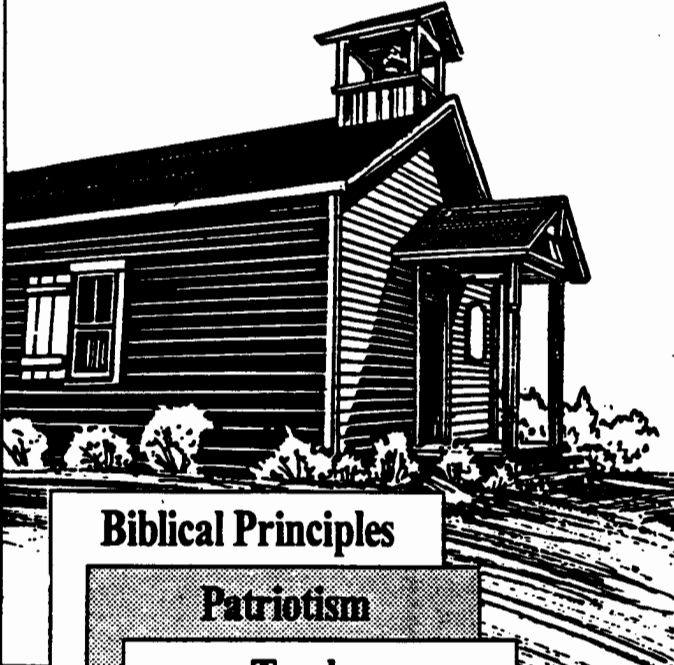



Chronology of Education

With Quotable Quotes


1790's
One-Room Schoolhouse



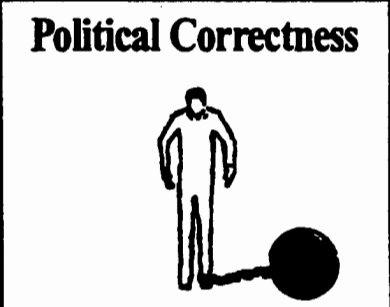
Biblical Principles
Patriotism
Teachers
Academic Basics
Individual Initiative
Capitalism
Pursuit of Happiness



1990's
Modern School
(Community Development Center)



Humanism/New Age
Globalism
Change Agents
Affective Education
Cooperative Learning
Socialism
Political Correctness



Dennis Laurence Cuddy, Ph.D.

**A
CHRONOLOGY
OF EDUCATION
WITH QUOTABLE QUOTES**

**By
Dennis Laurence Cuddy, Ph.D.**

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Dedicated
to
the Memory of

JO-ANN K. ABRIGG who was the founder
of the Committee For Positive
Education in 1972 with the Purpose
of "promoting education which will
teach basic skills, instill our
heritage and once again promote the
virtues of achievement, competition
and individuality,"

and

FRANCES J. REILLY who had a faithful
devotion to her family and friends,
and was always willing to help
others, especially those who cared
about and tried to protect the minds
and souls of children by alerting
parents about the increasing
undermining of our educational
system.

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A CHRONOLOGY OF EDUCATION

WITH QUOTABLE QUOTES.®

By

Dennis Laurence Cuddy, Ph.D.

Introduction

If someone told the American people today that he or she and those with the same philosophy or ideology were going to destroy the values parents were instilling in their children, and that these same people were going to take control of the country there would be a tremendous and swift reaction by the American public. However, when almost the same things were said by Humanists Sidney Hook and H. J. Blackham, the public hardly reacted at all. In the January/February, 1977 issue of The Humanist, Hook (signer of the 1973 Humanist Manifesto) wrote that "human beings can be influenced to examine critically their religious beliefs only by indirection, (by which) I mean the development of a critical attitude in all our educational institutions that will aim to make students less credulous to claims that transcend their reflective experience." And in the September/October 1981 issue of The Humanist, Blackham (a founder of the 4 million member International Humanist and Ethical Union) proclaimed that if schools teach dependence on one's self, "they are more revolutionary than any conspiracy to overthrow the government." These are not isolated quotations, and the following chronology concerning what has happened in the area of education from the 18th century to the present will begin with a historical perspective.

In 1762, Jean Jacques Rousseau wrote Emile concerning his philosophy of "permissive education." He followed this with his Social Contract, which gave impetus to the French Revolution, from which sprang the idea that "philosopher kings" or elitists should rule the masses through social engineering and a Socialist form of government. Education would be non-sectarian, and in the United States, Horace Mann (father of public education in the U. S.) and later John Dewey (father of "progressive education" in the U. S.) would adopt this same non-sectarian philosophy. In the early part of the current century, Dewey and his "progressive" disciples published many works furthering their cause, and were given a great

deal of financial support from various tax-exempt foundations.

After the Second World War, UNESCO added an international dimension to the picture. And by the early 1950s "progressive educators" (largely from Teachers College, Columbia University) had obtained key positions in Colleges of Education and as school superintendents and principals around the nation, from which they could appoint teachers to their liking. By the early 1960s, sufficient "progressive" teachers were in place throughout the land, so that education in general shifted from an emphasis on the cognitive academic basics to the affective domain of feelings and relationships. The monumental Elementary and Secondary Education Act became law in 1965 with a tremendous amount of federal dollars for "innovative" programs. With all of this "innovation," school discipline became lax, and grade inflation along with social promotions soon followed in a major way.

By the early 1970s, National Education Association presidents such as Catherine Barrett were so emboldened that they began to talk of de-emphasizing academic basics in favor of teachers becoming philosophical "change agents." Comprehensive sex education was brought into schools more and more at this time, and because teachers had bought a "don't impose morality" approach to education, it was non-morally-based sex education. No one seemed to ask why, if school prayer had to be discontinued because that was government promoting religion, shouldn't non-morally-based sex education also be prohibited because it promoted immoral sexual activities.

Toward the end of the decade of the 1970s, NEA presidents were talking even more openly about their political power, and resolutions were passed at their annual conventions which went far beyond the realm of education (e.g., resolutions supporting abortion rights). For many years, spokespersons for the NEA had been promoting the

teaching of world citizenship, and by the beginning of the 1990s, the New World Order was on its way.

More and more citizens are speaking out against the disastrous trend in American education, but when they express their concerns, they are usually met by "progressive educators" with comments like "your problem is just an

isolated example." In order to demonstrate that the problems with American education have not only been going on for many years, but are also by no means just isolated examples, the following chronology is offered. It contains many quotations by the "progressives" themselves as well as others who clearly show what in reality has transpired.

1750 - 1800

1762

-- Emile by Jean Jacques Rousseau (whose Social Contract influenced the French Revolution) is published promoting permissive education that is child-centered, and in which a teacher "should avoid strict discipline and tiresome lessons" (Encyclopaedia Britannica). Rousseau (1712-1788) and Pestalozzi (1746-1827) believe the "whole child" should be educated by "doing," and that religion should not be a guiding principle in education. Rousseau feels that the educational ideal is one teacher to one child, but he also believes in benefits from "group" education for which he refers people to Plato's Republic.

1776

-- May 1: The Illuminati is founded by Adam Weishaupt, who will state as part of his conspiratorial plan: "We must win the common people in every corner. This will be obtained chiefly by means of the schools, and by open, hearty behavior. Show condescension, popularity, and toleration of their prejudices, which we at leisure shall root out and dispel."

1783

-- Noah Webster's "Blue-backed Speller" is written, teaching principles of religion and morality in addition to the English language. It will sell over 100 million copies in a century, and during that time will often be accompanied by The New England Primer (first printed in Boston in 1690, the first textbook ever printed in America), used by the Founding Fathers to teach reading and Bible lessons in schools.

1787

-- Congress passes the Northwest Ordinance, Article 3 of which reads: "Religion, morality, and knowledge, being necessary to good government and the happiness of mankind, schools and the means of education shall forever be encouraged."

1796

-- September: President George Washington delivers his "Farewell Address" before Congress, and states: "Let us with caution indulge the supposition that morality can be maintained without religion. Whatever may be conceded to the influence of refined education on minds of peculiar structure, reason and experience both forbid us to expect that national morality can prevail in exclusion of religious principle." This statement by President Washington is extremely important, since in the future the public schools of the nation will increasingly teach humanistic morality rather than the principles of the Judeo or Christian religion, upon which education during the early years of the nation had been based.

1798

-- Proofs of a Conspiracy by University of Edinburgh Professor John Robison is printed describing Weishaupt's Order of the Illuminati, which Professor Robison says still subsists. From German documents regarding the Illuminati, Robison writes: "...the discernment of the pupils in matters is learned by questions which are given to them from time to time to discuss. These are managed with delicacy and circumspection, that the timid may not be alarmed. In like manner, the political doctrines of the Order are inculcated with the utmost caution. After the mind of the pupil has been warmed by the pictures of universal happiness, and convinced that it is a possible thing to unite all the inhabitants of the earth in one great society, and after it has been made out, in some measure to the satisfaction of the pupil, that a great addition of happiness is gained by the abolition of national distinctions and animosities, it may frequently be no hard task to make him think that patriotism is a narrow-minded monopolising sentiment....The Order was to govern the world...(saying) 'We must acquire the direction of education.' The pupils are convinced that the Order will rule the world....And, as necessary preparations for all this, they intended to root out all religion and ordinary morality, and even to break the bonds of domestic life, by destroying the veneration of marriage-vows, and by taking the education of children out of the hands of the parents. *This was all that the Illuminati could teach.*"

1800

-- National Education in the United States of America by Pierre Samuel Du Pont de Nemours is written at the request of Vice-President Thomas Jefferson after the author had surveyed education in the United States, about which he wrote: "The United States are more advanced in their educational facilities than most countries. They have a large number of primary schools; and as their paternal affection protects young children from working in the fields, it is possible to send them to the school-master—a condition which does not prevail in Europe. Most young Americans, therefore, can read, write and cipher....England, Holland, the Protestant Cantons of Switzerland, more nearly approach the standard of the United States, because in those countries the Bible is read; and in that form of religion the sermons and liturgy in the language of the people tend to increase and formulate ideas of responsibility....In America, a great number of people read the Bible...."

Du Pont was arrested by Robespierre in 1794 and almost executed. He opposed the Jacobin Party of the French Revolution, and arrived in New York in January 1800. He dates the completion of this book done at Jefferson's request as June 15, 1800, and the first edition is printed in French at Paris.

His son, Victor Marie Du Pont will become director of the Bank of the United States. Gustavus Myer in History of the Great American Fortunes (1936) remarks that "under the surface, the Rothschilds long had a powerful influence in dictating American financial laws. The law records show that they were the power in the old Bank of the United States." This bank, which will exist from 1816 to 1836, will be abolished by President Andrew Jackson,

who will warn: "The bold effort the present bank had made to control the government, the distress it had wantonly produced...are but premonitions of the fate that awaits the American people should they be deluded into a perpetuation of this institution or the establishment of another like it."

Pierre Samuel Du Pont de Nemours' other son, Eleuthere Irene, will found E. I. Du Pont de Nemours & Co. gunpowder firm. And almost 200 years later, in the early 1990s, Edgar Miles Bronfman (chairman and CEO of Seagram Co. Ltd., and Council on Foreign Relations member) will be Director of E. I. Du Pont de Nemours and his brother, Charles Rosner Bronfman (co-chairman of Seagram Co. Ltd.), will be on the Board of Directors of E. I. Du Pont de Nemours, while on page 8A of The New York Times, March 22, 1993, there will be a photograph of "President Clinton speaking with Sheila Bronfman, a family friend." When in high school, Bill Clinton will readily participate in the DeMolays, and in 1988, he will be inducted into the DeMolay International Hall of Fame. According to a Masonic publication, "more than 3,000,000 young men have knelt at the altars of DeMolay around the world" since its founding in 1919. The organization will be named for Jacques DeMolay, Grand Master of the Knights Templar, which was a powerful military and religious organization established around 900 years ago, and which was accused of plotting to control the existing civilized Western world. After Jacques DeMolay and many other Knights Templar were executed, it is possible that many of the remaining Templars merged with the Knights of St. John of Jerusalem, according to historical research. The father of Charles and Edgar Bronfman, whose name will be Samuel Bronfman, will be a Mason and member of the Order St. John of Jerusalem (comdr. br.).

1801 - 1850

1806

-- Pestalozzi's educational ideas begin to be printed in journals and textbooks in the U. S., and begin to be used in some school programs, especially in New England where they will be viewed favorably by the intelligentsia of Horace Mann's day. (See History of the Pestalozzian Movement in the United States by Will Monroe, 1907.)

1823

-- Thomas H. Gallaudet begins teaching his children with the "look-say" or "whole word" method, and will later found a college for the deaf. This method of reading instruction developed by Gallaudet will increasingly replace the highly successful intensive phonics method.

1829

-- The Working-Men's Party is founded in New York by Orestes Brownson, Robert Dale Owen, and Frances Wright who joined Owen at his New Harmony, Indiana, commune in 1828. After Brownson converted to Christianity, he revealed (in The Works of Orestes Brownson) their plan in establishing the Working-Men's Party: "The great object was to get rid of Christianity, and to convert our churches into halls of science. The plan was not to make open attacks upon religion, although we might belabor the clergy and bring them into contempt where we could; but to establish a system of state—we said national—schools, from which all religion was to be excluded, in which nothing was to be taught but such knowledge as is verifiable by the senses, and to which all parents were to be compelled by law to send their children. Our complete plan was to take the children from their parents at the age of twelve or eighteen months, and to have them nursed, fed, clothed, and trained in these schools at the public expense; but at any rate, we were to have godless schools for all the children of the country....The plan has been successfully pursued...and the whole action of the country on the subject has taken the direction we sought to give it....One of the principal movers of the scheme had no mean share in organizing the Smithsonian Institute."

The connection between The Working-Men's Party, Robert Owen (founder of the New Harmony commune, and father of Robert Dale Owen), Pestalozzi

and Horace Mann ("Father of American public education") is very important. In Horace Mann: Educational Statesman (1937), Heidelberg College (Ohio) Professor of Education, E.I.F. Williams will write: "The 'workingmen's movement' was an organization of the liberals in opposition to the conservative order....Its members were the radical wing of the Jacksonian democracy....In 1831 a large convention (of the Working-Men's Party) made up of farmers and workmen was held in Boston....Leaders such as Horace Mann (in Massachusetts) ...urged their cause. Education was advanced as the surest and best method of advancing their aspirations....Labor leaders were enthusiastic about education in tax-supported schools....Education soon took first place among the reforms they demanded. They urged the necessity of an 'equal, universal, republican system of education.' ...Reform was the watchword of the day....More than two hundred communists' Utopias were established....For two or three decades they centered the attention of the country on socialistic and communistic schemes for human betterment. One of the most famous of the communities was established at New Harmony, Indiana, by Robert Owen, the Scotch reformer. In his opening address at New Harmony in 1825, he had stated, 'I am come to this country to introduce an entire new order of society; to change it from the ignorant selfish system, to an enlightened social system, which shall gradually unite all interests into one and remove all cause for contest between individuals.' Owen brought William McClure, 'father of American geology,' to organize his school. He first introduced the Pestalozzian system into the United States....Later the Pestalozzian movement spread to other sections (of the country), and among its enthusiastic champions were Horace Mann....Very soon (after New Harmony) another society based on Owen's principles was begun at Yellow Springs, Ohio, where Antioch College was to be founded." Horace Mann would be president of Antioch College from 1853 to his death on August 2, 1859. E.I.F. Williams will continue to write: "The French slogans of Egalité and Fraternité had entrenched themselves in the thinking of western Europeans who transferred them to America."

-- Frances Wright (after joining Robert Dale Owen at the New Harmony, Indiana, commune) becomes, according to Samuel Morison's, Henry Steele Commager's and

William Leuchtenburg's college textbook A Concise History of the American Republic, vol. 1, "a lecture-platform apostle of woman's rights, free inquiry in religion, free marital union, birth control, and a system which she called 'National, Rational, Republican Education, Free for All at the Expense of All, Conducted under the Guardianship of the State,' apart from the contaminating influence of parents."

1836

-- The complete set of McGuffey Readers first begins to be printed. Developed by William H. McGuffey, and based upon a direct, intensive and systematic phonics approach to reading instruction, these Readers emphasize Biblical principles such as "Trust in the Lord, and do good" (Psalm 37:3). In the next 75 years, 122 million copies will be sold.

1837

-- Horace Mann ("Father of American public education" who was greatly influenced by Rousseau and Pestalozzi) establishes the first "normal" (public) school in the U. S., as part of his effort to promote non-sectarian education. He believes in character education without creeds. Lawrence Cremin in Transformation of the School (1961) says: "For Mann the essence of the moral act was free self-choice." Like Rousseau, Mann believes that education in groups can have a beneficial socialization effect.

1840

-- The first American edition of the second volume of Alexis De Tocqueville's Democracy in America is published. In a later translation by George Lawrence, Tocqueville remarks concerning potential despotisms that democracies might face: "I do not expect their leaders to be tyrants, but rather schoolmasters." In the original Henry Reeve translation, Tocqueville further stated regarding such a despotism: "it would degrade men without tormenting

them....As for the rest of (one's) fellow citizens, he is close to them, but he does not see them; he touches them, but he does not feel them; he exists only in himself and for himself alone....Above this race of men stands an immense and tutelary power, which takes upon itself alone to secure their gratifications and to watch over their fate. That power is absolute, minute, regular, provident, and mild. It would be like the authority of a parent....It provides for their security, foresees and supplies their necessities, facilitates their pleasures, manages their principal concerns, directs their industry....After having thus successively taken each member of the community in its powerful grasp and fashioned him at will, the supreme power then extends its arm over the whole community. It covers the surface of society with a network of small complicated rules, minute and uniform....The will of man is not shattered, but softened, bent, and guided....It does not tyrannize, but it compresses, enervates, extinguishes, and stupefies a people, till each nation is reduced to nothing better than a flock of timid and industrious animals, of which the government is the shepherd....It is vain to summon a people who have been rendered so dependent on the central power to choose from time to time the representatives of that power; this rare and brief exercise of their free choice....will not prevent them from gradually losing the faculties of thinking, feeling, and acting for themselves, and thus gradually falling below the level of humanity." Doesn't this sound like late 20th century America?

1844

-- The U.S. Supreme Court announces its decision in Vidal v. Girard's Executors. In this case, a Philadelphia school had taken the position that it would teach students morality, but not Christianity. However, the High Court ruled against the school, saying: "Why may not the Bible, and especially the New Testament...be read and taught as a divine revelation in the (schools)—its general precepts expounded...and its glorious principles of morality inculcated? Where can the purest principles of morality be learned so clearly or so perfectly as from the New Testament?"

1851 - 1900

1857

-- Kindergartens begin in the U. S. in Watertown, NY, and spread rapidly. They were developed in Europe by Friedrich Froebel (Universal German Education Institution, 1816) and are based upon the principle of learning through play (doing), which will be supported by John Dewey. (See The Kindergarten in American Education by Nina Vandewalker, 1923.)

-- The National Education Association (NEA) is founded, but until 1870 it is called the National Teachers Association. In the 20th century, it will become officially a "labor union."

1860

-- Education: Intellectual, Moral, and Physical by Herbert Spencer is published expressing his belief that the ideal education is complete preparation for living, including the maintenance of proper social and political relations. In this regard, he believes science is most important, and almost 9 years before Darwin's The Origin of Species (1859), Spencer wrote Social Statics (1851) giving an evolutionary thesis of human development that would later be called "Social Darwinism."

1864

-- John Swett, California State Superintendent of Public Instruction, declares: "The vulgar impression that parents have a legal right to dictate to teachers is entirely erroneous....The only persons who have a legal right to give orders to the teacher are his employers, namely the committee in some states and in others the directors or trustees....If his conduct is approved of by his employers, the parents have no remedy against him or them." (Quoted in Z. Montgomery's 1886 Poison Drops.)

1865

-- American Association of School Administrators is founded as a professional organization for leaders of U.S. education systems and those in other parts of the world.

1869

-- Charles Eliot is appointed president of Harvard University and delivers his inaugural address, in which he remarks: "The very word 'education' is a standing protest against dogmatic teaching. The notion that education consists in the authoritative inculcation of what the teacher deems true may be logical and appropriate in a convent or a seminary for priests, but it is intolerable in universities and public schools, from primary to professional." Eliot will this year have the results of his 2-year study of education in Europe published as "The New Education: Its Organization" in The Atlantic Monthly. He will remain president of Harvard until 1909, and in 1912 he will be a vice-president of the First International Congress on Eugenics.

-- In Volume 23 of The Atlantic Monthly is printed "The New Education" by Charles Eliot, who stresses the pure and applied sciences, modern European languages, and mathematics. He is influenced by Herbert Spencer in this regard, and further explains his ideas in Educational Reform (1898).

1879

-- Wilhelm Wundt establishes the first laboratory in experimental psychology at the University of Leipzig (Pavlov will study there in 1884). The first of his American students is G. Stanley Hall, who will be John Dewey's mentor at Johns Hopkins University (where Dewey receives his doctorate in 1884). Educational experimentalists James McKeen Cattell, Charles Judd and James Earl Russell will also receive their doctorates from Wundt. At Columbia University, Russell (Dean of Teachers College) will hire Edward Lee Thorndike, who will have studied under Judd and psychologist William James, the latter of whom also influenced John Dewey and supervised the completion of G. Stanley Hall's doctorate at Harvard University before Hall went to Leipzig.

1883

-- G. Stanley Hall (influenced by Wilhelm Preyer; see Die Seele des Kindes, Leipzig 1882) establishes his laboratory at Johns Hopkins University, and the next year his monograph "The Contents of Children's Minds" will be

published based upon questionnaire data. He believes curriculum should be determined by such data.

-- Talks on Teaching by Francis Parker is printed. Parker (whom John Dewey would call "the father of Progressive Education") had studied in Europe the ideas of Pestalozzi, Froebel and Herbart (Pestalozzi concerning method, Froebel pertaining to views of the child, and Herbart regarding the doctrine of concentration), synthesizing them into a scientific pedagogy.

1884

-- The Fabian Society is founded at the beginning of the year, not long after the death of Karl Marx. Unlike the openly revolutionary Socialistic or Communistic goals of Marxism, Fabians plan to achieve Socialist governments more gradually. To accomplish their aims, they produce a number of tracts, research pamphlets, books and other publications. A few of these will be listed here, and when reading them, one should reflect upon their similarity to what is happening in the United States today (e.g., school-based clinics, Hillary Clinton's national health plan, etc.):

Tracts

The Workers' Political Programme (1890)
 State Education at Home and Abroad (1894)
 The Workers' School Board Programme (1894)
 The Secret of Rural Depopulation (1904)
 Public Service Versus Private Expenditure (1905)
 Socialism and the Churches (1908)
 The Case for School Nurseries (1909)
 What a Health Committee Can Do (1910)
 The Case for School Clinics (1911)
 A National Medical Service (1911)
 Robert Owen, Idealist (1917), refer to Owen earlier in this chronology.
 The Teacher in Politics (1918)
 International Co-operative Trade (1922)
 Co-operative Education (1923)
 Nursery Education (1941)
 Disarmament--the Way Ahead (1957)

Research Pamphlets

An International Monetary Agreement (1933)
 Nurseries and Nursery Schools (1944)

Books and Other Publications

A Public Medical Service (1919)
 The Decay of Capitalist Civilisation (1923)

The Nationalisation of Banking (1934)
 Regionalism (1949)

1885

-- June: The examination for admission to Jersey City High School is given (printed in the Hudson Dispatch of Union City, NJ, and reprinted in Phyllis Schlafly's Education Reporter, September 1993) and contains items such as the following: "Define Algebra, an algebraic expression, a polynomial. Make a literal trinomial." "Write a sentence containing a noun used as an attribute, a verb in the perfect tense potential mood, and a proper adjective." And "What caused the War of 1812? Who was president during that war? What was the result of it?" (Note that in a 1986 assessment of 17-year-old juniors by the National Assessment of Educational Progress, over 40% did not know that World War I occurred sometime between 1900 and 1950. And in a 1992 assessment, NAEP found that only 6% of American high school graduates are ready for college math.)

