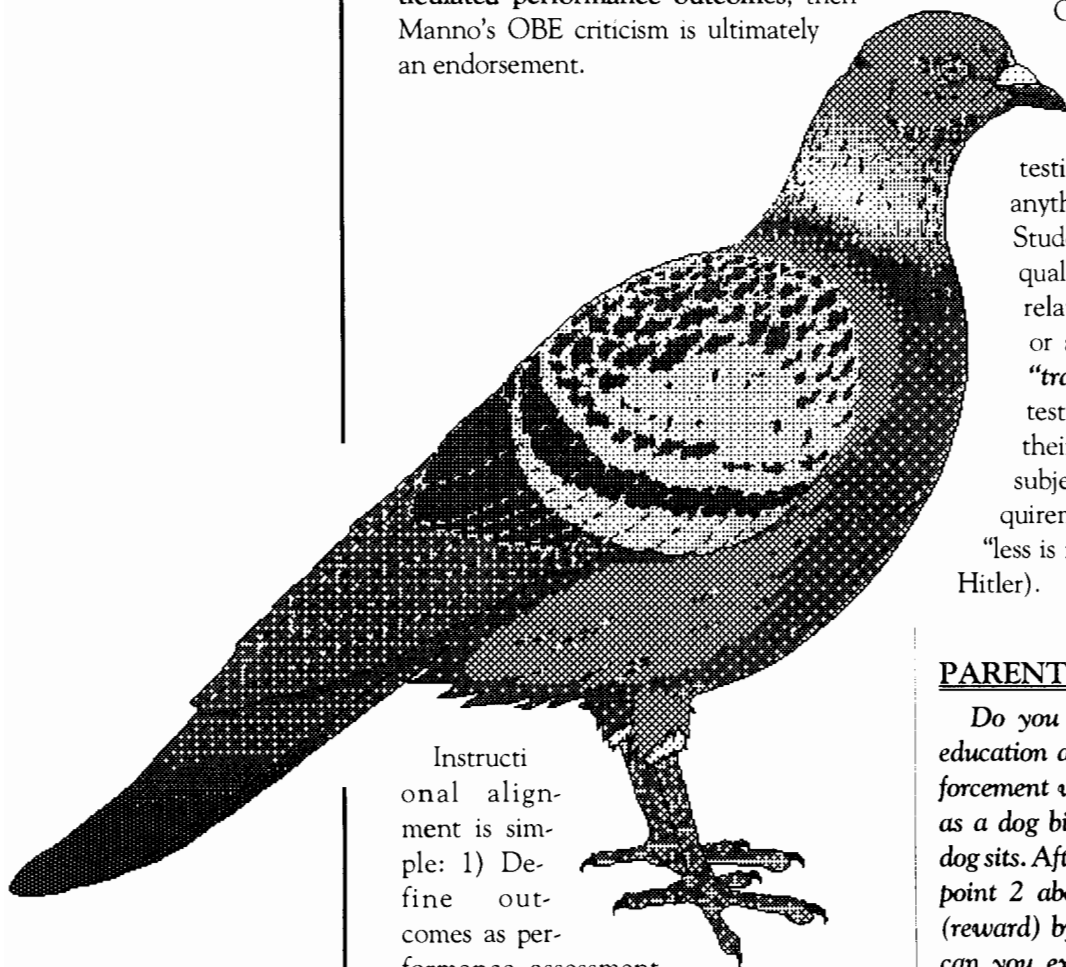
Instructional alignment is at OBE's
heart. [Ed. comment: instructional align-
ment means **teach to the test** so your child
will not have to learn anything except
what has been **directly** taught and will
know exactly what to expect on a test;
rather than the way we oldsters learned.
We never knew what we would be tested
on so had to learn **everything** in a chapter
when the teacher only tested us on a small
fraction of the chapter. (Cs and Ds, per-
haps even Fs, were worth more twenty
years ago than As and Bs using
OBE/ML.)]