1886

-- Poison Drops in the Federal Senate: The School Question from a Parental and Non-Sectarian Standpoint by Zachary Montgomery (nominated for U. S. Attorney-General) is published. He informs that after about two hundred years of public education in Massachusetts, the 1860 census figures showed that state to have one native white criminal to every 649 people, while Virginia, which always left the educational control of children to their parents, had only one criminal to every 6,566 inhabitants. Moreover, the aggregate figure for suicides in six northeastern states where the states controlled education was one to every 13,285, but in six mid-Atlantic and southern coastal states where parents controlled education, the aggregate for suicides was one to every 56,584. Why? Montgomery found that there were two causes--first, the loss of parental authority and home influence over children, through and by means of a state-controlled system of education; and second, a neglect of moral and religious education and training. After reading Montgomery's analysis, letters of support were sent to him by such individuals as John LeConte (president of the California State University) and George Washington (grand-nephew and nearest living relative to President Washington).

1889

-- G. Stanley Hall becomes president of Clark University, which becomes a center for research and writing on child development. Two years later, he will

establish the journal Pedagogical Seminary (a fitting title, since the "progressive educators" seemed to be establishing a "religion" of education). He will further describe his theories in Adolescence (1904) and Educational Problems (1911).

1890

-- Mrs. Emmons Blaine gives Francis Parker \$1 million to endow a private teacher-training school that would be called the Chicago Institute (which would become part of the new School of Education at the University of Chicago).

1892

-- The Elements of General Method by Charles McMurry is published describing how the American "progressive educator" followers of German philosopher and educator Johann Friedrich Herbart (1776-1841) want to develop a scientific approach to pedagogy and psychologize the teaching of subject matter. (See also Charles De Garmo's Herbart and the Herbartians, 1896.)

-- The New York College for the Training of Teachers receives its permanent charter as Columbia University's Teachers College, where John Dewey will have a tremendous influence (as well as at the University of Chicago).

1894

-- Talks on Pedagogics by Francis Parker is published, in which he paraphrases Froebel: "The spontaneous tendencies of the child are the records of inborn divinity....We are here, my fellow-teachers, for one purpose, and that purpose is to understand these tendencies and continue them in all directions, following nature." His educational philosophy seems to be most like that of Rousseau.

-- The Deweys move to Chicago and enroll John Dewey's son, Fred, in Miss Flora Cooke's first grade class at Cook County Normal School run by Francis Parker (G. Stanley Hall once wrote to Parker that he visited Cook County annually "to set my educational watch"). The next year, Dewey's daughter, Evelyn, will do likewise.

1895

-- The Fabian Socialists establish the London School of Economics (which Mick Jagger of the Rolling Stones would later attend) as part of their plan to

further Socialism. Beatrice Webb was a founder of the Fabians and in Beatrice Webb: A Life 1858-1943, she is quoted as saying: "We can now feel assured that with the London School of Economics as a teaching body, the Fabian Society as a propagandist organisation, the London City Council Progressives as an object lesson in (our) electoral success, our books as the only elaborate and original work in economic fact and theory, no young man or woman who is anxious to study or to work in public affairs can fail to come under our influence."

-- Addresses and Proceedings is published by the NEA, in which its Committee of Fifteen declares: "Modern education emphasizes the opinion that the child, not the subject of study, is the guide to the teacher's efforts."

1896

-- January: The Dewey School, an educational laboratory, opens at the University of Chicago (behavioral psychologist John Watson will receive his doctorate under Dewey at the University of Chicago in 1903). Dewey begins his experimental "Laboratory School," beginning with 16 pupils (including his 2 children) and 2 teachers. (By 1902 the school would grow to 140 students, 23 instructors and 10 assistants.) Dewey is the school's director, his wife is its principal, and Ella Flagg Young (later to become Chicago's first woman Superintendent of Schools) is supervisor of instruction. Mrs. Young had suggested the name "Laboratory School" to Dewey, who referred to her as "the wisest person in school matters with whom he has come in contact in any way."

1897

-- My Pedagogic Creed by John Dewey ("Father of Progressive Education," honorary president of the National Education Association in 1932, and co-author of the 1933 Humanist Manifesto) is published, in which he states: "I believe the true center of correlation on the school subjects is not science, nor literature, nor history, nor geography, but the child's social activities....I believe that the school is primarily a social institution....The teacher's business is simply to determine, on the basis of larger experience and riper wisdom, how the discipline of life shall come to the child....All the questions of the grading of the child and his promotion should be determined by reference to the same standard. Examinations are of use only so far as they test the child's fitness for social life...."

-- The National Congress of Mothers is founded. The name will be changed in 1908 to National Congress of Mothers and Parent-Teachers Associations, and again in

1925 to National Congress of Parents and Teachers. Finally in 1976 it becomes known as National PTA-National Congress of Parents and Teachers.

1898

-- John Dewey writes an essay titled "The Primary Education Fetish," in which he attacks the teaching of reading in the primary grades, saying "It does not follow that because this course was once wise it is so any longer....The plea for the predominance of learning to read in early school life because of the great importance attaching to literature seems to be a perversion." Similarly, Dewey's psychology mentor at Johns Hopkins University, G. Stanley Hall, proclaimed elsewhere the benefits of illiteracy, stating that "illiterates...escape much eye strain and mental excitement...and certain temptations."

1899

-- The School and Society by John Dewey is published with him revealing that "The relegation of the merely symbolic and formal to a secondary position; the change in the moral school atmosphere...are not mere accidents, they are necessities of the larger social evolution." He approvingly quotes Friedrich Froebel that "the primary root of all educative activity is in the instinctive, impulsive attitudes of children, and not in the presentation and application of external material, whether through the ideas of others or through the senses."

Dewey, a number of years later, also will help to found the Intercollegiate Socialist Society.

-- Dunbar High School (in Washington, DC, and attended by blacks) students score highest in city-wide tests

given both black and white schools. This is despite the fact that Dunbar does not have very good physical facilities or financial support; its class sizes are large; and most of the parents of Dunbar students are unskilled or semi-skilled. However, Dunbar students have parental support and encouragement.

-- July 1: Cecil Rhodes signs his last Will including "Rhodes scholarships" as part of his plan for world domination. The plan was first described in his "Confession of Faith" on June 2, 1877, and began with "On the present day I become a member in the Masonic Order." According to John Flint in Cecil Rhodes (1974), "then follows the elaboration of the plan for a secret society, composed, like the Jesuit order" (the Illuminati founder Weishaupt did likewise, and Karl Marx also mentioned learning from them in terms of organization) "of dedicated fanatics, supported by men of wealth, attracting and even educating men of talent without means, placing its members in all the colonial legislatures, feeding and acquiring ownership of newspapers ('for the press rules the mind of the people')." In 1993, Rhodes scholar Bill Clinton (who along with wife, Hillary, will serve on a Rhodes Scholarship Selection Committee) will become President of the United States. In that regard, Christopher Hitchens will write in The Nation (December 14, 1992) about how Clinton has surrounded himself with other Rhodes scholars, and "a Rhodesian formation imparts a definite sense of knowing what is best...for others. It has helped bestow a patina of refinement on the raw exercise of power, and has shaped the contours of the permanent party of government as it exists in law, lobbying, business, intelligence, diplomacy and the military....In (George Bush's) establishment heart, he must have realized that nothing is more calculated than a Rhodes background to assure a smooth and equable transition."

1901 - 1950

1901

-- Nicholas Murray Butler becomes president of Columbia University. He had helped organize Teachers College there, and would be a major figure in organizing the Carnegie Endowment for International Peace.

1902

-- The General Education Board, established by John D. Rockefeller, Sr., is chartered. In Raymond Fosdick's memorial history of the Board, he indicates that it will be part of John D. Rockefeller, Jr.'s effort toward "this goal of social control."

1904

-- John Dewey leaves the University of Chicago and joins the Department of Philosophy at Columbia University. He begins to lead the "Progressive Education" movement. In Dr. Milo McDonald's American Education--The Old, The Modern and The "New" (1952), one reads: "Dewey favored and taught the desirability of extending the kindergarten (Froebelian) idea to the elementary school and to the high school as well. He advocated the theory of the freedom of untrammelled self-expression to be granted the learner; he favored the dominance of the 'whole child' in the classroom. Dewey conceived of education as an informal process of learning from which all restraint was to disappear, and not as a formal process directed by a trained teacher leading the learner toward good personal character;... according to Dewey the teacher was to follow the child who, by reason of his natural inclination, would be directed toward the personal goals he should achieve by co-operation with others in the efforts of humanity to achieve an ideal social democracy....The work that has been done in this, the first half of the twentieth century, in the name of education and the relationship of that work to the attempt to build in this country a new social order of socialistic design is the work of those who have been closely associated with Dr. Dewey at Teachers College....The degeneration of the schools of the United States throughout the past fifteen years is directly related to his instrumentalistic philosophy, to his theories of the relativity of ideas, to his exaggerated pragmatism and to his influence and that of his associates at Teachers College in

directing American education toward the values which atheistic socialism approves."

1905

-- September 12: The Intercollegiate Socialist Society is organized by Upton Sinclair, Jack London, Clarence Darrow and others. It will establish its permanent headquarters at the Rand School of Social Science in 1908, and its name will later be changed to the League for Industrial Democracy. (John Dewey will be the LID's president in 1935.)

-- The Carnegie Foundation for the Advancement of Teaching is founded.

1906

-- June 30: The National Education Association (NEA) becomes federally chartered or incorporated (H.R. 10501), (Public, No. 398).

1908

-- July: The Hibbert Journal includes an article, "Religion and Our Schools," by John Dewey, which reveals: "Our schools...are performing an infinitely significant religious work. They are promoting the social unity out of which in the end genuine religious unity must grow....Religion...associated with...dogmatic beliefs...we see...disappearing....It is increased knowledge of nature which has made supra-nature incredible, or at least difficult of belief....We take note of the decay of cohesion and influence among the religiously organised bodies of the familiar historic type....It may be that the symptoms of religious ebb as conventionally interpreted are symptoms of the coming of a fuller and deeper religion....It is the part of men to labour persistently and patiently for the clarification and development of the positive creed of life implicit in democracy and in science, and to work for the transformation of all practical instrumentalities of education till they are in harmony with these ideas." The article is also reprinted in Dewey's Education Today (1940).

-- Eleven-year-old Avis Carlson passes a test in a one-room schoolhouse in Kansas, which she recalls in her book Small World, Long Gone: A Family Record of an Era (1977): "The orthography quiz asked us to spell twenty words, including elucidation and animosity....An arithmetic question asked us to find the interest on an eight percent note for nine hundred dollars running two years, two months, six days....In reading, we were required to tell what we knew of the writings of Thomas Jefferson...and give the meanings of words such as panegyric and eyrie....Among geography's ten questions was, 'Name two countries producing large quantities of wheat, two of cotton, two of coal.'...In history, we were to 'name the principle political questions which have been advocated since the Civil War and the party which advocated each.'"

There is simply no comparison between this test and the relatively easy multiple choice nationally standardized tests American students will take years later.

-- Italian educator Maria Montessori develops the "Montessori method" of teaching relying upon guidance and training of senses rather than rigid control of students' activities. This is supposed to encourage self-education. Her work will be carried by the Theosophical Publishing House. And in Education for a New World, she will write that "The world was not created for us to enjoy, but we are created to evolve the cosmos.... Even if two children want the same material, they should be left to settle the problem for themselves unless they call for the teacher's aid." Thus one can see elements of "permissive education" and the "new age" in Montessori. In fact, she will indicate that her "new education" would result in a "new age," to use her words. And she believes that forcibly removing a misbehaving child from a group would be violating his or her "individual liberty."

1910

-- The U. S. Census Bureau reports that illiteracy among those 10 to 20 years of age is down to 4.7% from 7.6% in 1900. The nation is well on its way to wiping out illiteracy, until the "progressive educators" succeed in establishing the "look-say" or "whole word" method of reading instruction in most schools, replacing the previously successful intensive phonics method.

-- Educational publisher Edwin Ginn founds the World Peace Foundation (formerly the International School of Peace). One of the first books published by the foundation will be The First Book of World Law (1911) with chapters on "The World Judiciary," "The World Executive," and "The Universal Postal Union."

1912

-- The National Education Association (NEA) begins to promote the training of teachers in sex education and sex hygiene.

1913

-- The National Education Association (NEA) establishes the Commission on the Reorganization of Secondary Education, which has a membership including several "young rebels" of the era. The Commission will produce a report in 1918 containing seven cardinal principles or objectives for the education of every American boy and girl, including "ethical character."

-- Occasional Letter, No. 1 is published by the General Education Board (founded 1902). It is by Frederick Gates (appointed by John D. Rockefeller as chairman of the Board), who remarks that "In our dream, we have limitless resources, and the people yield themselves with perfect docility to our molding hand. The present educational conventions fade from our minds; and, unhampered by tradition, we work our own good will upon a grateful and responsive rural folk."

1914

-- Walter Scott, the secretary of the New England Education League, succeeds in having a bill introduced in Congress (H.R. 12247) "to create an international board of education and a fund for international or world education."

1915

-- Rockefeller's General Education Board (GEB) meets with Charles Eliot and Abraham Flexner present. Flexner claims that Eliot initiates a conversation about a possible "model school," and that therefore Eliot is the real founder of the Lincoln School. In Flexner's autobiography, I Remember (1940), though, it seems clear that the idea for such a school originated in his own experience when he organized a school as a young man in Louisville, Kentucky. At the GEB meeting, Eliot states: "I have long wanted some such experiment; now I should regard it as a calamity if we, having in our service the one man best fitted to organize such a school, should fail to give him and the country a chance." The "one man," Flexner, developed his essay "A Modern School" (see American Review of Reviews, vol. 53, 1916), influenced by Dewey and Eliot. His utilitarian school would be organized around science, industry, aesthetics and civics. Modern European languages would be in, and much of conventional math

would be out. On January 1, 1917, the GEB agreed to meet the costs of the school, and on September 24, 1917, the school will come into existence as the Lincoln School of Teachers College. Harold Rugg would be one of the teachers in the secondary division, and in his Foundations for American Education (1947), he would say their motto was "Try anything once and see if it works." The Lincoln School would be similar in many ways to Dewey's "Laboratory School." By 1916, Dewey would become the recognized leader of the "progressive educators," otherwise known as "Frontier Thinkers."

– The National Association of Directors of Educational Research is formed, and leading "progressive educator" Harold Rugg will become its president in 1921. The organization's name will change in 1930 to the American Educational Research Association (AERA).

– The "Educational Trust" known as the Cleveland Group (because its first meeting is in Cleveland) meets for the first time. Among the members of the Group are: George Strayer (professor at Teachers College and NEA president 1918-1919), Elwood Cubberly (dean of Stanford University's School of Education), Walter Jessup (president of the Carnegie Foundation for the Advancement of Teaching), William H. Kilpatrick (professor at Teachers College), James Angell (colleague of John Dewey and trustee of the Rockefeller Foundation), Leonard Ayers (director of the Russell Sage Foundation), Abraham Flexner (director of the Rockefeller Institute), Paul Hanus (established Harvard University's Graduate School of Education with the help of Rockefeller's General Education Board), Frank Spaulding (received his Ph.D. from Leipzig and became a member of Rockefeller's General Education Board), Paul Monroe (founded the World Federation of Education Associations), Edward Thorndike (colleague of John Dewey), and leader of the "Educational Trust" Charles Judd (colleague of John Dewey) who received his Ph.D. from Wilhelm Wundt in Leipzig in 1896. In David Tyack's and Elisabeth Hansot's Managers of Virtue (1982), Judd is quoted as urging the Cleveland Conference to attempt "the positive and aggressive task of...a detailed reorganization of the materials of instruction in schools of all grades...." Tyack and Hansot will also write: "There were 'placement barons,' usually professors of educational administration in universities such as Teachers College, Harvard, University of Chicago, or Stanford who had an inside track in placing their graduates in important positions. One educator commented after spending a weekend with Cubberly in Palo Alto that 'Cubberly had an educational Tammany Hall that made the Strayer-Engelhardt Tammany Hall in New York look very weak'....[And]

one principal recalled 'Strayer's Law' for dealing with disloyal subordinates was 'Give 'em the ax.'"

This is the beginning of a plan to use the "credentialing process" to control education. Around the turn of the century, the molders of society established tax-exempt foundations to which they would donate large sums of money, thus avoiding the payment of taxes on those funds. These foundations, in turn, would promote the world view or ideology of their benefactor by providing scholarships or grants to individuals who were "politically correct" in their thinking. Through this funding, these scholars would be able to have their works published and thereby establish credentials enabling them to receive appointments to the government or as university departmental chairmen (who could appoint faculty members, who in turn could select graduate students, who would become school superintendents and principals, who would hire school faculty, who would teach students the "politically correct" way of thinking).

1916

– Democracy and Education by John Dewey is printed, in which he writes: "From a social standpoint, dependence denotes a power rather than a weakness; it involves interdependence. There is always a danger that increased personal independence will decrease the social capacity of an individual. In making him more self-reliant, it may make him more self-sufficient....It often makes an individual so insensitive in his relations to others as to develop an illusion of being really able to stand and act alone—an unnamed form of insanity which is responsible for a large part of the remedial suffering of the world."

1917

– Columbia University's Lincoln School is established at the urging of Abraham Flexner (who wanted to call it "The Modern School") of Teachers College, and it is funded by Rockefeller's General Education Board (GEB). The New York Times calls the School a "radical and dangerous" experiment, and the Congressional Record includes the concerns of several Congressmen that the GEB might come to control education in the U. S.

Regarding Flexner, years later (1966) Professor Carroll Quigley's Tragedy and Hope will be published while Bill Clinton (future U. S. president who considered Quigley his hero) is at Georgetown University where Quigley is a professor. In the book, Quigley not only describes how the Rhodes scholarships (Clinton will become a Rhodes scholar) were part of Cecil Rhodes secret plan for world dominion, but he also will write: "...there grew up in the 20th century a power structure between London and

New York which penetrated deeply into university life, the press, and the practice of foreign policy.... For example, it set up in Princeton a reasonable copy of the Round Table Group's chief Oxford headquarters. The copy was called the Institute for Advanced Study and was organized by Abraham Flexner of the Carnegie Foundation and Rockefeller's General Education Board."

1918

-- The Science of Power by Benjamin Kidd is printed, in which the author declares: "The main cause of those deep dividing differences which separate peoples and nationalities and classes from each other and which prevent or stultify collective effort in all its most powerful forms...could all be swept away if civilization put before itself the will to impose on the young the ideal of subordination to the common aims of organized humanity....It can only be imposed in all its strength through the young. So to impose it has become the chief end of education in the future. Oh, you blind leaders who seek to convert the world by laboured disputations! Step out of the way or the world must fling you aside. Give us the Young. Give us the Young and we will create a new mind and new earth in a single generation." Kidd quotes Masonic Carbonari leader Giuseppe Mazzini (1805-1872) in this regard: "Your task is to form the universal family....Education, this is the great word which sums up our whole doctrine." (From Mazzini's On the Duties of Man.) Kidd refers to Mazzini's distinction that "education is addressed through emotion to the moral faculties in the young and instruction to the intellectual (faculties)," and Kidd claims "Power centres in emotion."

1919

-- The Progressive Education Association is founded and organized by John Dewey (though he will not become a member in its early years).

-- The New School for Social Research is founded in New York City. Among its co-founders are John Dewey and economist Charles Beard. Professors will include W. E. B. DuBois, ACLU founder Roger Baldwin, and humanist Corliss Lamont (1977 Humanist of the Year). Lecturers will include Erich Fromm (1966 Humanist of the Year) and Margaret Mead. Norman Cousins will be a sponsor of the Norman Thomas Endowment at the School, and the Endowment's members will include Supreme Court Justice William O. Douglas, John Kenneth Galbraith, Julian Huxley, Rev. Theodore Hesburgh, Gunnar Myrdal and several members of Congress.

-- The third volume of Arthur Calhoun's A Social History of the American Family is published. Calhoun's volumes serve for a number of years as prominent social service textbooks, and in the 3rd volume one finds: "The new view is that the higher and more obligatory relation is to society rather than to the family; the family goes back to the age of savagery while the state belongs to the age of civilization. The modern individual is a world citizen, served by the world, and home interests can no longer be supreme....As soon as the new family, consisting of only the parents and the children, stood forth, society saw how many were unfit for parenthood and began to realize the need of community care."

As one continues to read Calhoun's third volume, one is amazed at the accuracy of his projections into the future. He projects that "...as familism weakens, society has to assume a larger parenthood. The school begins to assume responsibility for the functions thrust upon it....The juvenile court is developed as a protection to the young, and parents are called to account for disregard of juvenile delinquency....The kindergarten grows downward toward the cradle and there arises talk of neighborhood nurseries....Social centers replace the old time home chimney....The child passes more and more into the custody of community experts....In the new social order, extreme emphasis is sure to be placed upon eugenic procreation....It seems clear that at least in its early stages, socialism will mean an increased amount of social control....There will be an increase of legislation designed to check the mating of the unfit and the procreation of undesirable citizens....We may expect in the socialist commonwealth a system of public educational agencies that will begin with the nursery and follow the individual through life....Those persons that experience alarm at the thought of intrinsic changes in family institutions should remember that in the light of social evolution, nothing is right or valuable in itself."

1920

-- The Supreme Council of the Scottish Rite of Freemasons holds a special session at Colorado Springs, Colorado, and draws up a comprehensive plan for education in the U. S. It recommends the careful selection of school personnel, trustees, and those supervising textbooks and libraries in order to exclude "sectarian propaganda," and the plan urges the establishment of "a national department of public education headed by a secretary appointed as a member of the president's cabinet."

-- The recently founded Lincoln School (funded by the General Education Board) moves to its new site near its

parent institution, Teachers College. Four of John D. Rockefeller, Jr.'s five sons attend school there, but in Jules Abels' The Rockefeller Billions (1965), one reads: "...Laurance (Rockefeller) gives startling confirmation as to 'Why Johnnie (sic) Can't Read.' He says that the Lincoln School did not teach him to read and write as he wishes he now could. Nelson (Rockefeller), today, admits that reading for him is a 'slow and tortuous process' that he does not enjoy doing but compels himself to do. This is significant evidence in the debate that has raged about modern educational techniques."

1921

-- The Psychological Corporation is founded with "progressive educators" G. Stanley Hall, Charles Judd, Edward Thorndike and other "Deweyites" as Directors. In the November 1923 edition of The Annals of the American Academy of Political and Social Science, the Corporation's president, James McKeen Cattell (another "progressive educator" Deweyite) wrote "The Psychological Corporation" in which he revealed that "the Corporation is not so much concerned with arranging specific contracts for work by it or under its auspices, as in promoting the extension of applied psychology....To get the best kind of people and to put them in the situations in which they will behave in the way best for themselves and for others, is more fundamental than any other enterprise of society. It is necessary to organize means by which this work can be accomplished....Psychology is concerned with the causes of conduct and its control."

-- The Intercollegiate Socialist Society changes its name to the League for Industrial Democracy, and its first president is Robert Morss Lovett (signer of the first Humanist Manifesto), editor of The New Republic. Its field secretary is Paul Blanshard (a leading humanist), and in 1926 one of its directors will be Louis Budenz (editor of The Daily Worker). John Dewey will become its president in 1941, and Reinhold Niebuhr its treasurer.

1922

-- March 27: The New York Times quotes New York City Mayor John Hylan speaking in Chicago on March 26: "The warning of Theodore Roosevelt has much timeliness today, for the real menace of our republic is this invisible government which like a giant octopus sprawls its slimy length over city, State and nation. Like the octopus of real life, it operates under cover of a self-created screen. It seizes in its long and powerful tentacles our executive officers, our legislative bodies, our schools, our courts, our newspapers and

every agency created for the public protection." (emphasis added)

-- Propaganda Through the Schools is published by the International Federation of League of Nations Societies.

1925

-- The International Bureau of Education (formerly the Institut Jean-Jacques Rousseau) begins with a grant from the Rockefeller Foundation. It will be part of UNESCO.

-- July 10-21: The Scopes "monkey trial" takes place regarding the teaching of the theory of evolution in public schools in Tennessee. The defense for the teaching of this theory is largely conducted by famed attorney Clarence Darrow, who was a founder of the Intercollegiate Socialist Society. The evolutionists' argument is basically that this theory should not be censored from the public schools. Fabian Socialist and first head of UNESCO Sir Julian Huxley will later claim that humanism's "keynote, the central concept to which all its details are related, is evolution." Huxley will be 1962 Humanist of the Year, at a time when the theory of evolution will be taught as "fact" in many schools around the nation. Interestingly, in a role reversal of 1925, most evolutionists years later will censor the scientific evidence against evolution from textbooks and school classes.

1926

-- The National Association for Nursery Education is founded. After 1964, its name will be changed to National Association for the Education of Young Children (NAEYC), and in 1993 the organization will have a budget of \$5,000,000. The NAEYC will state that it is "open to all individuals interested in serving and acting on behalf of the needs and rights of young children."

1927

-- The National Congress of Parents and Teachers incorporates the NEA's seven cardinal principles in its permanent platform, stating that it has "become increasingly apparent that these (cardinal principles) are the objectives not only of high school, but of all education."

-- The American School Health Association is founded and in 1930 will begin publishing the Journal of School Health. The ASHA will later promote sexuality education within comprehensive school health education. For example, in the May 1992 issue of the Journal of School Health, Melinda Ribar will describe a teaching

technique where students act out the parts of ovum, sperm, etc. in the fertilization and implantation process.

1928

-- Because "progressive educators" are embracing Socialism, it is relevant to note that in this year, Fabian Socialist George Bernard Shaw's The Intelligent Woman's Guide to Socialism and Capitalism is published, in which he reveals that "...under Socialism you would not be allowed to be poor. You would be forcibly fed, clothed, lodged, taught, and employed whether you liked it or not. If it were discovered that you had not character and industry enough to be worth all this trouble, you might possibly be executed in a kindly manner...." In Shaw's words, the Fabian Socialists set out to "Educate, Agitate, Organize." This expression is almost identical to the words "Advocate, Organize, Agitate" used in The Change Agent's Guide to Innovation in Education (look under 1973 in this chronology).

-- A Sociological Philosophy of Education by Ross Finney is published, in which the author explains: "The young mind is as absorbent as blotting paper. The ideas of other people exert an insistent pressure even upon adults unless we are already possessed of ideas with which they seem to conflict. As a young child's mind is so meagerly equipped as yet with knowledge, it can offer no such resistance. Accordingly, it absorbs whatever cognitive material happens to be extant in its social environment....It is the business of teachers to run not merely the school, but the world...."

1929

-- Elementary Principles of Education by Edward Thorndike and Arthur Gates is published in which one reads: "Traditionally the elementary school has been primarily devoted to teaching the fundamental subjects, the three R's, and closely related disciplines.... Artificial exercises, like drills on phonetics, multiplication tables, and formal writing movements, are used to a wasteful degree. Subjects such as arithmetic, language, and history include content that is intrinsically of little value...." Pursuing "progressive education," Thorndike will have produced new spellers, math texts, dictionaries, and textbooks on education and educational testing.

1930

-- The "Dick and Jane" basal reading series, using the "look-say" or "whole word" method of reading instruction, begins. The consequences of using this method of the "progressive educators" (instead of the highly successful intensive phonics method) will prove disastrous.

-- Humanism: A New Religion by Charles Francis Potter (signer of the 1933 Humanist Manifesto) is published, in which he proclaims: "Education is thus a most powerful ally of humanism. What can the theistic Sunday schools, meeting for an hour once a week, and teaching only a fraction of the children, do to stem the tide of a five-day program of humanistic teaching?" The next year, Curtis Williford Reese will have published Humanist Religion; and in the June-July 1961 Free Mind (membership bulletin of the American Humanist Association), one reads that Reese "was long President of the American Humanist Association. In 1917, when he and John Dietrich compared notes after a talk that Dr. Reese gave in Des Moines, they decided that what Dietrich was calling 'Humanism' and Reese 'The Religion of Democracy' were the same. At that moment Humanism as a movement was born."

1931

-- Common Sense and the Child by Ethel Mannin is published, in which she writes positively about permissive education, and comments: "Parents, nurses, and teachers are the natural enemies of the child because they are the destroyers of its freedom. They represent authority from the beginning."

-- New Russia's Primer is translated into English by Dewey disciple George Counts (Columbia University Teachers College) and Nucia Lodge. Counts states that the book "purposes to explain to children the nature of a planned economy and to introduce them to the entire subject of social planning. All of this it does admirably....It presents the major provisions of the Five-Year Plan with extraordinary clarity and charm....It reveals the temper of the revolutionary movement and the large human goals towards which it is consciously tending. No one can read the last chapter without being moved by the great social vision which presumably animates and lends significance to the program of construction. Millions of boys and girls growing to manhood and womanhood in the Soviet Union have no doubt already caught the vision and are ordering their lives by it....To American readers and students of education the little book should prove both suggestive and challenging....It is literally fascinating....The revolutionary struggle has generated a great system of planning organs

through which society is endeavoring to shape its own future. Perhaps the most challenging feature of the little book, therefore, has to do with the relation of education to social planning....I sincerely trust that this little book will contribute to a better understanding on the part of the American people of the greatest social experiment of history." Counts says he received the book from a Russian friend in November 1930, and it is "a document of rare quality." It was originally written in Russian by a Soviet engineer M. Ilin, and denounces the U. S. while boasting of the Soviets' "new socialist order."

1932

-- Toward Soviet America by William Z. Foster (head of the American Communist Party) is published with Foster projecting that "Class ideologies of the past will give place to scientific materialist philosophy. Among the elementary measures the American Soviet government will adopt to further the cultural revolution are the following: the schools, colleges, and universities will be coordinated and grouped under the National Department of Education and its state and local branches. The studies will be revolutionized, being cleansed of religious, patriotic, and other features of the bourgeoisie ideology. The students will be taught on the basis of Marxian dialectical materialism, internationalism, and the general ethics of the new socialist society....The churches will remain free to continue their services, but their special tax and other privileges will be liquidated. Their buildings will revert to the State. Religious schools will be abolished and organized religious training for minors prohibited. Freedom will be established for anti-religious propaganda....Science will become materialistic....God will be banished from the laboratories as well as from the schools."

-- April: Progressive Education publishes a paper, presented by George Counts to the Progressive Education Association in Baltimore in February, in which he professes that "changes in our economic system will, of course, require changes in our ideals."

-- Dare the School Build a New Social Order? by George S. Counts is published, in which he declares that "the teachers should deliberately reach for power and then make the most of their conquest" so that they could "influence the social attitudes, ideals, and behavior of the coming generation....Our major concern consequently should be...to make certain that every Progressive school will use whatever power it may possess in opposing and checking the forces of social conservatism and reaction....The growth of science and

technology has carried us into a new age where ignorance must be replaced by knowledge, competition by cooperation, trust in Providence by careful planning, and private capitalism by some form of socialized economy....Capitalism's days are numbered....It will have to be displaced altogether...or changed so radically...that its identity will be completely lost....A planned, coordinated, and socialized economy...would involve severe restrictions on personal freedom....If property rights are to be diffused in an industrial society, natural resources and all important forms of capital will have to be collectively owned."

-- Education and the Social Crisis by Dr. William Kilpatrick is published describing how "progressive educators" hope to "bring the new day" to education in the U. S.: "On the newer social basis we must make over our whole traditional system, elementary, secondary and higher....More specifically, the school should give, eventually, say one-third of its time to avowedly socially useful activities....Next, another third, possibly, of school time should be given to the study of social life and institutions. The beginning may be along two lines, one already made familiar by the unified social science of Dr. Harold Rugg...."

-- John Dewey is made honorary president of the NEA.

1933

-- The Great Technology by Harold Rugg is published, in which he announces: "A new public mind is to be created. How? Only by creating tens of millions of new individual minds and welding them into a new social mind. Old stereotypes must be broken up and new 'climates of opinion' formed in the neighborhoods of America. But that is the task of the building of a science of society for the schools....Basic problems confront us: *First* and foremost, the development of a new philosophy of life and education which will be fully appropriate to the new social order; *second*, the building of an adequate plan for the production of a new race of educational workers; *third*, the making of new activities and materials for the curriculum....If educational agencies are to be utilized in the production of a new social order, an indispensable first step is that of developing a totally new outlook upon life and education among the rank and file of teachers...."

Thus through the schools of the world we shall disseminate a new conception of government—one that will embrace all of the collective activities of men; one that will postulate the need for scientific control and operation of economic activities in the interests of all people...." Rugg would author 14 Social Studies textbooks along with

teachers' guides, course outlines and student workbooks used by 5 million American school children in the 1930s.

— Leading educator John Dewey co-authors the first Humanist Manifesto, which calls for a "synthesizing of all religions" and "a socialized and cooperative economic order."



Dr. John Dewey presents Margaret Sanger with American Women's Association medal at Friendship Committee dinner - April 20, 1932 (UPI/Bettmann, reprinted with permission).

Margaret Sanger was the founder of Planned Parenthood who will be 1957 Humanist of the Year.

— The Shape of Things to Come by Fabian Socialist H. G. Wells is published. In this book, Wells predicts that a New World Order in about 50 years will come out of something that will happen in Basra, Iraq, and he comments that "no revolution could be a real and assured revolution until it has completely altered the educational system of the community," the new education would be "based on a swiftly expanding science of relationship." It would be "...propaganda passed necessarily into a training for public service and a universal public education...to establish a new complete ideology and a new spirit which would induce the individual to devote himself and to shape all his activities to one definite purpose, to the attainment and maintenance of a progressive world-socialism, using an

efficient monetary system as its normal medium of relationship." It would be the "New Humanity...with a common consciousness and a common will."

— April 11: Rockefeller Foundation president Max Mason assures trustees that in their program, "The Social Sciences will concern themselves with the rationalization of social control,...the control of human behavior." The Rockefeller Foundation (as well as the Carnegie Institute) had for some time been funding research regarding eugenics (term coined by Francis Galton), and in a February 1934 "progress report" by one of the foundation's division heads, one finds the statement: "Can we develop so sound and extensive a genetics that we can hope to breed, in the future, superior men?" (See The Circuit Riders: Rockefeller Money and the Rise of Modern Science by Gerald Jonas, 1989.)

— September 13: The Monroe Evening News (Monroe, Michigan) publishes an editorial in which it quotes from an interview in New York with Louis Alber, director of speaking activities for the National Recovery Administration of President Roosevelt. In the interview (widely published on Saturday, September 9), Alber is quoted by The Monroe Evening News as stating: "The rugged individualism of Americanism must go, because it is contrary to the purpose of the New Deal and the N.R.A. which is remaking America. Russia and Germany are attempting to compel a new order by means typical of their nationalism—compulsion. The United States will do it by moral suasion. Of course we expect some opposition, but the principles of the New Deal must be carried to the youth of the nation. We expect to accomplish by education what dictators in Europe are seeking to do by compulsion and force....The general public is not informed on the other parts of the program and the schools are the places to reach the future builders of the nation."

1933-1934

— Summers: The Institute of International Education (established in 1919 with a grant from the Carnegie Endowment for International Peace) holds Moscow University summer school programs, commented upon by Dr. John Almack in the San Francisco Examiner (during October 1942) as follows: "Many teachers and students returned challenging everything American, breathing fire and defiance to property, the profit system, and the Constitution, and beating the tomtoms for a 'new social order.'...They felt they must declare the way [to revolution], after insuring their own safety, should things go wrong, by guarantees of 'academic freedom.'"

Edward R. Murrow is the IIE's assistant director, and John Dewey along with George Counts serve on its

National Advisory Council. In the future, IIE will emphasize that it assists in the "Green Revolution."

1934

-- A Common Faith by leading "progressive educator" John Dewey is published, in which he proclaims: "It is impossible to ignore the fact that historic Christianity has been committed to a separation of sheep and goats; the saved and the lost; the elect and the mass....Those outside the fold of the church and those who do not rely upon belief in the supernatural have been regarded as only potential brothers, still requiring adoption into the family. I cannot understand how any realization of the democratic ideal as a vital moral and spiritual ideal in human affairs is possible without surrender of the conception of the basic division to which supernatural Christianity is committed."

-- Experiment in Autobiography by H. G. Wells (who authored The Open Conspiracy: Blue Prints for a World Revolution in 1928 and will author The New World Order in 1939) is published, in which he declares: "The organization of this that I call the Open Conspiracy, the evocation of a greater sounder fellow to the first Communist essay, an adequately implemented Liberal Socialism, which will ultimately supply teaching, coercive and directive public services to the whole world, is the immediate task before all rational people. I believe this idea of a planned world-state is one to which all our thought and knowledge is tending....It is appearing partially and experimentally at a thousand points....When accident finally precipitates it, its coming is likely to happen very quickly....Sometimes I feel that generations of propaganda and education may have to precede it....Plans for political synthesis seem to grow bolder and more extensive.... The New Plan in America to the New Plan in Russia and how are both related to the ultimate World-State?...There must be a common faith and law for mankind....Only after a huge cultural struggle can we hope to see the world-state coming into being. The Open Conspiracy has to achieve itself in many ways, but the main battle before it is an educational battle."

-- Who Shall Survive? A New Approach to the Problem of Human Interrelations by psychiatrist J. L. Moreno is printed (an expanded version titled Who Shall Survive? Foundations of Sociometry, Group Psychotherapy and Sociodrama will be printed in 1953). Moreno is the founder of "sociometry," which utilizes sensitivity training methods such as role-playing, psychodrama and sociodrama. Moreno acknowledges in his book that John Dewey had a great part in preparing the way for sociometry. And after Dewey reads Moreno's book,

Dewey will say that sociometry is "the next stage." Moreno refers to role-playing as "God-playing" to develop "social shock methods which may well become scientific methods of social action."

Fifty years later, Jacqueline Lawrence will testify on June 7, 1984, before the Subcommittee on Education, Arts and Humanities of the U. S. Senate Committee on Labor and Human Resources, regarding psychodrama being used for attitudinal change. Her testimony includes the following: "one example is for the concept that we must prune away defective persons in order to improve the quality of life for the remainder of the group. This drama involves murder. Many variations are found. I first came across this psychodrama theme in a federally funded home economics curriculum guide containing the exercise, 'Whom Will You Choose?' It goes as follows: 11 people are in a bomb shelter with provisions sufficient to last 11 persons two weeks or 6 persons a month. The group is told that 5 persons must be killed. They are instructed to accept the situation as fact, that is, to concern themselves with life/death choices, not with attacking the logic or probability of the situation. A profile is given of each person in the shelter. Problem people, such as the athlete who eats too much, the religious type with 'hang-ups,' the pregnant or ill are generally killed. Survivors tend to be those trained in medicine, engineers, and pacifiers.

It can readily be seen that once a student has acted out the murders, he has resolved the dilemma and by his action agreed to the concept of murder. From this point on, it will not be difficult for him to accept and justify murder in any number of situations. The student will no longer hold the same commitment to his previously held conviction that murder is illegal and unjustifiable. One student I know played out the life/death exercise in five different classes in one school term--in mathematics, geography, English, biology and social studies.

The life/death exercises have shocked students. Many have refused to participate, while others have broken down emotionally and even fled the classroom. Such survival exercises have been written into federally funded programs since 1971. Why have educators held onto this strategy with such tenacity for so many years? Will it prepare the child's eventual acceptance of the concept found in totalitarian societies that in order to have a planned, productive society we must prune away the defective?"

After reading Moreno's book, President Franklin Roosevelt will tell Moreno in Hyde Park one day that "When I am back in Washington, I will see where your ideas can be put to use." Moreno's sociometric groupings will be taken up in the 1950s and early 1960s by Hilda Taba when she will develop a social studies curriculum that will become widely used in the U. S. Receiving considerable federal funds while at San Francisco State College, she will develop the "Thinking Project," which will de-emphasize subject matter and facts in favor of

carefully selected information that would lend itself to analysis and discussion--this will become known as "critical thinking."

-- March 3: The Cleveland Plain Dealer quotes L. Thomas Hopkins of Teachers College's Lincoln School: "...The present secondary school should be thoroughly reorganized. Present subjects should be discarded, and the curriculum reorganized around pressing social problems...the learner will select and direct his own education under the guidance of the teacher. Present requirements for admission to college will be abandoned, thus removing the pressure for learning much useless information...No uniform rigid standards will be imposed. Standards will be fixed by the learning group, or by the individual for himself...."

-- July: At the 72nd Annual Meeting of the NEA, held in Washington, DC, in a report titled "Education for the New America," Willard Givens (who will become executive secretary of the National Education Association in 1935, will hold the position for seventeen years, and then will take over the education program of the Supreme Council thirty-third degree of the Scottish Rite) says: "A dying laissez-faire must be completely destroyed and all of us, including the 'owners,' must be subjected to a large degree of social control....An equitable distribution of income will be sought....[And] the major function of the school is the social orientation of the individual. It must seek to give him understanding of the transition to a new social order." Givens had submitted a report with similar language at the NEA Convention in Cleveland, Ohio, on March 1, 1934.

-- October: An editorial in The Social Frontier advocates "the freedom of the teaching profession to utilize education in shaping the society of tomorrow."

-- October: The Social Frontier publishes "Can Education Share in Social Reconstruction?" in which John Dewey proclaims that schools will "take an active part in determining the social order--or disorder--of the future, according as teachers and administrators align themselves with the older so-called 'individualistic' ideals--which in fact are fatal to individuality for the many--or with the newer forces making for social control of economic forces."

-- Conclusions and Recommendations (the last of a 17-volume study concerning American education, with George Counts serving as director of research) of the Commission on Social Studies of the American Historical Association is published. The work of the Commission was financed (\$340,000) by the Carnegie Corporation, and the document states that "the age of individualism

is closing and a new age of collectivism is emerging...a corresponding enlargement of the functions of government...a society in which individual property rights will be altered and abridged."

Commenting on the document in The New Republic article "A New Education for a New America" (July 29, 1936), British Socialist Professor Harold Laski remarks: "The commission realizes that our education for individualism in a society where individualism will no longer work adequately, simply will not do....They see that the old America is dead....Professors Counts' and Curti's volumes (for the Commission) presuppose that to realize a society in which, effectively, the privileges and power associated with individual ownership will be virtually abrogated....Their demands involve a considerable increase in the volume of taxation,...and a content of teaching which frankly admits that the age of government control has arrived....For, at bottom, and stripped of its carefully neutral phrases, the report is an educational program for a socialist America. Such a program on any wide scale could be implemented in a society only where socialism was the accepted way of life; for it is a direct criticism of the ideals that have shaped capitalist America; the ideals, also, that American capitalists still stoutly hold. To them it says in effect: What you think are the safeguards of America are the things we believe will work disaster for it. We ask you to allow the schools to be used for the destruction of those safeguards. We want to fill them with teachers who will analyze critically all the things for which you stand. We want to create in the schools a new generation which will realize that your ideals, your purposes, your methods, are both dangerous and obsolete....When the business men translate this request into concrete terms, what does it mean? Radicals in the schools....The fight for the possession of the schools is every whit as fundamental as the fight for the right to religious belief...."

-- December: NEA Journal editor Joy Elmer Morgan writes an editorial calling for government control of corporations.

1936

-- June: James M. Shields, supervising principal of elementary schools in Winston-Salem, NC, is quoted in The Social Frontier as saying: "It fairly staggers one to consider the tremendous task ahead in revision of our existing instructional literature if it is to be of any use at all in a collectivist society. Hardly a public school textbook now in use but is saturated with the profit psychology."

-- Earl Browder, speaking at the ninth national convention of the Communist Party in the U. S., proclaims: "Whoever wins the youth, wins the future of America."

1938

-- March 1: In George Mosse's Nazi Culture (1966), in the chapter "The Key: Education of Youth," it would be after March 1, 1938 that "a centralized censorship comes into existence, to be exercised by a Nazi party commission in collaboration with the Ministry of Education. The textbooks were increasingly National Socialist, the teachers were regimented....The Nazis did make changes in the school system....The individual states were abolished....The Nazis attempted to unify the school system, as they 'meshed the gears' of all other activities in the Third Reich....Changes in curriculum brought all schools closer together....Social pressures aided the Nazis in getting rid of the influence of the older generation....Inspector of National Political Educational Institutions, SS leader Heissmeyer's ideal boy was to subordinate his qualities completely to the service of the Third Reich....Character building rather than book learning" would be a much desired educational ideal, but "'character' did not mean self-reliance and independence, but a steeling of oneself for service and obedience in the name of the Volk and the Fuhrer." All totalitarians, whether Nazis or Fascists or Communists, consider national service and the nationalization of education to be extremely important.

-- June 29: The New York Herald Tribune covering the NEA Convention in New York City reports: "Dr. Goodwin Watson, Professor of Education at Teachers College, Columbia University, begged the teachers of the nation to use their profession to indoctrinate children to overthrow 'conservative reactionaries' directing American government and industry....(He) declared that Soviet Russia was one of 'the most notable international achievements of our generation.'"

-- July 1: Dr. John Tildsley writes in The Social Frontier concerning John Dewey et al: "The Frontier Thinkers are primarily Social Reformers, New World Makers....As I see it they are no longer school masters, they are just emotionalized social reformers. The world needs both...but...*why employ the very expensive machinery of the school for an end that is not education but merely conversion?*...The extreme Frontier Thinkers...plan to establish the collectivist society by exploiting (not really educating) the children through the agency of the teachers and enrolling them in a movement approved by probably not five per cent of the parents. Such a plan is both immoral and impracticable...."

In the fervor of their devotion to one cause, the collectivist society, they have lost sight of the cause to which (because of the positions they hold) they are supposed to give the full measure of devotion--the growing of children...."

-- Between this year and 1941, Harold Rugg and James Mendenhall produce Pupil's Workbooks of Directed Study, which will be used by perhaps 5 million students in 1940, and according to the Teacher's Guide for the workbooks: "Of the 315 pupils, 88% said that the following statement was true, 'My country is unquestionably the best country in the world.' Now the attitude thus expressed is one that we decidedly do not want to develop in our classes....The United States is not a land of opportunity for all our people...."

1939

-- Autumn: The Southern Review publishes an article by Dr. Howard Roelofs, who explains: "Their [Progressivists] hope is that somehow through suggestion, guidance, study trips, and the like, teachers and children will move spontaneously and eagerly from whatever life problems happen first to appear, to those others which in fact are inseparable from economic abundance and the rest. Worries of parents, family quarrels, a hungry child, current problems confronting the community, will provide of themselves initial points of contact for the children, and feeling will do the rest....The study of these will generate the study of all the auxiliary techniques required for a solution from milking a cow to the mathematics and managerial principles of large scale industry. Finally, genuine solutions, technical and moral will somehow emerge and at once be joyfully adopted...."