It's no wonder the educrats are
substituting **performance**-based
assessment for norm-referenced
testing! Parents will never know what, if
anything, their children have “**learned**”.
Students will be judged according to the
quality of their “**performance/behavior**”
related to the particular workforce skill
or attitude for which they have been
“**trained**”. Students will no longer be
tested for what they have “**learned**”,
their knowledge in a particular academic
subject, and if they are, the content re-
quirements will be narrow, narrow (the
“less is more” philosophy of Prof.Sizer and
Hitler).

PARENTS! WAKE UP!!

*Do you NOW see the difference between
education and training? Also, immediate rein-
forcement with the computer is the same thing
as a dog biscuit given immediately after your
dog sits. After 12 years of stimulus-response (see
point 2 above) and immediate reinforcement
(reward) by computer for the “right” answer,
can you expect your child to take a position*

Instructi
onal align-
ment is sim-
ple: 1) De-
fine out-
comes as per-
formance assessment



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

The "Skinner-Box" School

Jed Brown

*The only
"outcome" of
OBE will be a
baser society.*

In order to understand the **method** of OBE, it is important to understand behaviorism. This educator presents a clear, concise explanation of the techniques.

Outcome-Based Education (OBE) has become a blight on the landscape of our national heritage. After only a few years of OBE, whole school systems are beginning to wither and die. Much worse, the children, their minds once fertile fields of intellectual soil, are even now being infected by the worm of ignorance. True learning is starved to death, as all of the nutrients of sound academic practice are being replaced with a dust-bowl curriculum that is structured to secure proper attitudes for the "Brave New World." Sadly, the only "outcome" of OBE will be a baser society, a society in which the nobility of the mind is lost to the savagery of enslavement.

But wait! Parents have been told that Outcome-Based Education has nothing to do with changing the attitudes and values of their children; that OBE will improve learning for all children through "best-practices" research. What parents are **not** being told is that the research base for OBE is from the field of psychology, not education; that in psychology, the term "learning" is synonymous with the term "conditioning." What parents are **not** being told is that Outcome-Based Education is not education at all; it is but the hollow substitute of psychological conditioning or, as it is sometimes called, behavior modification.

Why is conditioning replacing the teaching/learning process in our schools? If the object is to change the attitudes and values of the young, why would "behavior modification" be

used? Why not work with attitudes and values directly? Just tell the children what they must believe! After all, the conventional wisdom is that attitudes control behavior. If a child develops the "right" attitudes he will behave in the "right" manner. Beyond the fact that parents would not stand for such an intrusion as an overt assault on traditional values, psychologists know something that lay people do not. They realize that the direct approach to changing values does not work.

Modern psychological research suggests that the opposite of conventional wisdom is true. It is our behavior that shapes our attitudes, not the other way around. Therefore, to control a child's attitudes and values it is first necessary to modify the child's behavior. If the child has the "right" behavior, then his attitude will change to accommodate the behavior, his value system will change to reflect his new set of attitudes. It is like falling dominoes, if the first piece is toppled, then the rest will tumble after. Thus, conditioning, i.e., modifying behavior, is the perfect method for instilling in children the new value system required of citizens of the New World Order. Our schools know that changing behavior is the first domino. Remember, "the student shall demonstrate."

To understand the devastation of OBE conditioning, it is important to know its origins and how it is being used to change children forever. The lineage of psychological conditioning can be formally traced back to the early part of this century, to an American psychologist named John B. Watson. Watson is credited as the father of the Behaviorist School of Psychology. He believed that psychology should become the science of behavior, discarding references to thoughts, feelings, and motivation. For Watson, only that which was observable was important. The goal of psychology, he thought, should be to predict a behavioral response given a particu-

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 led 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.

Children are desensitized to a topic that is different from the traditional value structure

and legitimacy that is attached to those subjects included in the curriculum. This feeling of legitimacy can be considered a behavioral response. By placing the topic of gender orientation into the curriculum, it is associated with legitimacy of the school settings. Thus, children are desensitized to a topic that is different from the traditional value structure, and hence they are predisposed to further conditioning.