Not all who teach, not even all who teach teachers to teach, accept this new doctrine; but those who do have captured control of most of the prominent schools of education, notably Teachers College at Columbia University. These men and women, through the system of training and licensing...have thus an unusual opportunity to propagate their ideas and to further the appointment of their most eager converts to positions in the public schools. All these leaders and converts are militant, energetic, with the fervor of fanatics....(Emphasizing method over knowledge) gives to the Schools of Education a strangle hold over the licensing of teachers....A single fact is sufficient to exhibit the extent and character of their control. The great majority of instructors and professors in our colleges and universities, the staffs of the Schools of Education excluded, are in practice, debarred from teaching in the public schools."

-- "Theory of Valuation," an essay by John Dewey is published concerning the formation of values. This work will form a partial basis upon which Louis Rath will develop his 7-part valuing process, and Rath will introduce the term, "values clarification," in the late 1950s while teaching at New York State University. Rath will use situation ethics techniques like the "fallout shelter" scenario where students have to decide who would live and die in a hypothetical situation.

-- The New York City Board of Education institutes a 15-week sex education training program for public school teachers.

-- The School-Health Coordinating Service is begun with support by the Rockefeller Foundation, the General Education Board, and the State (N.C.). Its work is carried out through training of teachers in colleges, summer conferences for school and health workers with accompanying "child demonstration" schools, and In-Service or on-the-job programs. A number of teachers attending from States surrounding N. C. are aided by Rockefeller Fellowships. These summer conferences and "child demonstration" schools will be interrupted some years later due to the polio epidemic. (For the next in a series of steps toward more and more government interference in "the family," see related "1967" entry in this chronology.)

-- The National Education Association (NEA) publishes A Golden Treasury From The Bible, Personal Growth Leaflet No. 22, containing many important Biblical passages. Two years later, the NEA will publish The American Citizens Handbook emphasizing American patriotism and citizenship. These are in contrast to later NEA publications and resolutions emphasizing humanistic principles and globalism or world citizenship.

1940

-- The NEA begins promoting the "Building America" social studies texts, which a California Senate Investigating Committee on Education will later condemn for its subtle support for Marxism or Socialism contrary to American values.

1941

-- That Men May Understand by Harold Rugg is published, in which he describes the Kilpatrick Discussion Group, composed of himself, William Kilpatrick, George Counts and others. Rugg frequently acted as chairman of the discussions which occurred regularly throughout the 1930s, and states that by 1932 "we had become a fairly

cohesive group, taking our stand together for the general conception of the welfare state...."

-- February 22: The New York Times prints Benjamin Fine's (Times Education Editor) interview with Dr. Ralph Robey commenting upon textbooks: "By and large, the textbooks commonly used by the 7 million secondary school children of America are poorly written.... There is a notable tendency to play down what this country has accomplished and to place the emphasis on defects....What you get is a critical attitude that is destructive in its influence."

-- The American Humanist Association is founded by Edwin Wilson, one of the original 34 signers of the 1933 Humanist Manifesto, who while helping to write the document called it an "educational instrument meant to shake up some thinking."

-- An Experiment in the Development of Critical Thinking by Edward Glaser is printed. It is one of the first books concerning "critical thinking," and follows the psychodrama and sociometry work of Rumanian psychiatrist Jacob Moreno in the early part of the century.

1942

-- October 13: The San Francisco Examiner publishes an article by Dr. John Almack, in which he comments concerning Progressive Education: "Even under favorable conditions, it will take us a quarter of a century to restore American education to the level it held before the Progressive onslaught.

It is wrong not to utilize human experience to the fullest extent, not only to teach values and desirable practices but to expose failure, neglect and wrong motives....

The Progressive policy of deprecating our history and of putting it on the scrap heap has materially weakened national unity and broken the continuity of the social process....

The cult is also wrong in its play upon experience and activity as ways to education. All the hordes of ignorant and uneducated who have trod the earth stand forth in mute testimony to the fallacy that experience is enough to develop civilized and ethical men."

-- The American Institute for Character Education is incorporated. In the Institute's "Character Education and the Teacher: A Handbook," one will find the familiar term "clarifying values," and AICE's program will not be based exclusively upon Judeo or Christian values, but rather upon ethical concepts shared by major world religions and cultures.

-- December: NEA Journal editor Joy Elmer Morgan writes an editorial, "The United Peoples of the World," explaining a world organization's or world government's need for an educational branch, a world system of money and credit, a uniform system of weights and measures, a world police force, and other agencies.

1943

-- April 3: The New York Times publishes the comments of Hugh Fraser, an official of the U. S. Office of Education and Chairman of the Committee on American History, regarding the teaching of U. S. History in public schools: "Responsibility for the present appalling neglect of American history in the high schools and elementary schools of the nation must go to the social studies extremists...."

The pitfall they have stumbled into has been due to a failure to recognize that the structure of history does not lend itself to the technique of the social studies. And this failure has led to tragic results....

The tragedy really began in 1924 in Denver, Col., when the Superintendent of Schools, acting on suggestions from Teachers College, Columbia University, moved to substitute a course in social science for the then-existing courses in American history and geography....

Illustrative of the extremes to which this apathy and indifference to the history of the United States has gone is the reply of a well-known social studies advocate who, when asked if he did not think the school children of America should have some knowledge of Thomas Jefferson, replied:

'Well, if there is anything about Jefferson that may be said to have a particular bearing on events today, I would say "yes." Otherwise not.'..."

-- April 4: Benjamin Fine writes in The New York Times that based upon a survey conducted by the Times, college freshmen throughout the U. S. "knew almost nothing about many important phases of their country's growth and development." The survey showed that "less than half of the students could name two of the many specific powers granted to Congress by the Constitution,...only 45% could name the four specific freedoms guaranteed in the Bill of Rights...."

-- The Association for Supervision and Curriculum Development (ASCD) is founded, and is a division of the NEA.

1944

-- "The American Way of Business" is published by the National Education Association's National Association

of Secondary School Principals and National Council for Social Studies. It is written by Oscar Lange and Abba Lerner, the former of whom will later renounce his American citizenship and become Communist Poland's U. N. Ambassador. The pamphlet calls for the nationalization of all banking, credit, insurance companies, and natural resources, and that an economic court be established and "given the power to repeal any rules of Congress, of legislatures, or of the municipal councils." It is prepared under a grant from the Rockefeller General Education Board.

-- The U. S. Supreme Court rules in Prince v. Massachusetts: "It is cardinal with us that the custody, care and nurture of the child reside first in the parents, whose primary function and freedom include preparation for obligations the state can neither supply or hinder."

1946

-- January: The NEA Journal publishes "The Teacher and World Government" by Joy Elmer Morgan (editor of the NEA Journal, 1921-1955), in which he proclaims: "In the struggle to establish an adequate world government, the teacher...can do much to prepare the hearts and minds of children for global understanding and cooperation....At the very top of all the agencies which will assure the coming of world government must stand the school, the teacher, and the organized profession."

-- February: The journal Psychiatry publishes an article by Brock Chisholm (head of the World Health Organization and close friend of Alger Hiss), in which he writes that "a program of re-education or a new kind of education" needed to be charted whereby "the science of living should be made available to all people by being taught to all children in primary and secondary schools....Only so, can we help our children to carry out their responsibilities as world citizens as we have not been able to do....To achieve world government, it is necessary to remove from the minds of men their individualism, loyalty to family tradition, national patriotism, and religious dogmas....We have swallowed all manner of poisonous certainties fed us by our parents, our Sunday and day school teachers, our politicians, our priests....The reinterpretation and eventual eradication of the concept of right and wrong which has been the basis of child training, the substitution of intelligent and rational thinking for faith in the certainties of the old people, these are the belated objectives...for charting the changes in human behavior."

-- April 1: Dr. Walter Cocking in New York City writes a proposed "Educational Program for Montgomery County (MD) Schools" for Dr. Nicholas Englehardt and Associates, who are consultants to the Montgomery County schools. In the letter of transmittal, they ask that the program "be put into operation gradually." In the "Service" part of the program, among other things, it is recommended that the school provide health and medical services for children and adults, child care services, feeding services, social welfare services, and the section concludes with the statement: "In the future development of school programs, the service program will receive increasing emphasis until the school becomes in fact the agency to which all the people of the community turn when in need of assistance."

-- April: The NEA Journal prints "National Education in an International World" by I. L. Kandel of Teachers College, Columbia University, who comments: "The establishment of the United Nations Educational, Cultural and Scientific Organization (sic) marks the culmination of a movement for the creation of an international agency for education which began with Comenius....Nations that become members of UNESCO accordingly assume an obligation to revise the textbooks used in their schools....Each member nation, if it is to carry out the obligations of its membership, has a duty to see to it that nothing in its curriculum, courses of study, and textbooks is contrary to UNESCO's aims." (For more about Comenius, see entry at 1957.)

-- Teachers College closes the Lincoln School and replaces it with the Institute of School Experimentation. In Lawrence Cremin et al's A History of Teachers College Columbia University (1954), one reads: "The judgment of the Trustees and administration in 1946 that the Institute of School Experimentation would prove to be the most effective instrument for experimenting in the public schools has been amply justified by the Institute's record. Closing the School and using the endowment's funds for the Institute has had the effect of increasing the number of College's educational laboratories. Where once Teachers College had laboratory schools only on Morningside Heights, it now had them all over the nation, and they are public schools with typical public school populations."

-- August: The NEA sponsors a World Conference of the Teaching Profession (representatives from 28 nations are present), which drafts a Constitution for a World Organization of the Teaching Profession. The organization will hold its first regular meeting in August 1947 in Glasgow, Scotland, and will be "a mighty force in aiding UNESCO," in the words of William Carr (associate secretary of the NEA's Education Policies Commission).

-- October: The Carnegie Endowment for International Peace's journal, International Conciliation, prints "Learning and Peace: The United Nations Educational, Scientific and Cultural Organization Starts Its Work." This gives the history of UNESCO from the Conference of Allied Ministers of Education, 1943-45, through legislation authorizing U. S. membership in UNESCO (Public Law 565--79th Congress), approved July 30, 1946, accompanied by President Truman's (a Mason) statement the same date stating that "...education must establish the moral unity of mankind."

1947

-- The U.S. Supreme Court delivers its Everson v. Board of Education decision, in which for the first time the Court declares there to be a separation of church and state in the First Amendment to the Constitution.

-- National Training Laboratories (NTL) is founded, sponsored by the NEA's Division of Adult Education Service and by the Research Center for Group Dynamics at the University of Michigan.

-- October: The NEA Journal includes "On the Waging of Peace" by NEA official William Carr, who states: "As you teach about the United Nations, lay the ground for a stronger United Nations by developing in your students a sense of world community. The United Nations should be transformed into a limited world government. The psychological foundations for wider loyalties must be laid....Teach about the various proposals that have been made for strengthening the United Nations and the establishment of world law. Teach those attitudes which will result ultimately in the creation of a world citizenship and world government....We cannot directly teach loyalty to a society that does not yet exist, but we can and should teach those skills and attitudes which will help to create a society in which world citizenship is possible."

-- November 30: The New York Times (and Progressive Education, November 1947--January 1948) reprints the following from the American Education Fellowship's (formerly the Progressive Education Association) policy statement adopted November 27: "To channel the energies of education toward the establishment of a genuine world order, an order in which the national sovereignty is subordinated to world authority in crucial interests affecting peace and security...an order which must be geared with the increasing socializations and public controls now developing in...certain other countries...an order in which 'world citizenship' thus assumes at least equal status with national citizenship....The task is to

experiment with techniques of learning which look toward intelligent consensus....The school should become a center of experimentation in attaining communities of uncoerced persuasion." The first draft of the policy statement is written by collectivist educator Dr. Theodore Brameld, who will be invited in the 1960s by the U. S. Commissioner of Education to serve on a committee looking for long-range educational objectives.

— December 12: Addressing the closing session of the first day's conference on UNESCO at Wichita, Kansas, Milton Eisenhower explains: "...one can truly understand UNESCO only if one views it in its historical context (and) viewed this way it reveals itself as one more step in our halting, painful, but I think very real progress toward a genuine world government." (See The Kansas Story on UNESCO, Dept. of State Publication 3378.)

— In Volume 8 of a Report by President Truman's Commission on Higher Education published this year, one finds the following recommendation: "The role which education will play officially must be conditioned essentially by policies established in the State Department in this country, and by ministries of foreign affairs in other countries. Higher education must play a very important part in carrying out in this country the program developed by UNESCO....The United States Office of Education must be prepared to work with the State Department and with UNESCO."

1948

— UNESCO: Its Purpose and Its Philosophy by Sir Julian Huxley (the first Director-General of UNESCO, 1946-48) is published, in which he declares: "The general philosophy of UNESCO should be a scientific world humanism, global in extent and evolutionary in background....In its education program it can stress the ultimate need for world political unity and familiarize all peoples with the implications of the transfer of full sovereignty from separate nations to a world organization...political unification in some sort of world government will be required....Tasks for the media division of UNESCO (will be) to promote the growth of a common outlook shared by all nations and cultures...to help the emergence of a single world culture....Even though it is quite true that any radical eugenic policy will be for many years politically and psychologically impossible, it will be important for UNESCO to see that the eugenic problem is examined with the greatest care, and that the public mind is informed of the issues at stake so that much that now is unthinkable may at least become thinkable." Excerpts from this volume will be reproduced under the title, "A

New World Vision" (The Humanist, March/April, 1979).

— Education for International Understanding in American Schools--Suggestions and Recommendations is produced by the NEA with partial funding by the Carnegie Corporation, and contains the following statements: "The idea has become established that the preservation of international peace and order may require that force be used to compel a nation to conduct its affairs within the framework of an established world system. The most modern expression of this doctrine of collective security is in the United Nations Charter....Many persons believe that enduring peace cannot be achieved so long as the nation-state system continues as at present constituted. It is a system of international anarchy--a species of jungle warfare. Enduring peace cannot be attained until the nation-states surrender to a world organization the exercise of jurisdiction over those problems with which they have found themselves unable to deal singly in the past."

— May 13: Testifying before the U. S. Senate Judiciary committee, Elizabeth Bentley states: "When I became a Communist, I was finishing the last part of my Master's thesis at Columbia, the end of 1934 and beginning of 1935. I would say that my studies in Vassar had gotten me to the point where I was a complete pushover for Communism. I would say that that is the general tendency, not only in Vassar, but in a goodly number of colleges....I grew up to womanhood without becoming acquainted with the American government... This fault, I think, runs all through our educational system."

— Walden II by B. F. Skinner (1972 Humanist of the Year) is published describing a society in which children are reared by the State rather than their parents, are taught only "desirable" characteristics from birth, and are never punished.

— The Lottery is published and will be included for 9th grade students in The Junior Great Books program, which will include 700,000 youth in all 50 states. In this book, a boy helps stone his mother to death. In another book in this program, 5th graders will read in the story "The Veldt" (1980) about children telling lions to devour the children's parents.

1949

— January: The Masonic magazine New Age publishes a statement recommending that students be taught the "balance between good and evil."

– The Story of the Trapp Family Singers by Maria Trapp is published, in which one reads: "This morning we were told [by the Nazis] at the (school) assembly that our parents are nice, old-fashioned people who don't understand the new Party. We should leave them alone and not bother. We are the hope of the nation, the hope of the world. We should never mention at home what we learn at school now."

– UNESCO publishes a series of booklets titled Towards World Understanding, in Volume 1 of which one reads that children should be taught "...those qualities of citizenship which provide the foundation upon which international government must be based if it is to succeed." And in Volume 5, one reads: "The kindergarten...has a significant part to play in the child's education. Not only can it correct many of the errors of home training...it can prepare the child...for membership in the world society....The success of the teacher in bringing up his pupils to be good citizens of the world....As long as the child breathes the poisoned air of nationalism, education in world-mindedness can produce only precarious results....For the moment, it is sufficient to note that it is most frequently in the family that the children are infected with nationalism by hearing what is national extolled and what is foreign disparaged....The activity of the school cannot bring about the desired result unless, repudiating every form of nationalism...may usher in the revolution." This attitude fits with that expressed in the April 1949 issue of United Nations World magazine in an article by Ambassador Warren Austin, Chief of the U. S. Mission to the U. N., where he writes: "...all of us today need...the far vision in world affairs....We must look far ahead to our final goal of world peace under law: that introduces World Federation....World government...could not be accepted without radical change of national outlook....It will take a long time to prepare peoples and governments of most nations for acceptance of and participation in a world government.... If we expect this future world government to be created by agreement and not by force or conquest, we will have to be willing to work patiently until peoples or governments are ready for it...."

– The Aspen Institute for Humanistic Studies is founded.

– May: Progressive Education publishes American Education Fellowship president Kenneth Benne's statement that "teachers and school administrators (should) come to see themselves as social engineers. They must equip themselves as 'change agents.'"

– Ohio State University's Bureau of Educational Research prepares an "intercultural testing program" questionnaire, titled "The Wishing Well." Its distribution will increase each year through 1952, and this "test" for boys and girls 4th-7th grades will include such items for students to check as: "I wish I did not feel so different from my parents," "I wish I knew how you can believe that God is always right and at the same time believe that you should think for yourself," and "I wish I felt like a real member of my family."

– Summer: The Bulletin of the American Association of University Professors prints "The Stranglehold on Education" by Harold Clapp, who professes: "No dyed-in-the-wool Educationist really seems to believe that knowledge of a subject has much to do with teaching that subject. Subject-matter requirements for teachers are pitifully inadequate, and cannot well be otherwise. There is much too little time to study the subject one is to teach when so much time is taken up by courses in how to teach....The appalling fact is that our most poorly educated college graduates are our teachers."

1950

– September: The Masonic publication The New Age publishes "God's Plan in America" by C. William Smith, who declares that "Providence has chosen the Nordic race to unfold the 'New Age' of the world---A 'Novus Ordo Seclorum'....The American Race will be the sixth Aryan Civilization....Our great American Public Schools---God's chosen schools---are nonsectarian....Great God our King has chosen the great American Public Schools to pave the way for the new race, the new religion and the new civilization that is taking place in America. Any mother, father or guardian who is responsible for the taking away of the freedom of mind, freedom of will or freedom of spirit is the lowest criminal on earth, because they take away from that child the God-given right to become a part of God's great plan in America for the dawn of the New Age of the world."

– October 12: The Chicago Tribune publishes "Chicago Pupils Study How to Be Like Stalin" by Frank Hughes, who begins his column as follows: "A textbook called I Want to Be Like Stalin (published in 1947), written by Soviet Communists and translated from the Russian, is part of the civics course required today of all senior pupils in Chicago public high schools, The Tribune learned yesterday. The translator and editor of the volume is George S. Counts of Teachers College, Columbia University, a pioneer of the so-called 'progressive' education movement, whose sympathies for Russian communism in the early 1930s are reflected in this

book...." The volume covers such topics as "Moral Education," "The Spirit of Socialist Humanism," and "Character" education.

— Ends and Means in Education by Theodore Brameld is published. In the mid-1960s, Brameld will be invited by the U. S. Commissioner of Education to serve on a committee to plan the future of education in the U. S. In this book, Brameld emphasizes that "The majority machinery of the United Nations, UNESCO, or any similar organization created on behalf of world order should be so greatly strengthened that no member country...can conceivably refuse to abide by its own power-backed decisions."

— The "Union for the Study of the Great Religions" is founded at Oxford University, with Chairs in many of the

world's universities. Two such teachers of the Study of (Comparative) Religions in the 1980s and 1990s will be Dr. Diana L. Eck, Professor of History of (Comparative) Religions at Harvard University, and Dr. Raimundo Panikkar, Professor of Comparative Religions at the University of California. Teaching about religions increasingly will be taught in schools during the last quarter of the twentieth century; and the Social Studies School Service, for instance, will offer sound filmstrips, multimedia kits, books, etc., covering the world's religions "in the attempt to foster respect and appreciation for religious diversity." In The New York Times (March 19, 1989) Peter Steinfelds will report that since 1970, Robert J. Dilzer, a high school social studies teacher in Connecticut, has been teaching a course on world religions, and that "Some (students) said the knowledge gained had encouraged them to re-examine their families' beliefs."

1951 - 2000

1951

-- The Impact of Science Upon Society by Fabian Socialist Bertrand Russell (father of the "peace symbol," Nero's broken Christian cross turned upside down) is published, in which he states that under a much needed scientific dictatorship, "the social psychologist of the future will have a number of classes of school children on whom they will try different methods of producing an unshakable conviction that snow is black. Various results will soon be arrived at: first, that influences of the home are obstructive"; and in order to further condition students, he stated that "verses set to music and repeatedly intoned are very effective....It is for the future scientist to make these maxims precise and discover exactly how much it costs per head to make children believe that snow is black. When the technique has been perfected, every government that has been in charge of education for more than one generation will be able to control its subjects securely without the need of armies or policemen."

-- God and Man at Yale by William F. Buckley, Jr. is published, in which he comments: "The teachings of John Dewey and his predecessors have borne fruit. And there is surely not a department at Yale that is uncontaminated with the absolute that there are no absolutes, no intrinsic rights, no ultimate truths. The acceptance of these notions, which emerge in courses in history and economics, in sociology and political science, in psychology and literature, makes impossible any intelligible conception of an omnipotent, purposeful, and benign Supreme Being who has laid down immutable laws, endowed his creatures with inalienable rights, and posited unchangeable rules of human conduct."

-- UNESCO publishes Volume VII of its series titled, Towards World Understanding, in which one reads: "...many young people are uninterested in, or even skeptical about, moral teaching, especially at the present time, when it is so rarely carried into practice in modern society. Unconsciously reflecting the superficial opinion of their elders...."

-- March: The NASSP Bulletin of the National Association of Secondary School Principals publishes the article, "How Can the Junior High School Curriculum

Be Improved?" by A. H. Lauchner, who announces: "The Three R's for All Children, and All Children for the Three R's! We've made some progress in getting rid of that slogan. But every now and then some mother with a Phi Beta Kappa award or some employer who has hired a girl who can't spell stirs up a fuss about the schools...and ground is lost....When we come to the realization that not every child has to read, figure, write, and spell...that many of them either cannot or will not master these chores...then we shall be on the road to improving junior high curriculum....For those thousands who have neither capacity nor desire to work in those areas, the school must provide other types of activities they can and will do. It's high time for us to stop cramming these subject materials down all mouths...and I shall now include history, geography....Establish such flexibility in the curriculum as will permit realization of the dream...and the improvement will have come about."

-- June 11: Benjamin Fine writes in The New York Times that based upon a survey of college students that he conducted for the Times concerning the subject of geography, "...only 5% of the students could list the states...(bordering) the Atlantic Coast. They named many inland states, even going west of the Mississippi....Although we border on the world's largest oceans, few students knew it. Only 25.7% could name the four largest oceans in the world...."

-- August 12-16: Frank Hughes in the Chicago Tribune reports the facts concerning the "Citizenship Educational Project" administered by Teachers College, Columbia University, and financed by the Carnegie Corporation (\$1,417,550 during 1949-1951). Regarding this project, Augustin Rudd in Bending the Twig (1957) will explain that "Although it was packaged as a teacher-aid project, it is difficult to avoid the conclusion that the 'Citizenship' program was consciously designed to further thought-control among high school and grade school pupils."

-- August 21: The American Federation of Teachers holds its 34th annual convention, at which Dr. Edgar Waugh, Professor of Political Science at Michigan State Normal College, "defended the much-criticized 'frills' of modern education. These, he argued, helped greatly to develop the child's personality. 'If either personality development or spelling has to go,' he declared, 'let it be spelling.'" (See The New York Times, August 22, 1951, p.L25.)

-- The Association for Humanistic Education and Development is founded.

1952

-- In this edition of F. A. Magruder's textbook, American Government, one sees the attitude and philosophy of the "progressive educators" taught to millions of American students. The text reads: "We know that unity of our own states brought peace and strength to our country. We believe that similar cooperation will bring peace and good will to the nations of the world....When we have definite international laws and an army to enforce them, we shall have international peace. When atomic bombs are made only by a world government and used only by a world army, who could resist?...Give the UN absolute power to regulate international trade and commerce....Immigration control now handled by each country would be relinquished to the UN along with the power to arbitrarily remove people from one part of the world and settle them in a place a UN planner determines their skills, etc. are needed....Place control of the Panama Canal under the United Nations....Establish an international police force strong enough that no nation can resist its orders....Give the UN power of taxation....Place control of broadcast stations, press, speech, etc. under UN control to insure development of 'cooperative' public opinion...."

-- Crowd Culture by Dr. Bernard Iddings Bell is published explaining the false logic of the "progressive educators": "To the Deweyites, a sound education is one which accustoms the pupils to discover group convictions and then conform to them. This is known as 'becoming socially adjusted.' By an act of faith,...they assume that group desire is certain to be *good* desire, that the group is always more trustworthy and wise than anyone within it."

-- February: At a Barnard College forum in New York City, Francis Crowley (dean of the Fordham University College of Education) declares: "The progressive social philosophy of education generates confusion and fosters disintegration. The school should not

be used as an instrument to agitate for the overthrow of existing society."

-- March 20: The Congressional Record prints U. S. Senator William Jenner's following remarks concerning education in America: "I want to make one thing clear. This war against our Constitution is not being fought way off in Madagascar or in Mandalay. It is being fought here--in our schools, our colleges, our churches, our women's clubs. It is being fought with our money, channeled through the State Department. It is being fought twenty-four hours a day--while we remain asleep.

How many of you Senators know what the UN is doing to change the teaching of the children in your own home town? The UN is at work there, every day and night, changing the teachers, changing the teaching materials, changing the very words and tones--changing all the essential ideas which we imagine our schools are teaching to our young folks.

How in the name of Heaven are we to sit here, approve these programs, appropriate our own people's money--for such outrageous 'orientation' of our own children, and of the men and women who teach our children, in this Nation's schools?"

-- National Training Laboratories (NTL) becomes a part of the NEA. In 1968, the NTL will separate from the NEA and become an independent organization, and it will later be called the NTL Institute for Applied Behavioral Science (1986).

1952-53

-- Yale University President A. Whitney Griswold refers in his Annual Report to a report from the Dean of a professional school in the U. S. complaining of "widespread illiteracy among college graduates...want of competence to read, write and spell the English language...want of capacity to acquire and apply intelligence."

1953

-- Educational Wastelands by A. E. Bestor is published, in which the author comments: "We must face the facts. Up-and-coming public school educationists are *not* talking about substituting one scholarly discipline for another. They stopped talking about that years ago. They are talking--as clearly as their antipathy for grammar and syntax permits them to talk--about the elimination of all the scholarly disciplines. Can we afford to entrust to men who think and act like this, the power to direct the first 12 years of American schooling?...the years in which young men and women must learn to think clearly and accurately if they are to learn to think at all."

-- Lawrence Cremin et al's A History of Teachers College, Columbia University (1954) explains that "the single most powerful education force in the world is at 120th Street and Broadway in New York City. Your children's teachers go there for advanced trainingWith one hundred thousand alumni, TC has managed to seat about one-third of the presidents and deans now [1953] in office at accredited U. S. teacher training schools. Its graduates make up about twenty percent of all our public school teachers. Over a fourth of the superintendents of schools in the one hundred sixty-eight U. S. cities with at least fifty thousand population are TC-trained."

-- Quackery in the Public Schools by former teacher Albert Lynd is published in which he makes the following insightful statements: "Many of Dewey's educational disciples may be coy or confused, but the master himself is clear enough in his writings about the implications of his philosophy. It excludes God, the soul, and all the props of traditional religion. It excludes the possibility of immutable truth, of fixed natural law, of permanent moral principles. It includes an attitude toward social reform which is anti-Communist, but unmistakably socialist...."

Whether you like it or not, the Education bureaucracy has relieved you of all basic decisions about the aims and methods of the schooling in your town. The professors at the center of the system, who have been elected by nobody, control the qualifications of your teachers by fixing them in terms of their own course offerings...an ambitious young administrator in a small town would be a fool to spend much time trying to find out what the parents and citizens would really like....He will move along much faster in the profession if he performs so as to draw the favorable attention of the pundits in some influential School of Education."

-- Publication of The Conflict in Education in a Democratic Society by Robert Hutchins. In this work, this leading "progressive educator" proclaims: "I am in favor of world government, and of most of the other social aims that reconstructionalism proposes; but I do not see how the schools can preach world government unless the American people are willing to have this aim promoted in the schools. At the moment I do not believe they are....A revolution cannot be brought about through the conscious inculcation of revolutionary doctrine in the schools." Note the word, "conscious."

-- The Turning of the Tides by the Hon. Paul Shafer (Michigan Congressman, 1937-1954) and John Howland Snow is published describing the movement of American education by "progressive educators" toward a Socialist

society and one-world government. In this book, Congressman Shafer expresses his own personal view: "...I believe that a movement which abrogates to the educational profession--or to any other profession or segment of our national life--the awful responsibility of 'social reconstruction,' is subversive...that a movement which urges teachers, or any other group of people, to 'deliberately reach for power and then make the most of their conquest'...is subversive. I believe that a movement which...belittles old, inherited loyalties, and the truths and values established by ages of human experience, is subversive. [And] I believe that a movement and philosophy which aims to convert the public schools into agencies for the promotion of super-national authority or world government, and which urges the systematic eradication---beginning in the kindergarten---of nationalism, decreeing that nationalism and the loyalties which it involves must go, is subversive."

-- July 1: Human Events publishes an article by Dr. E. Merrill Root of Earlham College relating that on April 23 at the seventh annual Tau Kappa Alpha speech conference, a resolution was passed to invalidate the Smith Act, the McCarran-Walter Act, and the Internal Security Act of 1950. Dr. Root then quotes one of the professors present regarding the resolution's passage as saying "I am tickled pink!" And when the professor was asked if he knew the implications of what he said, the professor replied: "I do. And I am not just 'liberal'--I am Left of liberal. I thought it the best thing I have ever seen done in a student assembly."

1954

-- January: Warning of the consequences regarding American students' lack of mathematical knowledge, Dr. Leland Miles writes in Phi Delta Kappan: "...For there are young navigators who died in China because they could not add, subtract, divide, and multiply two and three digit figures without making a mistake; and a mistake in the air of one degree means that your airplane will miss its home base by 60 miles...."

-- April 14: From a National Education Program Address titled, "Speak Up, Silent People," delivered in Searcy, Arkansas, journalist Howard Whitman states in a series of eye-witness accounts published in Collier's magazine: "Second to the seriousness of debates over education," he declared, "came the revelation to me, as I went from city to city, of a rather frightening trend...the muzzling of critics....I have found throughout the United States that people who dared to stand up and criticize the public schools did so, ladies and gentlemen, *at their peril*....Moreover, I have received scores of letters from

teachers who said they dared not sign their names because it would be their professional careers if they did. I have received hundreds of letters from parents who said they dared not raise their voices in their own communities because of the reprisals which would be taken against them; they would be smeared; they would be accused of being 'enemies of the public school.'

I have heard everywhere the label of 'enemy of the public schools' plastered upon people who want only the *improvement* of the public schools....The critics I met...were not enemies of the public schools. They did, however, oppose a group in this country which has attempted, and to a great extent succeeded, in controlling the public schools and in dominating them with a philosophy that does not represent all the American people and, in my opinion, does not represent even a near majority of them."

-- October: Mental Hygiene prints "Education for Mental Health" by George Stevenson, M. D., with the National Association for Mental Health. In this transcript of his April 2 radio broadcast, Dr. Stevenson remarks: "...it may be well to look into education for social action. If such education is to be one part of a broader effort to reach a goal, certain steps may be followed to make sure that mental-health education has its proper place in the total scheme....The schools stand in an especially strategic position....They are in a position to provide a good atmosphere within the school that can counterbalance the reverse at home....Education for mental health...is everybody's business."

-- Education in the New Age by occultist Alice Bailey (whose works were first printed by Lucifer Publishing Company) is published posthumously, revealing her eugenic mentality when she wrote that "the emphasis in the future will shift from the urge to produce large families to that of producing quality and intelligence in offspring." She noted that the "science of meditation should influence the field of education in the new age" and that it is "a subsidiary science preparatory to the science of the antahkarana. This is the means of building between the personality and the soul. This is the true science of bridging unconsciousness. It relates the individual mind eventually to the higher mind and later to the universal mind. It will eventually dominate the new educational methods in schools and colleges."

-- November 7: At a Conference on Adult Education for a Free Society, in Chicago, Professor Henry Steele Commager of Columbia University remarks: "We must abandon the indignity of teachers' loyalty oaths and legislative investigations to discover subversives among educators....We must cease meddling in their intellectual and private affairs. We must abandon...inquiries into the

curriculum and the libraries and the textbooks to discover dangerous ideas."

-- December 21: The New York World-Telegram and Sun publishes John Temple Graves' perceptive warning regarding the subtleness of socialism, including its effect upon "progressive educators": "A greater killer has been socialism. Not Communism, but its pale sister who doesn't know the facts of life--socialism. The socialism...which forgets ethics and the individual for the state. The socialism which gives us social-minded preachers who neglect God and men for 'society.' The socialism which persuaded so-called progressive educators to forget education for mere vocation and group-mindedness, and to propose liberty for babies even as a social-minded state created slavery for grown-ups. This socialism is a far greater home menace than out-and-out communism, for it is respectable, legal, not capable of being jailed or deported by the FBI or hounded down by Congressional committees."

1955

-- February 9: The New York Herald Tribune quotes President Eisenhower regarding the need for local control of education rather than a centralized national system: "...A distinguishing characteristic of our nation--and a great strength--is the development of our institutions within the concept of individual worth and dignity. Our schools are among the guardians of that principle. Consequently...and deliberately their control and support throughout our history have been--and are--a state and local responsibility. The American idea of universal public education was conceived as necessary in a society dedicated to the principles of individual freedom, equality and self-government...."

Thus was established a fundamental element of the American public school system--local direction by boards of education responsible immediately to the parents of children. Diffusion of authority among tens of thousands of school districts is a safeguard against centralized control and abuse of the educational system that must be maintained. We believe that to take away the responsibility of communities and states in educating our children is to undermine not only a basic element of our freedom but a basic right of our citizens...."

-- Why Johnny Can't Read and What You Can Do About It by Dr. Rudolph Flesch is published. It is a stinging criticism of the "look-say" reading instruction method.

1956

-- What's Happened to Our Schools? by Rosalie Gordon is published by America's Future, Inc. In this booklet, the author describes how "progressive educators" have tried "to turn the American Republic into a socialist society" by using European revolutionary methods with which Americans were unfamiliar. First, American students had to have lessened their respect for the nation's history and authority figures. She quotes leading "progressive" Dr. George Counts promoting a collectivist society and acknowledging that what he calls "progressive education" might be called "indoctrination." She points out that "The group—not the individual child—is the quintessence of progressivism. The child...must indulge in group thinking, in group activity. You can't make socialists out of individualists, so this group idea is the nucleus of the progressive system. It means no child must be permitted to forge ahead of another—that would hurt the group. Therefore, promotions are automatic—nobody is 'left back' because of poor work or in order to get better basic training. Grading and graded report cards are out the window. Competition...breeds rivalry and endeavor to pull oneself a bit above one's fellows—and that is anathema to 'the group.' It isn't long before the children get the idea that trying isn't worthwhile. And with the disciplinary lines slack or non-existent, it isn't long before naturally curious children avid for new experiences turn to other and bizarre pursuits." This type of "groupthink" will later evolve into "cooperative learning."

-- November 23: Former teacher, Communist, and organizer of the New York Teachers' Union, Dr. Bella Dodd states in an interview in the Los Angeles Tidings: "...the Communist party whenever possible wanted to use the Teachers' Union for political purposes but the party had a definite interest in education also. The Communists in the Teachers' Union were for progressive education. *We were its most vocal and enthusiastic supporters.* I wondered at the time why the people at Columbia were interested in a small union like ours. Then I learned that the function of the Communist party was to be the lead donkey pulling the drift of American life to the left." [Italics added] Dr. Dodd continued, "Most of the programs we advocated, the National Education Association followed the next year or so. They were following the Columbia group too." Concerning specific things in Progressive Education that the Teachers' Union advocated, the former teacher said: "I remember the banning of report cards, the abolishment of fixed standards of achievement and the abolishing of a set curriculum. All Progressive Education principles."

-- December 1: America publishes an article by Neil McCluskey, in which he writes: "The progressivists began

by assuming that the older education had been a general failure....They told the world that earlier teachers were a breed of ill-equipped, overly bookish tyrants. Hence, they argued for progressive teachers colleges, life-adjustment programs and the child-centered classroom."

1957

-- UNESCO hails Jan Amos Komensky (Comenius) as its spiritual father. He was a 17th century educational reformer and religious syncretist who advocated a world parliament. He also advocated one universal body of educators, which he called the "staff of light."

1958

-- Brainwashing in High Schools by Professor E. Merrill Root of Earlham College is printed, in which he relates the views of Major William E. Mayer (an army psychiatrist, expert on brainwashing) as expressed in a U. S. News & World Report interview February 24, 1956. Major Mayer describes the successful brainwashing (not through torture) of about one-third of the American prisoners of war under the North Korean Communists. He indicates that their formal education in the U. S. did not provide them with the historical knowledge of our country in order to counter the Communist brainwashing techniques. When U. S. News asks "Weren't they taught this (knowledge of the American system) in school?" the Major answers, "Many of them said they weren't. Many of them said they didn't know." Root then goes on to relate similar conclusions reached by the Defense Department's Advisory Commission on Prisoners of War issued in a report of July 29, 1955 by Joint Chiefs of Staff chairman Admiral Arthur Radford. One of the key points made by Professor Root is that "Politically speaking, our government is not a 'democracy' but a constitutional republic, with checks and balances designed to curb the public state and to enhance the individual."

-- March 13: Edward Hunter, who has worked for many major American and foreign newspapers, testifies before Congress and states: "These (subtle brainwashing) developments include the penetration of our leadership circles by a softening up and creating a defeatist state of mind. This includes penetration of our educational circles by a similar state of mind...the liquidation of our attitudes on what we used to recognize as right and wrong, what we used to accept as absolute moral standards...by dialectical materialism....The objective of all communist conquest is simply use for power. They seek to conquer the United States in a manner so that it 'voluntarily' falls into the Red

orbit. If we have to be conquered by destructive nuclear-age weapons, it will be considered a setback by the Kremlin. Their objective is to make the same use of the American people as they make of the Czechs in the uranium mines of Czechoslovakia, and as they make of the Chinese in the mills of China. We are to become subjects of a 'New World Order' for the benefit of a mad little knot of despots in the Kremlin."

-- The National Defense Education Act is passed and provides for a massive infusion of guidance counselors and testing personnel into the public schools across the U. S.

1959

-- March: The Masonic magazine New Age publishes an article, "Why Stand Ye Here Idle?" by Dr. James D. Carter indicating that Masonry is "the missionary of the new order--a liberal order...in which Masons become high priests." Dr. Carter continues to state that the "Masonic philosophy" which brought about a "new order" became a reality by "the establishment of the public school system, financed by the State, for the combined purpose of technological and sociological education of the mass of humanity, beginning at an early age in childhood."

-- The American High School Today by James Conant is printed. It is the result of a 2-year study under a grant from the Carnegie Corporation and administered by the Educational Testing Service of Princeton, NJ (which administers the SATs). In the book's Foreword, John Gardner (president of the Carnegie Corporation) states: "Unlike some observers, Mr. Conant makes little use of comparisons with Russian education....And even if we knew exactly where Soviet education was going, the information would be of limited relevance....American education must keep its eye on its own goals and be strong in its own terms." Interestingly, it would be the Carnegie Corporation in the mid-1980s which would negotiate the Soviet-American Exchange Agreement, part of which would have Soviets participating in the development of American school curricula. Among the Conant Report's recommendations in 1959 for American high schools are "a fully-articulated counseling system" and "home-rooms utilized as significant social units." John Gardner would go on to lead efforts for programs like Head Start in the 1960s (he would become Secretary of HEW in 1965), though it would be Edward Zigler of Yale University who would help found Head Start in the mid-1960s (serving on the Planning Committee in 1965).

-- The West in Crisis by James Warburg is printed, in which he proclaims that "a world order without world law is an anachronism....a world which fails to establish the rule

of law over the nation-states cannot long continue to exist. We are living in a perilous period of transition from the era of the fully sovereign nation-state to the era of world government...[and] a deliberate search for methods and means by which American children may best be educated into...responsible citizens not merely of the United States but of the world." Warburg is a Council on Foreign Relations (CFR) member and a co-founder of United World Federalists.

1960

-- The White House Conference on Children and Youth resolves in regard to the family: "That Family Life courses, including preparation for marriage and parenthood be instituted as an integral and major part of public education from elementary through high school."

-- The Johnson Foundation, Inc. (incorporated in 1958) begins its principal activity of planning and carrying out conferences. These conferences will be at Wingspread, the foundation's educational conference center in Racine, Wisconsin. Among its fields of interest are international affairs, Mexico, Southeast Asia, education, early childhood education, cultural programs, environment, family services, and volunteerism.

1961

-- A Federal Education Agency for the Future is published by the U. S. Department of Health, Education, and Welfare (HEW), Document OE-10010.

-- June 19: The Supreme Court in Torcaso v. Watkins lists "secular humanism" as "among religions in this country."

1962

-- The Supreme Court rules in Engel v. Vitale that government cannot compose prayers or require them to be recited by public school students. After this decision, nationally syndicated columnist Edith Kermit Roosevelt (granddaughter of President Theodore Roosevelt) will write a column this year titled "The Universal Theocratic State," in which she disapprovingly states that "our rulers may wish to substitute the 'Invocation of the United Nations' for the Christian prayers no longer permitted in our schools. The Invocation reads in part: 'May the Peace and the Blessing of the Holy Ones pour forth over the worlds--rest upon the United Nations, on the work and the workers....May the chalice the United Nations is building become a focal point for the descent of spiritual

force....May the consciousness of the United Nations become ever more at-one, the many lights One Light in the Light of the Self."

Concerning "the Self," with the societal unrest of the middle and late 1960's, many individuals (often led by academic intellectuals) will turn inward, become "self-centered" with mottos like "look out for number 1," "what's in it for me," and "do your own thing." Ephesians 4:17-19 warned of this: "...henceforth walk not as other Gentiles walk, in the vanity of their mind, Having the understanding darkened...because of the blindness of their heart: Who being past feeling have given themselves over unto lasciviousness, to work all uncleanness with greediness."

Edith Roosevelt will also warn in the aforementioned article that "Curriculums are being drafted to indoctrinate our children in what John D. Rockefeller, Jr. calls 'the church of all people.' ...Plans are being made to set up regional World Universities whose objectives would include 'to instruct in all religions but will not make religion its aim,' 'build a world outlook' and 'teach the physiological, psychological and spiritual aspects of sex.' ...On July 31, 1962 Dwight D. Eisenhower endorsed setting up a World University to provide 'World Thinkers' to funnel into the United Nations....Defense Secretary Robert S. McNamara is a sponsor of the Temple of Understanding, the \$5,000,000 'Spiritual UN' for the six major faiths....UN officials lecture at meetings of the Arcane School, the international 'group of New World Servers,' who form 'Triangles' to work for UNESCO." The Arcane School, New Group of World Servers, and Triangles were all established by occultist Alice Bailey's Lucis Trust (formerly publishing Bailey's works as Lucifer Publishing), which will be affiliated with the U.N. Meditation Room and will have its offices at U.N. Plaza.

Colossians, chapter 2, warns that one should not be cheated by philosophy or vain deceit, and that one should not go with the traditions of men or the elements (the esoteric "elementals" or nature worship). It also advises not to respect festival days or new moons (as Lucis Trust does), and not to fall for the religion of angels (perhaps gnosticism).

-- The League for Industrial Democracy (formerly the Intercollegiate Socialist Society) forms an action arm called the Students for a Democratic Society (SDS), a radical group.

-- Admiral Hyman Rickover is invited to address the Congressional Committee on Appropriations concerning the need for a decentralized system of education in the United States. During his testimony, the Admiral states: "When the Dewey-Kilpatrick theory of progressive education replaced traditional educational theories and practices in this country,...(they did so) by making of the school primarily

an agency for social leveling, by assuming, in the name of 'whole' child schooling, responsibilities normally reserved to the family." (See H. G. Rickover's American Education--A National Failure, 1963.)

-- April 26: The Tulsa Tribune, after learning that the NEA had a file on its editor under "critics of education," prints an editorial asking: "What is the function of the National Education Association--to improve the education of America's children or to stifle criticism of present educational methods?"

-- October 10: Rep. John Ashbrook in the Congressional Record states that he's introduced H. R. 10508 to curb abuses of testing programs in schools. He records that HEW-funded counselors in schools are asking test questions like "Is it wrong to deny the existence of God?" and he notes Emily Cuyler Hammond's intensive study of testers in Germany in the 1930s "using the Freudian art of motivation research to reach and manipulate young minds." Ashbrook warns that UNESCO's "right attitudes" can "lead our youth down the path to collectivism and internationalism whereby they gradually lose their loyalty to home and nation...their first loyalty will be to world government." He then says Dr. Brock Chisholm (former Director-General of the World Health Organization and 1959 Humanist of the Year) hopes through re-education free from moralities, "a new world can be molded and children be prepared for world citizenship," and Chisholm advocates "our close watch on each other and everyone in the world should not be relaxed for a moment." Ashbrook mentions HEW's 1960 "Project Talent," which "plans to check up for the next 20 years on the personality scores of those who took the exams." And he describes HEW's 1961 publication, "A Federal Education Agency for the Future," as a "blue-print for making American education Federal rather than local in nature." He quotes the author of a confidential report to the Office of Education Committee on a Federal Education Agency for the Future as referring to "the deliberate and planned effort to influence on an extensive, nationwide scale, thinking in American education."

-- October 20: The New York Times publishes "McMurrin Insists He Quit to Teach" by Wallace Turner, in which he writes that before Sterling McMurrin resigned as U. S. Commissioner of Education, Dr. McMurrin told NEA head William Carr: "You and I head up the biggest bureaucracies in Washington. NEA has all of the bureaucratic shortcomings and is in danger of moving toward national control of education, not by the Federal Government but by the NEA."

-- October: The Chicago Sun-Times publishes an editorial stating: "That the National Education

Association...advocates Federal aid has surprised us at times. But no longer. For control—real control over the Nation's children—is being shifted rapidly to the NEA. That organization has about completed the job of cartelizing public school education under its own cartel. It is doing so under an organization known as the National Council for Accreditation of Teachers Education, an agency whose governing council is tightly NEA controlled....The manner in which the NEA is usurping parental prerogatives by determining the type of education offered....is...very simple: control the education and hiring of teachers....NEA has no apprehension regarding Federal control of public schools as a consequence of Federal aid. It has control itself. It is extending that control over colleges and universities. In the NEA scheme of things it will be a simple matter to extend control over whatever Washington agency handles the funds."