The real meat and potatoes of Outcome-Based Education is **Operant Conditioning**, or **Rat Psychology**, so called because B.F. Skinner used rats as his experimental subjects. A "Skinner Box," a box containing a press bar and a place to dispense a food pellet, is used to condition the rat to press the bar (the behavior). A food pellet (the stimulus) is used to reinforce the desired behavior, pressing the bar. The rat, having no idea what to expect, is placed in the box. Once in the box, the rat's movements are exploratory and random. As soon as the rat looks toward the bar, the experimenter releases a food pellet. After eating the food the rat resumes his random movement. Another look, another pellet. Another look, another pellet.

Once the rat is trained to look at the bar, he is required to approach the bar before the pellet is delivered. The rat must then come closer and closer to the bar each time before reinforcement is given. Over time, the rat's behavior is slowly shaped by the experimenter, each trial the rat successively approximates more closely the ultimate behavior of pressing the bar. Eventually the well-conditioned rat will continually press the bar as fast as he can eat. Operant Conditioning is, therefore, defined as a relatively permanent change in behavior by successive approximations through repeated trials using positive or negative reinforcements.

The concept of "successive approximation" is key to understanding the use of Operant Conditioning with Outcome-Based Education. Just as for the rat, the experimenter (the State) establishes the ultimate goals for children (pressing the bar), OBE requires that specific behavioral outcomes be designed such that children must master each outcome in succession. The outcomes are designed in a spiral fashion, such that as the child goes further in school, the outcomes more closely approximate the ultimate goals. As children master an outcome, the reinforcement is found in approval (food pellets). Another outcome, more approval. An-

other outcome, more approval (successive approximation). When the Skinner Box experiment is complete, our children, like rats, will dance to the tune of the State.

Observational Learning, although it does not carry the name conditioning, has been described by Dollard and Miller as a special case of Operant Conditioning. It is Operant Conditioning applied to social behavior. Observational Learning is the twenty-five cent word for modeling. There are two purposes for Observational Learning in the schools. First, it is a method used to condition a host of social behaviors, like parenting styles, gender roles, problem-solving strategies, and discipline boundaries. Second, it is used as reinforcer of the behaviors and attitudes previously conditioned with Classical and Operant Conditioning.

According to Observational Learning, people model the behavior of those within their "reference groups." Under normal conditions, the child's primary reference group is the family. Nevertheless, children are being conditioned with Classical methods to shift allegiance to their new school family, their new reference group. Once the new group is established, schools use surveys to gauge attitudes and then orchestrate the conditioning process through Observational Learning. Relying almost exclusively on cooperative learning (group learning), OBE reforms unfortunately use Observational Learning to establish and enforce the proper behaviors and attitudes through peer pressure and a forced "group think" process.

The idea that our schools are not dealing in attitudes and values is ludicrous. The psychologists have ripped the schools from parents and teachers alike. Their only objective is to create children who may look different, but behave the same, think the same, and believe the same. They shall create in each child the "perfect child." Like John B. Watson, they shall create children as they see fit. They shall do it with conditioning, not teaching. Is it any wonder that our schools are failing to educate children when we use rats as the example of exemplary learning? Welcome to the "Brave New World." Welcome to the "SKINNER BOX SCHOOL." †

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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
- Send order and payment to: Charlotte Iserbyt, 1062 Washington St., Bath, ME 04530. Postage and handling included. Call 207-442-7899 or FAX 207-442-0551 for multiple copy rates.

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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.

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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. ✚

The BEST of Charlotte Iserbyt and friends! A collection of articles appearing in *The Christian Conscience* magazine that highlight the bizarre antics of conservative leaders —their strange bedfellows, their mind-boggling policies, their betrayal of the confidence of their constituencies, and their rush towards the slippery slope of common ground. If you've noticed a few shepherds acting suspiciously like wolves in sheep's clothing, this book is for you! A must read for all citizens concerned about the future of our children and our country.



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