-- Issues in (Human Relations) Training is published by the National Training Laboratories. In this book, the editors write that human relations or sensitivity training "fits into a context of institutional influence procedures which includes coercive persuasion in the form of thought reform or brainwashing...." The book also includes information about "change-agent skills" and "unfreezing, changing and refreezing" attitudes. And in David Jenkins' essay in the book, he explains that the laboratories conducted by the NTL have recently moved from an emphasis on skill training to "sensitivity training," and he declares that "the trainer has no alternative but to manipulate; his job is to plan and produce behavior in order to create changes in other people." The manual also states regarding children that although "we appear to behave appropriately...this appearance is deceptive....(We are) 'pseudo-healthy' persons who can benefit from sensitivity training."

-- I. Myers describes the Myers-Briggs Type Indicator, devised to implement Carl Jung's theory of type (1923) as expressed in Psychological Types, measuring extroversion versus introversion, sensing versus intuition, thinking versus feeling, and judgment versus perception. The indicator will become widely used in schools.

1963

-- March/April: A special supplement of AV Communication Review is published as Monograph No. 2 of the Technological Development Project of the NEA. The project is under contract #SAE-9073 with the U. S. Office of Education of HEW, as authorized under Title VII, Part B, of the National Defense Education Act of

1958. The contractor is the NEA, and in this supplement, one finds: "Another area of potential development in computer applications is the attitude changing machine. Dr. Bertram Raven in the Psychology Department at the University of California in Los Angeles is in the process of building a computer-based device for changing attitudes. This device will work on the principle that students' attitudes can be changed effectively by using the Socratic method of asking an appropriate series of leading questions logically designed to right the balance between appropriate attitudes and those deemed less acceptable."

-- Summer: The writer of this chronology attends the first session of the North Carolina Governor's School for the gifted and talented, the first of its kind in the nation (see Time, June 28, 1963). The School receives \$75,000 (\$225,000 over 3 years) from the Carnegie Corporation. Prior to the opening of the School, Prof. George Welsh of the Department of Psychology at the University of North Carolina writes to The Psychological Corporation of New York on May 6 indicating that at the Governor's School "we are planning to administer an extensive test battery including measures of aptitude, interest, and personality" (e.g., 771 true-false statements like "I believe in the worth of humanity, but not in God"). On May 10, the director of the Corporation's Test Division, Harold Seashore, replies that if Welsh uses their test, "we would want a set of cards filed with us, so that we can accumulate information on groups like this over the years." As students, we are administered Terman's Concept Mastery Test along with the Minnesota Multiphasic Personality Inventory (the latter of which was originally designed to assess personality characteristics related to psychiatric disability), both of which are published by The Psychological Corporation.

The theory and design for the School's curriculum is explained in H. Michael Lewis' "Opening Windows Onto the Future" (1969), in which he indicates that the theory is "about some generalized aspects of fact, on the basis of which we may predict and thereby perhaps control what future facts (events) are likely to be." Students will be presented with "a radically reformed world-view....(including) all sorts of strange new moral and theological doctrines (e.g., 'God is dead?')....Independence in thinking implies more strength of character...."

-- The Thomas Jefferson Research Center (name changed to The Thomas Jefferson Center in 1989) is founded. The Center will produce character education material that suggests the use of the infamous "Lottery" story, and which will emphasize Abraham Maslow's (father of Humanistic "Third Force" Psychology) hierarchy of needs toward self-actualization. The material's reference resources will include New Age networkers Jean Houston and Jack Canfield. The Center will be listed by Maslow in

his Eupsychian Network, and as a member and cooperating organization in Unity-In-Diversity Council's Directory For A New World, which lists groups and individuals fostering "the emergence of a new universal person" and "a global civilization." Psychiatrist and educator William Glasser (developer of "Reality Therapy" who will say there are many alternatives to right answers) will be a Senior Advisory Board Member of the TJRC as will Ray Erlandson, chairman of the American Institute for Character Education. On September 16, 1985, Assistant Secretary of Education Chester Finn will transmit a letter notifying that the TJRC will be awarded \$80,000 from the U.S. Secretary of Education's Discretionary Program.

-- The Supreme Court rules in Abington v. Schempp that government cannot prescribe or supervise prayer in public schools. Justice Tom Clark, however, warns that "the state may not establish a 'religion of secularism' in the sense of affirmatively opposing or showing hostility to religion, thus 'preferring those who believe in no religion over those who do believe.'" Justice Potter Stewart also writes: "...a refusal to permit religious exercises thus is seen, not as the realization of state neutrality, but rather as the establishment of a religion of secularism, or at the least, as government support of the beliefs of those who think that religious exercises should be conducted only in private."

-- Max Rafferty (author of Suffer, Little Children, 1962) becomes Superintendent of Public Instruction for California, and has published What They Are Doing to Your Children, in which he comments: "Of all the authorities who have taken the trouble to analyze the phenomenal spread in this country during the thirties and forties of progressive education, none to my knowledge has bothered to trace the deadly parallel between this philosophy and that of the great dictators who rose and flourished during this same era.

When Dewey and his 'instrumentalism' said that there were no eternal truths, he was saying that no particular subject matter was vital to the educated man, and--as a logical consequence--no God either. And this was exactly what the dictators were saying to their enslaved people.

When George Counts and his credo of collectivism down-graded the individual and described him as important only as a member of his 'peer group,' he was right up Hitler's and Mussolini's alley.

When William Heard Kilpatrick with his 'pragmatism' denounced learning for the sake of learning and listed 'life adjustment' as the supreme goal of education, he was discouraging nonconformity precisely as was Stalin.

And when Harold Rugg glorified the principles of socialism in the name of better textbooks for America's

children, he was attempting, knowingly or unknowingly, to start this country down the same bad old road to totalitarianism along which Germany and Italy and Japan and Russia were already traveling.

When the progressive educationists asked the rhetorical question 'Dare the schools build a new social order?' the order they were talking about was always some sort of state socialism.

Progressive education...rejected graded, subject-matter report cards. It frowned on classroom ability groupings.

It refused to retain pupils in one grade even if the pupils in turn had declined to make any effort to go on to the next grade.

All this was done in the name of democracy. 'Democracy in Education' became in fact the watchword of the new philosophy, a semantic gambit typical of the totalitarians, who always say 'peace' when they mean 'war,' 'black' when they mean 'white,' and 'democracy' when they mean exactly the opposite.

Wherever progressive education was allowed to infiltrate---and this was almost everywhere---the mastery of basic skills began insensibly to erode, knowledge of the great cultures and contributions of past civilizations started to slip and slide, reverence for the heroes of our nation's past faded and withered under the burning glare of pragmatism. In the place of these mighty building blocks of education, which had buttressed and bulwarked instruction for centuries, we substituted such airy and ephemeral soap bubbles as 'group dynamics,' 'social living,' and 'orientation.' In many places, even the alphabet was forbidden to the children, and the schools taught reading in a manner unknown since the days of the ancient Egyptians, by having the boys and girls draw 'pictures' of words and memorize them."

1964

-- Visions of Order by Richard Weaver is published. He describes "progressive" educators as a "revolutionary cabal" engaged in "a systematic attempt to undermine society's traditions and beliefs....The world for which the progressivists are conditioning their students is not the world espoused by general society, but by a rather small minority of radical doctrinaires and social faddists....They have no equal as an agency of subversion. Their schemes are exactly fitted, if indeed they are not designed, to produce citizens for the secular communist state, which is the millennial dream of the modern gnostic."

-- February: The Journal of Marriage and the Family publishes an article by Elizabeth Force, in which she writes about her presentation of her paper, "The Role of the

School in Family Life Education," at the July 1963 UNESCO Conference of the International Union of Family Organizations. The editor of the journal comments: "We think the paper performs an important service for family life teachers in the United States by linking them and their efforts to a movement which is world-wide in scope."

-- May: Educational Leadership publishes "A Secular Approach to Moral Education" by Algernon Black, a leader of the American Ethical Movement, who remarks: "Many obstacles confront the school in its effort at moral education. Prejudices of religion...negate the respect for human personality."

-- The Sex Information and Education Council of the United States (SIECUS) is founded with the yin-yang as its official emblem. In addition to promoting comprehensive sex education in schools, SIECUS Position Statements will say: "It is the position of SIECUS that contraceptive services should be available to all--including minors who should enjoy the same rights of free and independent access to...contraceptive care as do others....It is the position of SIECUS that the use of explicit sexual materials (sometimes referred to as pornography) can serve a variety of important needs in the lives of countless individuals...." Among the presidents of SIECUS will be Dr. Mary Calderone (1974 Humanist of the Year), who served as medical director of Planned Parenthood-World Population for 11 years immediately before SIECUS is founded.

-- MAN: A Course of Study (MACOS) begins at the Education Development Center in Cambridge, MA, with Jerome Bruner (Eisenhower's chief of psychological warfare during World War II) as its director until July 1966 when Peter Dow becomes director. In 1959, Bruner had written the Woods Hole Conference report The Process of Education, which would become the guiding child-centered philosophy for educational reformers in the 1960s. From 1964 to 1975, the National Science Foundation will grant \$6.5 million for the development of MACOS, which will go on the market in September 1969. For 5th and 6th grade students, the program includes 16 sexually explicit and violent films, 26 booklets, filmstrips, records, photomurals and teaching aids. By 1975, it will be in 1700 schools in 47 states. Bruner had been the director of the Center for Cognitive Studies at Harvard University and, according to Dow, "sought to explore the limits of children's intellectual growth." Dow will say this in his article in the October 1975 issue of Phi Delta Kappan, and in the same issue, Congressman John Conlan will describe MACOS as including infanticide, senilicide, cannibalism, witchcraft and the occult, and will state: "Many educators, including an anthropologist at Cornell University originally associated with the MACOS project, have condemned the course....They say it is a 'brainwash'....These educators

view the federal government's role to promote MACOS and other curriculum programs as an ominous move toward a uniform federal standard in education....It's a question of stopping a dangerous trend toward a uniform national curriculum in social studies." Students taking the course will be taught to empathize with those involved, and teachers will be instructed to "draw students out" about their home and family life and private behavior of their parents.

Concerning MACOS, Bruner will write in his 1983 book, In Search of Mind, that "what stung the ultraconservatives, the 'creationists' and the pruders, I think, was not just the intellectual depiction of man's humanity and its evolutionary origins....We had succeeded in creating material that was powerful enough to rouse bigots who might otherwise have slept through the padded patter of instructional words and instructional films. Charles Eames, the designer and film-maker, whose friendship I treasured, told me when I showed him what we were doing: 'It is beautiful. You will be asked to tone it down. Don't. Far better to fail well than to succeed badly.' By the time many of these events had transpired, I had already moved to a professorship at the University of Oxford....It was Peter Dow...who bore the brunt of the attack by the ultraconservative textbook-watchers....In a 'talk show' on the radio in Phoenix, Arizona,...Dow replied that in his view the purpose of schooling was also 'to cultivate doubt, to raise questions, to help the child see the world from another point of view.' That was how it ended, how it always ended....But one of the big factors in its (MACOS) demise was the storm of anti-intellectualism, primitive patriotism, and 'back-to-basics' that was kindled in those years of (the Vietnam) war, conflict and violence....If I had it all to do over again, and if I knew how, I would put my energies into reexamining how the schools express the agenda of the society and how that agenda is formulated and how translated by the schools. That, it seems to me, would be the properly subversive way to proceed....Alexander Romanovich Luria was the czar of Russian psychology....Luria and I became fast friends almost immediately. We were compatible temperamentally and very much in agreement about psychological matters." Luria was influenced by Karl Marx, Wilhelm Wundt, I.P. Pavlov, and William James. He was famous for his brainwashing techniques.

-- Taxonomy of Educational Objectives, Handbook II: Affective Domain by Benjamin Bloom is published, in which one reads that "a large part of what we call 'good teaching' is the teacher's ability to attain affective objectives through challenging the students' fixed beliefs."

-- December: Educational Leadership publishes an editorial, "Leadership for Human Change," by Harold

people." Drummond then approvingly quotes from Perceiving, Behaving, Becoming, ASCD's 1962 yearbook (Arthur Combs, Chairman), in which it is written: "We need to de-emphasize tradition and the past....Educators can no longer afford to deplore and resist change. Too many teachers are still insisting that things must be done the 'right' way....Messiness, noise, confusion and mistakes, out of which may come originality, creativity and genius, are suppressed in favor of neatness, quiet, order and 'being right,' out of which can come conservatism,...rigidity...." At this time, Drummond occupies the influential position of President of the Association for Supervision and Curriculum Development (ASCD), and Arthur Combs will be ASCD President in 1966-67.

- The Institute for Educational Leadership is formed to develop educational leaders in the U. S. On its Board of Directors will be individuals such as Donna Shalala, who will be a member of the CFR, Trilateral Commission, on the Board of Directors of the Committee for Economic Development, and will become President Clinton's Secretary of Health and Human Services, and who Newsweek magazine will say has been called "the high priestess of political correctness." On IEL's National Advisory Board will be individuals like Francis Keppel, who will be Director of the Aspen Institute for Humanistic Studies Education Program. And IEL's supporters will include the NEA; the Peace Corps; the Carnegie, IBM, and Xerox Corporations; the Ford, Exxon, Mobil, and the Rockefeller Foundations; Aspen Institute; U.S. Departments of Education and Health and Human Services; Time Warner Inc.; and Lilly Endowment.

- The Carnegie Corporation appoints The Committee on Assessing the Progress of Education (Ralph Tyler, chairman) "to explore the possibility of obtaining census-like data on what Americans in several age groups (up to 30 years of age) know in (10) given fields." The project is funded by the Ford Foundation and Carnegie Corporation (which will give \$750,000 in 1969, and will indicate that in June of that year the project will be transferred to the Education Commission of the States, given \$250,000 by the Carnegie Corporation, and renamed the National Assessment of Educational Progress, NAEP).

- President Lyndon Johnson's Task Force on Education, chaired by John Gardner (who has been president of the Carnegie Foundation), recommends the creation of Regional Education Laboratories, which would create new curricula and instructional methods. By September 1966, 20 separate laboratories had either developmental or operational contracts from the U.S. Office of Education. This would be under John Gardner who would become Secretary of HEW.

1965

- August: President Lyndon Johnson introduces the Planning, Programming, Budgeting System (PPBS) throughout the federal government. It was first used by Robert McNamara at the Department of Defense, but would later be used in educational systems around the U.S. Everything will be included in this process (e.g., goals, curricula, budgets, etc.), so that administrative, teaching, and student performances or outcomes (OBE) can be measured. This would even include feelings, attitudes and values.

PPBS was developed by Charles Hitch (Rhodes Scholar 1932) who, before becoming Comptroller of the U. S. Defense Department, directed research for the Rand Corporation for over ten years. Rand Memorandum RM-4271-RC of September 1964 A CONCEPTUAL FRAMEWORK FOR THE PROGRAM BUDGET, by Arthur Smithies states: "The effectiveness of the programming-budget system will depend strongly on the staff arrangements made to carry it out. The first point to emphasize is that the entire operation must be the personal responsibility of the executive head of the organization. No one at a lower level has the authority or the right or the ability to acquire the knowledge required to perform the necessary tasks of coordination."



-- The federal Elementary and Secondary Education Act (ESEA) is passed by Congress. Title III of the Act deals with innovative projects, many of which would be set up by John Goodlad. One of these, "Pacesetters in Innovation" for sensitizing teachers, will be implemented in Connecticut, and Goodlad says: "Forces which block the adoption of new ideas will be identified and ways to overcome them will be explored." This is Project 002-230. Other projects are 001-783 (laboratory human relations, sensitivity training, and the role of teachers as inhouse change agents), 002-172 (sex education in all academic subjects), 002-060 (vehicle for change—to facilitate the 15-year leap into the age of cybernation), 001-996 (teachers from model schools will serve as change agents), 002-010 (change agents—emphasis placed on effecting change in teacher behavior-attitude), and many others. In the federal government's Pacesetters in Innovation (OE-20103-69) to be published in 1969, all of these projects will be in operation in schools as of February 1969.

-- The U. S. Supreme Court rules in Griswold v. Connecticut that the state cannot interfere with the right of parents to control their children's education.

-- December 13: The Supreme Court allows to stand a lower federal court ruling in Stein v. Oshinsky which held that the State does not have to permit student-initiated (voluntary) school prayer.

1966

-- Values and Teaching: Working With Values in the Classroom by Louis Rath, Merrill Harmin, and Sidney Simon is published, in which the authors comment: "As the family changed, and as new influences came into the family, the impact of the church began to wane....(There was also) a weakening of the authority of parents with no substitute authority to fill the vacuum beyond the temporal standards of the boys and girls themselves....Also there is the idea that the child needs to be really free to choose....Moralizing has not worked in the past; do not be afraid to abandon it as a classroom practice....We are primarily concerned with the process that a person uses to get at a value, not with what value he chooses at any one time and place—we are concerned with the process of valuing and not particularly with the product."

-- The Education Commission of the States is established. This is done by a "Compact for Education," about which Duke University president (and later U.S.

Senator) Terry Sanford would be quoted in Education Week (October 24, 1984) as boasting: "We invented a little device to get the compact approved quickly. We didn't need money from the legislatures, we had plenty of foundation funding, so we agreed that the governors could ratify it by executive order. It worked pretty well." State governors will take turns being Chairman of the ECS, which will assess each state each year a certain amount of money based upon population. Given that ECS will be funded with tax dollars, it will be disturbing that they will copyright a publication such as "Opposition to Restructuring" (1991), which will cast as villains organizations like Phyllis Schlafly's Eagle Forum, and James Dobson's Focus on the Family. ECS spokesperson Arleen Arnsparger will state that such groups are willing to go to just about any lengths to get their way, and she will be quoted as saying: "They're saying that there needs to be a clear set of values in public education, and they just happen to be our values" (the values of the Christian right). Arnsparger will continue by expressing her alarm that "it's happening everywhere. Entire communities are under attack, and it's only going to get worse."

-- The American Journal of Clinical Hypnosis, issue number 8, contains Stanley Krippner's article, "The Use of Hypnosis with Elementary and Secondary School Children in a Summer Reading Clinic." Krippner will be president of The Association for Humanistic Psychology.

-- Dr. C. Taylor Whittier receives \$450,000 from HEW and organizes the Central Atlantic Regional Educational Laboratory (CAREL), which has among its objectives: "Development and validation of a method for diagnosing the educational needs of children from age two to nine, using a computer storage and retrieval system to process salient information on each child."

1967

-- An experimental day-care center "with novel educational practices" is created at the University of North Carolina, with funding from the federal government, UNC-Chapel Hill, and the Carnegie Corporation among others. Its founder, psychologist Hal Robinson, served on a presidential task force charged with recommending improvements and innovations in young children's education. He will tell Newsweek in 1967 that he wants to "find the best possible mix between the family as a child-rearing institution and the society as a child-rearing institution." To obtain federal funds for the center, Robinson made many flights to Washington, DC, and on one such flight sat next to Frank Porter Graham, at that time a United Nations mediator; and he was so impressed

with Graham's views that he names his project after Graham.

The Frank Porter Graham Center is to be part of a \$100-million, 20-year project, known as the Child Development Institute, which will include The FPG Child Development Center, The Biological Sciences Research Center and The Clinical Center for the Study of Development and Learning. For many years the Institute will publish a quarterly journal, Developments (supported in part by an N. I. H. grant from the National Institute of Child Health and Human Development), which will promote many of humanist Sol Gordon's books. About 20 years later, though Developments will cease publication, there will be a monthly periodical, Frankly Speaking, published by the FPG Child Development Center, UNC-CH. In the December 1992 issue of this periodical, readers will be informed that the National Early Childhood Technical Assistance System (NEC*TAS), a program of the FPG Center, will be funded by the U. S. Department of Education for providing technical assistance (TA) to support efforts of all states and jurisdictions....TA uses a variety of planned support strategies with clients to help implement a national policy...to foster networking...and to introduce innovative research and practices on early intervention and preschool.

-- Role-Playing for Social Values by Fannie and George Shaftel is published, in which the authors explain: "Once values are out in the open, they can be looked at, considered, compared with alternate values. Only then can one criticize, evaluate, deny or confirm and reconstruct one's value system. Children can be helped to...develop an explicit set of values. In group discussions, in role-playing enactments...they can explore their values and learn the process of criticizing and reconstructing them..under skilled guidance...."

-- The Bureau of Research, U. S. Office of Education, funds 80 design proposals at the cost of \$1.5 million. The 9 proposals accepted are to be the national blueprint for all teacher colleges and universities "to completely restructure their teacher education programs." Those receiving funding are the universities of Florida State, Georgia, Massachusetts, Michigan State, Pittsburgh, Syracuse, Toledo, and Teachers College (Columbia University), as well as the Northwest Regional Laboratory based in Portland, Oregon. Michigan State's design becomes known as the Behavioral Science Teacher Education Program (B-STEP). The teacher is referred to as a "change agent" or "clinician" and the B-STEP manual addresses the importance of "an Evaluative Data Collection System" and "a key feature of B-STEP is its use of behavioral objectives emphasizing performance criteria."

December 1969, the U. S. Office of Education will publish the Behavioral Science Teacher Educational Project

(B-STEP) which will state as one of its goals "the development of a new kind of elementary school teacher who...engages in teaching as a clinical practice...and functions as a responsible agent of social change." Page 253 of the document B-STEP covers manipulation of the media.

-- Humanizing Education: The Person in the Process is edited by Robert Leeper for the Association for Supervision and Curriculum Development of the NEA, and contains Carl Rogers' article, "The Interpersonal Relationship in the Facilitation of Learning," in which Rogers declares "...the goal of education is the facilitation of change...." Rogers was taught by William H. Kilpatrick at Teachers College where he received his Ph.D. in 1931. As a psychiatrist, he originated client-centered psychotherapy and helped found (with Abraham Maslow, Rollo May, Ira Progoff and others) The Association for Humanistic Psychology in 1962.

-- May: Educational Leadership publishes "A Plan for Self-Directed Change in an Educational System" by Carl Rogers (1964 Humanist of the Year), in which one reads: "...the goal of education must be to develop individuals who are open to change...The goal of education must be to develop a society in which people can live more comfortably with change than with rigidity. In the coming world the capacity to face the new appropriately is more important than the ability to know and repeat the old."

-- October: The NEA Journal publishes "Helping Children to Clarify Values" by Louis Rath, Merrill Harmin, and Sidney Simon, in which the authors declare: "The old approach seems to be to persuade the child to adopt the 'right' values rather than to help him develop a valuing process....Clarifying is an honest attempt to help a student look at his life and to encourage him to think about it in an atmosphere in which positive acceptance exists....The teacher must work to eliminate his own tendencies to moralize."

-- November: The NEA Journal publishes "The 'New' Social Studies," in which one reads: "Probably the most obvious change occurring in the social studies curriculum is a breaking away from the traditional dominance of history, geography, and civics. Materials from the behavioral sciences...sociology, social psychology...are being incorporated into both elementary and secondary school programs."

-- November 17: The (Baltimore) Sun publishes "Study Says Negro Firstborn in City Are 61% Illegitimate" explaining that after U. S. Senators Joseph Tydings (MD) and Daniel Patrick Moynihan(NY) noted the high number

of illegitimate births among blacks, they "agreed that the only apparent immediate solution to the problem was an intense public school program that would combine sex education with actual distribution of contraceptive devices." Moynihan declared that distributing "contraceptive devices to high school junior high and grammar school children represented the only responsible course you can take...." This objectional attitude on the part of Senators Tydings and Moynihan would be promoted by Planned Parenthood.

-- NEA executive secretary Sam Lambert comments: "NEA will become a political power second to no other special interest group....NEA will have more and more to say about how a teacher is educated, whether he should be admitted to the profession, and whether he should stay in the profession."

-- Parents Rights, Inc., is founded with its purpose to secure legal recognition for the rights of parents to direct and control the education of their children. It undertakes and supports court action to achieve these goals, and it publishes literature and other materials to awaken the public to the denial of the human rights of the family in education. After 1986 its name will be changed to Parents Rights Organization, which bestows Parents Rights Award to a person or family for contribution to better understanding of the rights of parents in education.

1968

-- Max Rafferty on Education is printed while he is California's Superintendent of Public Instruction. Regarding the fight for local control, Rafferty states: "Chicago recently found out in several ways how hard it is for even great cities to maintain the independence of their own schools when the vast Washington bureaucracies begin to pour in money and to throw their weight around.

You see, there are always strings attached to the shiny packages of federal goodies.

First, there was the weird 'test' which Uncle Sugar dreamed up as an accompaniment to his largesse. It asked some rather prying, highly personal questions of the small fry, designed apparently to see whether the kids were developing 'proper' attitudes toward Mom and Pop, each other and life in general. What constitutes a 'proper' viewpoint is, of course, to be decided by the bureaucrats of the Department of Health, Education and Welfare.

When the Chicago school authorities quite properly balked at this kind of Orwellian brain tampering, Washington pouted, sulked and eventually used an acute racial housing problem as an excuse to brandish a \$30 million thunderbolt forged of federal aid money under the new legislation....

This is a classic illustration of why our ancestors reserved certain key powers, including education, to the states, and denied them to the federal government.

One thing they didn't count on, of course, was the evolution of a Supreme Court which would interpret the Constitution not according to how it was written but according to how the learned justices thought it *should* have been written. As a result, we have Washington barging into local school districts all across the country and the end is hard even to imagine....

A couple of generations ago, a stunt like this one would have brought our grandfathers out into the streets ready to fight. Why? Because they would have recognized arbitrary federal interference with the right of local individuals to govern themselves and to determine the educational destinies of their own children as a long, long step toward tyranny. It always has been.

Children do not belong to the state. They do not belong to us educators, either. They belong to their parents and to nobody else. And don't you forget it.

Because if you do forget it and let the kids become wards of an all-powerful government, you won't have to look forward with fear and trembling any more to that dread year 1984. It will be here, considerably ahead of schedule....To the men who fought the King, the Redcoats, the Hessians,...and who would have fought the Devil himself two hundred years ago to gain freedom for their children, local self-government was worth whatever it cost, paid in whatever coin was necessary at the time.

So sit back with your six-packs and your backyard barbecues every time there's a school board election. Skip voting. After all, what good is your one lonely little vote? It's so much more convenient just to let Washington handle these details, isn't it? Abdicate your right to determine what Junior's schooling is going to be like. Turn Junior over to the U. S. Commissioner.

Of course, this is the way empires are lost, and independence, and individual liberty."

-- January 10: The Esalen Institute sponsors a symposium entitled "U. S. A. 2000" at which Carl Rogers of the Western Behavioral Sciences Institute delivers an article (abstracted in Convergence, vol. 2, no. 3, 1969) sketching the possibilities for the year A.D. 2000. He declares: "If we consider the incredible difficulties in bringing about change in...education, and religion,...It seems likely that schools will be greatly deemphasized in favor of a much broader...environment for learning....The teacher or professor will have largely disappeared. His place will be taken by a facilitator of learning...focusing his major attention on the prime period for learning—from infancy to age six or eight....(The student's) unhappiness with parents or with other children—all these will be an open part of his

curriculum, as worthy of exploration as history or mathematics....Because he has discovered the world to be a fantastically changing place, he will wish to continue his learning...and the student will never be graduated....By the year 2000, institutionalized religion, already on the wane as a significant factor in everyday life, will have faded to a point where it is of only slight importance in the community. Theology may still exist as a scholastic exercise, but in reality the God of authoritative answers will be not only dead but buried."

-- June: Reader's Digest quotes SIECUS board member Lester Kirkendall as saying "Most people have the vague hope that it[sex education] will somehow cure half of the world's ills---reduce casual sex experience, cut down on illegitimate births, eliminate venereal disease. To be perfectly blunt about it, we have no way of knowing that sex education will solve any such problems."

-- Boys and Sex by Wardell Pomeroy (co-author of The Kinsey Reports) is published. A spokesman for the publisher's (Delacorte) library division will later say the book has been used both in high school libraries and sex education classes around the U. S. In the book, the author states: "...there are some (boys) who build up a strong emotional attachment to a particular animal and will have intercourse with it on a regular basis....If this kind of sexual behavior should ever happen to a boy, he would do best to keep knowledge of it from other people so he will not be ridiculed, and at the same time feel secure in his self-knowledge that he is not a monster, no matter what society's attitude may be." Time magazine (April 14, 1980) will also quote Pomeroy as saying: "It is time to admit that incest need not be a perversion or a symptom of mental illness. Incest between...children and adults...can sometimes be beneficial."

-- New Priorities in the Curriculum by Louise Berman is published, in which one reads: "Deep-seated change comes about slowly. Hence, if teachers are to deal in the realm of values, opportunities for consistent teaching over a period of years must be planned....The teacher wishing to help children and youth clarify their values will provide many opportunities for the questioning and reconsideration of values."

-- Elizabeth Koontz becomes the head of the National Education Association, making "teacher power" the rallying cry of her administration. She advocates that teachers "organize, agitate, and strike." She also promotes the Kibbutz concept.

-- September: The writer of this chronology begins teaching in the public schools at the same school he attended earlier in the decade. The "students' rights"

movement has just begun, and discipline is far less strict than earlier in the decade. Experienced, traditional teachers will soon begin to retire early, not willing to put up with the increasing lack of discipline. As increasing numbers of these teachers leave the profession, they are replaced by less experienced and less competent teachers trained in "progressive" educational techniques. Even many of these teachers will not want to endure the increasing problems faced in schools, and teacher "burn-out" and turnover will accelerate. SAT scores will decline simultaneously.

-- September 23: NEA president Elizabeth Koontz addresses the American Association of Colleges for Teacher Education and states: "The NEA has a multi-faceted program already directed toward the urban school problem, embracing every phase, from the Headstart Program to sensitivity training for adults--both teachers and parents."

-- The American Citizens Handbook is published in which Joy Elmer Morgan (former editor of the NEA Journal) writes that "the coming of the United Nations and the urgent necessity that it evolve into a more comprehensive form of world government places upon the citizens of the United States an increased obligation to make the most of their citizenship which now widens into active world citizenship."

-- November 28: The Houston Tribune includes Alice Widener's article, "Ford Foundation, Politics," in which she quotes United Federation of Teachers president Albert Shanker (who will be a director of the League for Industrial Democracy, formerly the Intercollegiate Socialist Society) as saying that the Ford Foundation "is investing heavily in every major organization that has influence over the educational policies of the city (New York). That fact should cause concern for all of us. Why are they doing it? They are doing it to influence the educational policies of the city." On this same day, The Wanderer publishes Edith Kermit Roosevelt's nationally syndicated article, "Government Within A Government," in which she relates that Albert Shanker has charged that "a very substantial number" of members of the New York Board of Education "are in such great debt to the Ford Foundation that they cannot act independently." She also indicates that Shanker said the Ford Foundation ought to be treated as a "political lobby" and should lose its tax-exempt status and be "required to fully disclose the extent" of its "activities in this field." Both of these articles will be reprinted in the April 14, 1971 Congressional Record, pages 10462-63.

-- December 26: "The Foundation Machine" by nationally syndicated columnist Edith Kermit Roosevelt is published in The Wanderer relating that the Carnegie Corporation has funded "Project Read," produced by the Behavioral Research Laboratories in Palo Alto, California.

The books in "Project Read" are used particularly by millions of children in "culturally deprived areas," and one of the books depicts step-by-step a man torching the porch of a shack, while one depicts a boy stealing a girl's purse. Commenting on this, Ellen Morphonios, prosecutor for Florida in its attorney-general's office and a chief of its criminal court division at the time, said that it is an insult to blacks to think the only way to communicate with their children is to show a robber or violence. She continued, "*It's like subliminal advertising. If this isn't subversive and deliberately done as part of a master plan...only a sick mind could have produced it.*" Other pictures in the Carnegie-funded texts compare a flag with a rag, show people kneeling in a church praying beside a picture of a horse being taught to kneel, and show a boy throwing darts at a companion. Could it be that the man shooting darts at women in New York City in 1990 read these books and saw these pictures when he was a boy? The article by Edith Kermit Roosevelt is reprinted in the Congressional Record, April 14, 1971, page 10464.

1969

-- January: Today's Education (published by the NEA) contains an article, "Forecast for the '70s," by Harold and June Shane. Their article is a digest of many articles, within which one finds the following comments: "ten years hence it should be more accurate to term him [the teacher] a 'learning clinician.' This title is intended to convey the idea that schools are becoming 'clinics' whose purpose is to provide individualized psychosocial 'treatment' for the student, thus increasing his value both to himself and to society....Educators will assume a formal responsibility for children when they reach the age of two...[with] mandatory foster homes and 'boarding schools' for children between ages two and three whose home environment was felt to have a malignant influence," and children would "become the objects of [biochemical] experimentation."

-- The textbook Introduction to the Behavioral Sciences is published by Holt, Rinehart & Winston, and includes the following: "For these students, the problem is not political or social, but aesthetic; American society is ugly, trashy, cheap, and commercial; it is dehumanizing; its middle-class values are seen as arbitrary, materialistic, narrow, and hypocritical...."

-- Teaching for Learning by Louis Rath is published, and the author asserts that "There has been a great decline in the influence of the church....Mental illness has increased very much and has contributed to the instability of family life. Divorce is more frequent. One could go on

and on, cataloguing symptoms of our 'sick' society, all of them suggesting that perhaps the schools should teach something about the pathology of our culture."

-- The Joint Commission on Mental Health of Children issues its report to Congress, in which the Commission states: "As the home and the church decline in influence...schools must begin to provide adequately for the emotional and moral development of children....The school...must assume a direct responsibility for the attitudes and values of child development. The child advocate, psychologist, social technician, and medical technician should all reach aggressively into the community, send workers out to children's homes, recreational facilities, and schools. They should assume full responsibility for all education, including pre-primary education."

-- The Hawaiian Department of Education (DOE) copyrights Master Plan for Public Education in Hawaii (partially funded under Title V, Sec 503, P.L. 89-10). The Master Plan states: "...emphasis should be on...the development of attitudes appropriate to change, and on a commitment to flexibility....The learning experiences specifically must provide the pupil with a storehouse of values from contemporary society....The pupil must be given the encouragement to advance new beliefs and new values as the conditions in which our values find their expression change....The aim here is to reduce provincial biases...that the pupil may be prepared intelligently for the enormous responsibilities of...world citizenship....DOE should experiment with the group therapy, role playing and encounter group approach....This school system will systematically study the benefits of any promising non-educational input to enhance learning (e.g., certain drugs and ribonucleic acid)....A non-graded approach on a K-12 basis is sought as an ultimate goal. Students will be classified according to competence, motivation, disability and such other criteria that are individually assigned....Perhaps we must go...to programs that candidly discuss...family conflicts and tensions....Our past also has shown that society courts trouble when it clings stubbornly to outmoded values after experience has clearly shown that they need to be revised. For example, developments in our society have now cast considerable doubts on the worth of such deep-seated beliefs, still held strongly in some quarters, as extreme and rugged individualism or isolationism in international affairs. While values tend to persist, they are tentative....A special task of public education in Hawaii might be that of conceptualizing a common value system for all of its schools. This concept may be the basis for a new ethic in our emerging society."

-- Schools Without Failure by William Glasser is published, in which this psychiatrist proclaims: "We

have to let students know there are no right answers, and we have to let them see that there are many alternatives to certainty and right answers."

What Glasser promotes here amounts to the concept that there are a lot of "gray" areas in life. This is the result of a Hegelian synthesis of white (right) and black (wrong). Dee Carnrite in the State of Washington will point out that this means a compromising of moral absolutes for students through the use of "Cognitive dissonance," where incompatible views are presented to students as valid, causing students to synthesize them. This is usually done via "situation ethics" lessons during a "values clarification" process. The writer of this chronology will indicate, as an example, that students who believe that stealing is an absolute moral wrong might be asked by "progressive educators" if they would steal Hitler's diary if that would prevent World War II. When students answer affirmatively, they are persuaded that stealing can be good based upon the situation. They therefore adopt a "situation ethics" philosophy of life, rather than realizing that it was not the "situation" driving their decision to steal (violating the moral absolute "Thou shalt not steal") Hitler's diary, but rather that they would violate an even greater moral absolute ("Thou shalt not kill") if they did not take the diary thus preventing millions from being killed during World War II.

— Teaching as a Subversive Activity by Peter Schrag is published, in which he proclaims, "Good teaching should, needless to say, always be subversive."

— The U. S. Supreme Court rules in Tinker v. Des Moines: "Students do not shed their constitutional rights at the school house door."

— April: Today's Education/NEA Journal publishes Sidney B. Simon's "Down With Grades," in which he proclaims: "For me, the grading system is the most destructive, demeaning, and pointless thing in education....In all candor, the only justification for grades is that they allow certain administrative conveniences....Certainly, grades don't advance learning....What our students get out of a course boils down to a single, crude letter of the alphabet. Let's face up to what grades do to all of us, and banish from the land the cry, 'Whatjaget?'"

— May: Phi Delta Kappan publishes "Education Planning-Programming-Budgeting: A Systems Approach" by Harry Hartley. In a 1971-72 assessment, Hartley will say "PPBS is running into the emergent trend of Humanism (Consciousness III, counter-culture types). I believe PPBS can be used to Humanize our schools because it directs attention to program priorities based on human values."

(PPBS in the School: New System Promotes Efficiency, Accountability, an Education USA special report of The National School Public Relations Association) And in September 1976 Hartley will state: "PPBS may simply disappear from sight but the mode of thinking that PPBS supports will probably continue to increase. Even though the initials PPBS are likely to self-destruct in the near future, the need for better planning and control systems will increase."

— May 9: A special advisory committee to the California State Board of Education concludes that "Sensitivity training is being used by those who are in fact aligned with revolutionary groups acting contrary to public policy; that is, they intend to use the schools to destroy American culture and traditions." The committee includes Professor Harden Jones of Berkeley, who has made an in-depth study of the use of sensitivity training in the Nazi's "Strength Through Joy" movement in Hitler's Germany.

— June 7: Carl Rogers delivers a graduation address at Sonoma State College, and states that "the man of the future...will be living his transient life mostly in temporary relationships....He must be able to establish closeness quickly. He must be able to leave the close relationships behind without excessive conflict or mourning."

— Teacher's Question-and-Answer Book on Sex Education by Lester Kirkendall (1983 Humanist of the Year) and Ruth Osborne is published, in which one reads that "to make the elimination of premarital pregnancy, venereal disease or divorce the main purpose of sex education is to make certain its failure."

— Social Studies for the Seventies by Kenneth Kenworthy is published as a "volume...intended primarily for the pre-service education of teachers from kindergarten through grade eight," in which the author encourages teachers to have children "role-play" and "keep diaries," Kenworthy proclaims: "In a sense teachers are social engineers."

— Fall: Educational Theory publishes "Changing the Social Order: The Role of Schooling" by Philosophy of Education Professor Joe Burnett, who states: "I will argue that the evidence favors an increase in 'teacher power' in this country — that is, an increase in the power of the key people in the elementary and secondary schools. They are 'key' in the sense that their numbers and their contemporary orientation give them 'political clout.' They obviously do dare change the social order and are doing so."

— November: How to Plan a Drug Abuse Education Workshop for Teachers is published by the National

Institute of Mental Health as a "model" for training teachers. In the booklet's Introduction, it is stressed that "At all grades, a factual, nonmoralizing presentation is essential." An objective is that "changes in teachers' knowledge, insights, attitudes, skills" will be achieved. And the type of teachers desired are "open minded individuals, as opposed to those known to have fixed or hostile positions, (who) would preferably be selected except where inservice training might change an attitude or where an individual is included as a foil demonstrating the disadvantage of inflexibility." The booklet also emphasizes that "diametric 'good' and 'bad' approaches are not helpful to drug education."

-- December: Pace magazine quotes Abraham Maslow (1967 Humanist of the Year, and father of humanistic "Third Force" psychology) as stating regarding children's search for values: "Now religions have cracked up....[Children] have no source of values to go by. So they have to work everything out for themselves. This new humanistic revolution has an alternative source of values."

-- Public Controls for Non-Public Schools by Donald Erickson is printed, in which the author reveals his own attitude that parents are not the obvious and absolute controllers of their children's education, when he writes: "The chief enigma...concerns the fact that the child does not choose for himself, particularly at the elementary level, the life orientation to which he will be molded. Given the power of culture, there is no method I know of to permit the young unbiased choice...the problem is one of deciding who shall choose...." In the mid-1980s, the writer of this chronology will be assigned as monitor of one of Donald Erickson's projects funded by the U. S. Department of Education, when the writer of this chronology worked for this federal department.

-- Implementing Different and Better Schools is written by Don Glines and advertised as "A practical guide for accomplishing the dramatic revisions needed in the schools and colleges of America, including specific suggestions for change and innovation." And in the guide, one reads: "It takes two to three years to successfully implement massive change. One of the most important factors in selling the idea of innovation to the community is to 'brainwash' students into sales ambassadors." After the change or innovation has begun, "lock the door and remove the phone....It can be expected that there will be a group that will be anti the attempt or frustrated at certain stages of the innovative effort. If the phone is on the hook so that it can ring, the school will be constantly bombarded."

1970

-- Crisis in the Classroom: The Remaking of American Education by Charles Silberman (Director of the Carnegie Study of the Education of Educators) is published. Even though Silberman acknowledges that, "The United States educational system appears to be superbly successful...and that educational reformers in almost every European country now regard as their model," he declares there is a crisis in the classroom. His solution to this perceived crisis, "It cannot be resolved unless all who have a stake in the remaking of American Education...are alerted to what is wrong and what needs to be done. This book is intended to do precisely that...My motive is political, in the broadest sense of the term--as George Orwell defined it, 'to push the world in a certain direction, to alter other people's ideas of the kind of society that they should strive after.'" This book exposes the dismantling plan of the educational system for the sole purpose of social engineering towards what some perceive the future should be. Every aspect of the restructuring plan is included, even "Adapting curricula and teaching methods to the students' interests and learning styles is a means of getting them hooked on learning."

-- January: Phi Delta Kappan publishes an article concerning a recent meeting of the Council of Chief State School Officers, addressed by psychologist Carl Rogers of the Center for Studies of the Person. The article relates Rogers' comments that to change education "requires chloroforming traditional teaching in favor of 'facilitation of learning.' The 'facilitator' asks students such questions as 'What do you want to learn?'...To train teachers and administrators to become facilitators of learning, Rogers advocates the technique of the 'intensive group experience' in which his center specializes. This technique is also sometimes known as sensitivity training, encounter group, T-group, or task-oriented group. It involves organizing small groups (10-15 persons)...For three years, Rogers' center has worked with a large Catholic educational system comprising a women's teacher-training college, eight high schools, and 50 elementary schools to initiate self-directed change through this technique." William Coulson, who works directly with Rogers on his projects, will later say that the project with the Catholic educational system turned out to be a disaster.

-- January: War/Peace Report, published by the Center for War/Peace Studies (with Board sponsors such as Roger Baldwin, founder of the ACLU and a Communist), prints an article, "Thinking About a New World Order for the Decade 1990," by Ian Baldwin, Jr., who writes that "the World Law Fund has begun a worldwide research and educational program that will introduce a new, emerging

discipline--world order--into educational curricula throughout the world...and to concentrate some of its energies on bringing basic world order concepts into the mass media, again on a worldwide level."

-- February 20-21: Dr. Daniel Leviton, who teaches sex and death education at the University of Maryland, delivers an address titled, "The Role of the Schools in Providing Death Education," at the Hamline Symposium on Death Education at St. Paul, MN, in which he asserts: "...we are very much interested in educating parents in order to reduce the spread of that dread disease, 'hangupitis.' Public schools would do well to develop related parent education programs in such myth-shrouded areas as human sexuality and death education."

-- The White House Conference on Children and Youth resolves that, "Society has the ultimate responsibility for the well-being and optimum development of all children....The time has come to re-examine such fundamental issues as the extent to which a child is entitled to seek medical and psychiatric assistance, birth control information and even abortion, without parental consent or over parental opposition." It recommends "Sex education--including family planning, birth control, contraception, abortion, venereal disease, homosexuality and lesbianism," and also recommends "repeal of laws on fornication, adultery, homosexuality, lesbianism and so called unnatural acts."

-- Between Two Ages by Zbigniew Brzezinski (CFR member who became the first director of the Trilateral Commission and President Carter's National Security Advisor) is published in which he states that "In the technetronic society the trend seems to be toward...effectively exploiting the latest communication techniques to manipulate emotions and control reason....Human beings become increasingly manipulable and malleable...the increasing availability of biochemical means of human control...the possibility of extensive chemical mind control...national information grid that will integrate existing electronic data banks is already being developed....The projected world information grid, for which Japan, Western Europe, and the United States are most suited, could create the basis for a common educational program, for the adoption of common academic standards...."

-- Five Lectures...on Moral Education is published. In addition to the 5 essays, there is an "Introduction" by Nancy and TheodoreSizer, who not only say they "doubt the value of giving grades," but they also speak of "the teacher who cares about a 'new world.'...The nineteenth-century teacher

sermonized...but Christian sermonizing denies individual autonomy, which, with justice, lies at the heart of a new morality....No longer can we list...objective moral 'truths' about the world and expect children to take them over intact....Moral autonomy, the independent arrival at a conviction of one's own accountability toward one's fellow men, the rational and emotional acceptance of justice as the most proper atmosphere in which all individuals can flourish, including even one's secret self--this is the 'new morality' toward which we are to guide ourselves and other people....Clearly the strict adherence to a 'code' is out of date."

-- The Association for Supervision and Curriculum Development of the NEA publishes To Nurture Humaneness: Commitment for the '70's, in which Dan Dodson writes: "The old order is passing....The controls of the past were sacred....Social controls cannot be left to blind chance and unplanned change -- usually attributed to God. Man must be the builder of new forms of social organizations which will be more fulfilling to more people. Here education must play a stellar role." Sidney Jourard writes: "We are in a time of revolt....Our society cannot endure in its present form....The new society will be a fascist state, or it will be pluralistic and humanistic." Robert Ayres states: "Science continues to chip away at the fundamentalist biblical view of man's origins....Words like 'patriot' may in time become obsolescent." John Loughary comments: "Many daily decisions and value judgments now made by the individual will soon be made for him....How to plan for one's children's education will be partially taken out of his hands." Francis Chase pronounces: "The school will need to be supplemented by neighborhood family centers which provide infant care and developmental activity....Education may well begin at birth in cooperative family centers." Arthur Combs describes that "The ASCD Commission on Humanism in Education compiled another list of dehumanizing practices and conditions. In this list were the following: The marking (grading) system, corporal punishment, curricular tracking, teacher evaluation of students, and the single 'right' answer syndrome....Vital questions of values, beliefs, feelings, emotions and human interrelationships in all forms must be integral parts of the curriculum. To achieve this end, it is not enough that we simply teach the humanities....Humanism and the Humanities are by no means synonymous." And Raymond Houghton remarks: "There are those who are, on an increasingly sophisticated level, coming to know how behavior is changed. While the question of absolute behavior control remains incredibly complex, theory backed by as yet primitive research is helping man to know about purposeful behavioral change. While *absolute* behavior control is imminent, the crucial question concerns itself with identifying the practical critical factor as to when

sufficient behavior control is accomplished to make the question of *absolute* behavior control only academic....The critical point of behavior control, in effect, is sneaking up on mankind without his self-conscious realization that a crisis is at hand. Man will not ever know that it is about to happen. He will never self-consciously know that it has happened."

-- March 13: The Anaheim Bulletin reports that U. S. Commissioner of Education James Allen said, "New legislation called 'child advocacy' will start teaching at the age of 2 1/2."

-- April 13: The General Education Provisions Act (Public Law 90-247, passed January 2, 1968) is amended to include a "Prohibition Against Federal Control of Education." This section of the Act (Public Law 91-230, Section 422) prohibits the federal government from exercising 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, or to require the assignment or transportation of students or teachers in order to overcome racial imbalance." Public Law 94-482 (passed October 12, 1976), Section 404 (b) will broaden the scope of the prohibition against federal control to include any "provision of any applicable program."

-- April 15: The Washington Star publishes "Set up Data Banks, Allen Urges Schools" by John Mathews, in which U.S. Commissioner of Education James Allen is quoted as suggesting each local school system should have a central diagnostic center "to find out everything possible about the child and his background....(The center) would know just about everything there is to know about the child--his home and family background, his cultural and language deficiencies, his health and nutrition needs and his general potential as an individual." He then indicated that professionals would write a "prescription" for the child "and if necessary, for his home and family as well." Allen's plan calls for each child to be evaluated before 6 years of age, then again at 11 and 15.

-- May: Colloquy publishes "Sexuality and the School" by Marianne and Sidney Simon, who pronounce: "Some changes are desperately needed. Schools can no longer be permitted to carry out such a horrendously effective program for drying up students' sense of their own sexual identity. The schools must not be allowed to continue fostering the immorality of morality. An entirely different set of values must be nourished."

-- July 3: NEA president George Fischer tells NEA representatives at an assembly that "a good deal of work has been done to begin to bring about uniform certification controlled by the unified profession in each state. A model Professional Practices Act has been developed, and work has begun to secure passage of the Act in each state where such legislation is needed. With these new laws, we will finally realize our 113-year-old dream of controlling who enters, who stays, and who leaves the profession. Once this is done, we can also control the teacher training institutions."

-- September: In NEA's Today's Education editorial, one reads: "The change-agent teacher does more than dream; he builds, too. He is part of an association of colleagues in his local school system, in his state, and across the country that makes up an interlocking system of change-agent organizations. This kind of system is necessary because changing our society through the evolutionary educational process requires simultaneous action on three power levels."

-- December: Educational Leadership publishes "Sensitivity Training and Education: A Critique" by Clifford Edwards, who explains that in the early stages of a student's value development, if the student's home, family, religion, attitudes or beliefs are criticized by the group, this "produces disillusionment and value disintegration, and encourages acceptance of group values....The person may then suffer disassociation from parents and others as a consequence of his altered beliefs."

-- Classroom Countdown: Education at the Crossroads by Max Rafferty is printed in his next to last year as California's Superintendent of Public Instruction. In this book, he remarks:

"See the hairy Hell's Angel, unsavory, uncouth, a thrall to kicks. One reason he's this way is because his school taught him as a kid that rigid standards went out with high-button shoes, and that it's perfectly okay for each person to evolve his own moral code. So he did, God help him.

See the noisome hippie, diseased, debauched, degenerate. Down in the grades and with the same good intentions which pave Hell-road, his teachers let him get the idea that life is a ball where imposed toil is tyranny, where loafing on somebody else's money is everybody's right, and where happiness consists of doing your own thing....

See the campus rioter, brandishing four-letter-word placards and Molotov cocktails with equal abandon. Some years back, his

school told him a lot about individual freedom and nothing at all about individual responsibility. Now he exercises his freedom at the expense of someone else's. Responsibility? That's Squaresville, man....

Mind you, I've never known a teacher who came right out and said these things to children. But I've know too many of them who espoused and mouthed an educational philosophy that caused convictions like these to take root in the minds of their pupils as inevitably as the general amnesty that invariably follows the burning down of the university administration building nowadays.

How did all these get started?

It happened about three decades ago, when John Dewey's permissive pragmatism became the unofficial philosophy of the American educational establishment. Here's how it's affected the schools:

(1) *In regard to knowledge*

To Dewey, knowledge equals experience. There are no self-evident truths, no universals, no absolutes of any kind. Anything that satisfies a want is a 'good.'...

Understand now why so many of the kids live it up with raw sex and cooked pot?

(2) *In regard to the learning process*

Dewey taught that the child learns only what he lives. Education must therefore be an exercise in living. 'Learning by doing' thus becomes one of the ritual responses in the litany of Progressive Education. The fundamentals of learning—the 'Three R's'—are taught only as the child finds them necessary in helping him lead a 'good' life.

Wonder any longer why the hippies stress the 'back to nature' routine? And why so many of their protest placards are misspelled?...

(4) *In regard to education's aims*

The two main goals of Progressive Education are to aid the child to live the life of the group and to enable him to 'adjust' to a constantly changing environment. The child is constantly reminded that he is merely one member of the group and that his success is being measured by how well he is accepted by his companions.

Remind you of the S.D.S. zombies prior to their recent split, all salivating together on

cue like Pavlov's dogs, all breathing the same obscenities, all mouthing the same party line, knowing no life as individuals, experiencing only what the group experiences?

Indeed the Progressive Educationists have much to answer for. Most dangerous when they are most dedicated, they war against your children in the firm belief that they are helping them. They treat parents as though they were retarded first-graders, glaciating all over them in a fine mixture of contemptuous kindness and smug superiority....

For almost three decades now, I've watched the high priests of progressivism inoculate children with the germs of relativism....

Toxin: 'Society shouldn't try to judge anyone. Every person is responsible only to himself.'

Antitoxin: Society has to judge its dynamiters, or it will quickly cease to be a society. Every person is responsible to every other person, to say nothing of being responsible to God.

Toxin: 'Who's to say what's good and what's bad? Is there any validity to these terms anymore?'

Antitoxin: Oh, for Heaven's sake, come off it. You could reduce any value system to absurdity by this kind of lame-brained questioning....I have before me an S.D.S. handbook detailing methods of subversion for the faithful, and a letter signed by one Michael Klonsky, National Secretary for the Students for a Democratic Society, in which he describes his national organization as an 'enemy of the state.'...The goal of today's 'enemies of the state' is to subvert the control of our institutions of higher learning by the people who support and populate those institutions and to turn them over to groups and individuals who represent nothing more nor less than anarchy.

The weapons used are violence and threats of violence, blackmail, arson, and kidnaping. In my own state, I can document the violence at San Francisco State College, the blackmail at San Jose State College, the arson at San Fernando State College, and the mob terror at Berkeley."

-- December 27: The Dallas Morning News prints "School Survey to Begin" by Karen Elliot, revealing: "A 3-year project to build a million-dollar monument of

information has started in the Dallas Independent Schools District. And, the part of the project which will most affect students and their parents is a survey...to collect personal...information on 36,541 high school students....By 1972, administrators expect to have complete computerized records on each of the 180,000 students in the district. When this is completed, officials said, they will begin compiling information on Dallas teachers and on students' home life and socio-economic background. 'We'll give each first-grader a number and study him for 17 years,' said Dr. William Webster of the district's Research and Evaluation Department....The survey is...funded by federal money and with \$600,000 from Ross Perot's \$2 million gift to the schools last year."

1971

-- Spring: The Federal Bar Journal prints an article by attorneys Charles Sherrer and Ronald Roston, who comment upon personality tests in the schools: "...any personality test constitutes an invasion of privacy, as the person tested rarely understands the implications of all the questions...or the significance of the responses. The tests may not only reveal the thoughts and feelings which the student desires to withhold from others but those he is trying to keep from his own consciousness."

-- May: Educational Forum prints "Learning Through Hypnosis" by Martin Astor, who claims that "hypnosis is being used in and out of schools in different ways under different rubrics....Educational hypnosis offers promise for more permanent behavioral change in children than most of the other modalities used in the classroom....Strange as it may sound, educational hypnosis can be used to free children to do their own things....Educational hypnosis can potentially become a catalytic agent in changing the whole structure and strategy of education in our society."

-- Rules for Radicals by Socialist Saul Alinsky is published. Alinsky has asserted that "any revolutionary change must be preceded by a passive, affirmative, non-challenging attitude toward change among the masses of our people." Suzanne Clark in her 1988 book Blackboard Blackmail (about the NEA, which will wrongly sue Clark, who will be defended by Concerned Women for America), will relate that John Lloyd (executive director of the Kansas National Education Association) will reveal that Alinsky's Rules for Radicals has been the National Education Association's "bible." In his book, which has an acknowledgment to Lucifer at the front, Alinsky writes that the radical organizer "dedicated to changing the life of a particular community must first rub raw the resentments of the

people of the community; fan the latent hostilities of many of the people to the point of overt expression. He must search out controversy and issues....An organizer must stir up dissatisfaction and discontent....He knows that all values are relative...truth to him is relative and changing."

-- Commission on Professional Rights and Responsibilities, an NEA brochure (no. 163-04940-71), lists among the Commission's purposes to "gather information about the various individuals and groups who criticize or oppose education, and make resumes of their activities."

-- Perspectives in United States History is published by Field Educational Publications. In this textbook, one reads that "The God of the Judeo-Christian tradition was a god created by desert folk."

-- Adirondack Mountain Humanistic Center is founded. It will re-organize in 1973, changing its name to National Humanistic Education Center "to indicate its growth from a regional program to a national scope of activities in the field of education." Later its activities expand internationally, and the name is changed in 1980 to Sagamore Institute.

-- Learning to Feel--Feeling to Learn by Harold Lyon is published, advocating that "schools must recognize that pleasure, spontaneity, and feelings are as vital, if not more vital, than intellectual achievement."

-- The White House Conference on Youth endorses universal sex education for elementary and secondary schools.

-- Schools for the 70s and Beyond: A Call to Action is published by the NEA, and declares that "...teachers who conform to the traditional institutional mode are out of place. They might find fulfillment as tap-dance instructors, or guards in maximum security prisons or proprietors of reducing salons, or agents of the Federal Bureau of Investigation—but they damage teaching, children, and themselves by staying in the classroom."

-- Planetary Citizens is founded and declares itself "an agent of change and transformation" that seeks to "redesign education." It also has a "Pledge of Planetary Citizenship," which says: "As a member of the planetary family of humanity, the good of the world community is my first concern. I will work...to give the United Nations the authority to act on behalf of the common will of humanity...."

-- The Institute for Global Education is founded, with Advisory Board members such as Betty Reardon of the Institute for World Order (later renamed the World Policy Institute). IGE is involved in teacher training for world order education.

-- October 15: John Goodlad, President of Educational Inquiry, publishes Schooling for the Future, a report to the President's Commission on School Finance, Issue #9, Educational Innovation. One finds in this document, a "Report of Task Force C: Strategies for Change," which states: "The assumption is made that the change agent is the decision-maker about the innovation,...(but) people cannot be forced to change until they are psychologically ready....The majority of our youth still hold the same values as their parents....If we do not alter this pattern, if we do not resocialize ourselves to accept and plan for change, our society may decay....The use of conventional wisdom as a basis for decision-making is a major impediment to educational improvement....Some very general proposals have been offered that call for government involvement in training linkage experts, and plans to modify the problem-solving model in a way that would utilize personnel from a 'trained' school as change agents for new schools are under consideration in at least one project....The change agents obviously directed the training activities...."

-- November: School Review publishes "Durkheim's Moral Education Reconsidered: Toward the Creation of a Counterculture" by Roberta Ash. Therein one reads: "Our efforts as educators must not be directed to restoring the past order of morality but to participating in creating a new one...when it is shed there will be a new moral order to take its place...a counterculture that will burst through to the surface....Perhaps one can establish cells of a counterculture in the classroom...such units would then...contribute to the disintegration of existing institutions...educational institutions may be the most effective source of counterculture units—perhaps the only possible source....Children are to learn to make judgments that will turn them against the prevailing state of indoctrination and manipulated opinion...creating a counterculture that will enable people to reject the present culture and maintain that rejection and resistance even in the face of suppression....Formal education, carried on subversively, can be in the forefront of building a new moral order....It provides some measure of the physical and social isolation necessary for the incubation process."

-- December: Social Education publishes "Value-Clarification vs. Indoctrination" by Sidney Simon, in which the author relates: "...our students need all the help we can give them if they are to make sense of the confusion and conflict inherited from the indoctrinated types."

1972

-- NEA president Catherine Barrett states: "We are the biggest potential political fighting force in this country and we are determined to control the direction of American education." (See "A Relic of the New Age: The National Education Association" by Robert Kagan in The American Spectator, February 1982.)

-- Working with Parents is published by the National Public School Relations Association and advises teachers that using a citizen advisory committee at each stage of planning a sex education program "...can be a strong force in quieting parent protests," but some parents and citizens "...whose personal attitudes are warped, may complain or may try to sabotage the program."

-- Values Clarification: A Handbook of Practical Strategies for Teachers and Students by Sidney Simon et al is published in which questions are asked: "...how does the young person choose his own course of action from among the many models and many moralizing lectures with which he has been bombarded? Where does he learn whether he wants to stick to the old moral and ethical standards or try new ones?" And in the Handbook, Strategy Number 77 is: "Diaries...enable the students to bring an enormous amount of information about themselves into class to be examined and discussed....For a whole week or longer, students (and the teacher) keep their own individual diaries. If they have chosen a Religion Diary, they record all thoughts, conversation, and actions having to do with religion."

-- February: The Futurist publishes "The Pre-Schooler and the Future" by Dr. Chester M. Pierce of Harvard University, who claims that "the peaceful world that we hope to have in the 21st century may be won in the nursery schools of the 1970s....Sesame Street has moved American children (and now children from an increasing number of other lands) toward becoming planetary citizens."

-- March 22: "Proposal for New Consciousness Education" by the International Cooperation Council (later named Unity-and-Diversity World Council) is submitted to the Joint Committee on the Master Plan for Higher Education in California. However, on May 21, the Scientific Information and Education Council of Physicians adopts a resolution highly critical of the proposal, describing the ICC as including occult organizations, as believing America is a "decaying Western civilization," as supporting "evolution of the United Nations into a world government," and as stating in their proposal that "our narrow tradition-bound values lead to self-destruction" and we must change "from reliance largely on one major

religion to an absorption from all religions, ancient and modern." The physicians further note that the ICC's proposal would bring occultism, yoga, and hypnosis into the schools. Among the organizations affiliated with ICC are the National Training Laboratories (begun in part by a division of the NEA) and William Glasser's Institute of Reality Therapy, and the physicians' council points out that "new consciousness" type programs are already causing serious problems of chaos and dissension in homes, schools, and communities. Therefore, the council states: "Taxpayers should not be expected to support programs which would destroy previously held political, moral, and religious convictions, in an attempt to homogenize all individuals into a common human nature and all societies into a one-world government."

-- March 27: The Commission on Population Growth and the American Future transmits its final report to President Nixon, recommending among other things "that sex education be available to all through community organizations, the media, and especially the schools."

-- April: Dr. Chester M. Pierce, Professor of Education and Psychiatry in the Faculty of Medicine and Graduate School of Education at Harvard University, delivers the keynote address to the Association for Childhood Education International (in Denver). And according to columnist John Steinbacher, Pierce asserts that "every child in America entering school at the age of five is insane because he comes to school with certain allegiances toward our founding fathers, toward his parents, toward a belief in a supernatural being, toward the sovereignty of this nation as a separate entity....It's up to you teachers to make all of these sick children well by creating the international children of the future."

-- April 24: Addressing the Executive Board of UNICEF, Secretary-General of the U. N., Kurt Waldheim, remarks: "Until fairly recently, in most societies, the responsibility for child development rested entirely with parents or in the immediately surrounding community. This is still largely true but it is changing....The process of child development has to be the concern of society as a whole--on the national and international level. From the very beginning, the leaders of UNICEF--both Board and Secretariat--clearly understand this, and I congratulate them for their foresight and their vision."

-- June 23: The National Institute of Education is established by Public Law 92-318, Title III, Section 405(b)(1) on this date. The NIE will become responsible for millions of dollars spent on the National Diffusion Network (NDN), Educational Laboratories and Centers, and other programs around the nation over the next 13 years

[NIE will be absorbed into the Office of Educational Research and Improvement (OERI) within the U. S. Department of Education in the mid-1980s]. NIE and its NDN along with the labs and centers will fund many objectionable projects over the years. (The writer of this chronology worked for NIE and OERI within the U. S. Department of Education from 1982 to 1988 and heard about some of these activities.)

-- September 2-8: Dr. Daniel Leviton delivers an address, "Education for Death, or Death Becomes Less a Stranger," at the American Psychological Association convention in Honolulu, and cautions: "I can say that no one enrolled in the Course has suicided to date but it remains a possibility. The instructor in Death Education needs to be prepared for the eventuality of a student's suicide."

-- September: Scholastic Teacher prints "Supernatural Literature: Launching Pad to Inner Space" by Robert Beck, English Department chairman at John Swett High School in Crockett, California (note the entry for 1864 regarding John Swett in this chronology). In this article, Beck writes: "In most schools that offer supernatural literature, major subject headings are generally restricted to (1) ghosts, spirits, and the so-called 'undead'--zombies, vampires, etc.; (2) devils, witches, black magic, and alchemy;...and (5) occult attempts to predict the future and/or codify characteristics of human personality....Some of the ghost- and spirit-related materials from which follow-up selections may be made include works like... The Phantom 'Rickshaw' by Rudyard Kipling" (whose symbol was the swastika). Beck goes on to say that "class activities to amplify and enrich these studies may involve the Ouija board, levitation, and dowsing or 'water witching.' A unit of this kind can be climaxed through the use a purportedly nonfictional article on zombies...as well as a vampire tale or two....Essays and discussions can center around each student's personal views of an afterlife; around his own imaginative interpretation of what hell would be like if it were created today or around how beliefs in witchcraft might actually have arisen from the once-respectable religions of the ancient Greeks and Romans. Is this fare too rich and heavy for teenagers? Not according to the responses of heterogeneously grouped eleventh- and twelfth-grade students at John Swett H.S....Even more attractive to them are explorations of occult systems for predicting the future and analyzing the personality: Tarot cards, the I Ching, numerology, astrology, palmistry, etc. As often as not, students themselves, with teacher assistance and guidance, take the lead in conducting such studies....As one John Swett student wrote: 'After all, how many of us know what is real and what is not? If

a student is afraid to learn about subjects which once were taboo, supernatural literature will help him much more than he expects. I know it has done that for me!" Beck lists under "Resources" the edited volume Speak of the Devil, which includes "a very popular women's lib Faust story, 'Dance with the Devil,'" according to Beck.

-- November: Psychology Today publishes "Shapers at Work" by Kenneth Goodall describing a number of behavior modification programs around the country, including a 3-year program in Prince George's County, Maryland, designed not only to change students' behavior but also "to manage the behavior of the whole community." The project is conducted by the Institute for Behavioral Research, with whom B. F. Skinner and Buckminster Fuller are associated. The IBR is headed by Harold Cohen, who states, "I'm not a moralist, it just doesn't work."

-- November: Childhood Education prints "Becoming Planetary Citizens: A Quest for Meaning" by Dr. Chester M. Pierce, who pronounces that "from infancy on...today's children will come to realize that in their own self-interest the only way they can live will be as planetary citizens....A child can enter kindergarten with the same kind of loyalty to the earth as to his homeland."

-- December: Learning publishes "Understanding the Hidden Curriculum" by Lawrence Kohlberg with Phillip Whitten, in which the authors indicate that research has shown "the decision to cheat or not is largely determined by expediency," and they assert that "principles of moral reasoning cannot be taught directly: The child must generate moral principles by himself. The task of the teacher is to facilitate that process."

-- December: Learning publishes "Everybody Talks About It, But Some Teachers Are...Doing Something About Values" by Farnum Gray, who describes Louis Rath's seven-part valuing process and then quotes Sidney Simon as saying: "There really needs to be...an elimination of grades, punishments and rewards." Simon warns that teachers must be alert to keep "moralizing crap" out of their work with values, and he claims that teachers have had "major success by closing their doors and doing things that they believe in." He recounts that when he was teaching, he "always bootlegged the values stuff under other titles. I was assigned to teach Social Studies in the Elementary School, and I taught values clarification. I was assigned Current Trends in American Education, and I taught my trend."

-- Alternative Educational Futures in the United States and in Europe is printed by the Organization for Economic Cooperation and Development (OECD). It is

prepared by the Center for Educational Research and Innovation, which had been created by the OECD in 1968 with the help of grants from the Ford Foundation and the Royal Dutch/Shell group of companies. In the book, Torsten Husen says: "The school ought to instill receptivity to change....The school must prepare its pupils to live in a society of pluralistic values. Schooling for internationalism and the defeat of present-day educational provincialism is necessary if the world is going to survive." In the same book, New Age networker Willis Harman (of the Stanford University Research Institute, Planetary Citizens, and the Institute of Noetic Sciences) asserts: "Nothing less than a new guiding philosophy will do. Ferkiss [1969] outlines three basic and essential elements for such a new philosophy...a 'new naturalism,'... 'the new holism,'...and 'the new immanentism' (sees that the whole is 'determined not from outside but from within')....It is not enough to be intellectually aware that at this point in history nationalism is a suicidal course....Educational experiences must be contemplated which are akin to psychotherapy... that result in a felt realization of the inevitability of one inseparable world, and a felt shift in the most basic values and premises on which one builds one's life. In a sense, this means bringing something like 'person-changing technology' into the educational system (e.g., meditation, hypnosis, sensitivity training, psychodrama, yoga, etc.)."

-- UNESCO bestseller Learning to Be: The World of Education Today and Tomorrow is published. In this edited work, the authors say they're in search of a "new educational order...based on scientific and technological training, one of the essential components of scientific humanism." The book claims that religion and belief in the Divine are the real reasons for "many of the hierarchical forms and discriminatory practices for which current educational systems are blamed." Instead of God and religious standards, in the book one reads that "relativity and dialectical thought would appear to be a fertile ground in which to cultivate the seeds of tolerance....An individual should avoid systematically setting up his beliefs and convictions...his behavior and customs as models or rules valid for all times...."

-- The Supreme Court rules in Wisconsin v. Yoder that there should be no values inculcation in the public schools.

-- Perspective in U. S. History is published by Field Educational Publications for high schools. In the first edition of this volume, one finds: "By 1936 the depression was seven years old, and conditions were steadily worsening. Only one bright spot stood out in the gloom. The collectivist economy of the Soviet Union...stood without unemployment, unusual hunger,

or sign of disease. Is it any wonder that some...joined the American Communist Party?..."

-- The American Association of Christian Schools is founded.

1973

-- UNESCO's Institute for Education conducts a project in Hamburg, Germany, called "Getting Children to Learn How They Tick." A news release concerning the project opens with: "Children at school are invited to repeat to the class, 'the lie you often tell about yourself'...(and) to write their own obituary." The news release continues with an item about the UNESCO regional information officer for Latin America describing what she witnessed in some of the schools in Colombia during a UNESCO educational experiment there: "The children spoke of changing traditional patterns, of their parents' attitudes to what they were learning and sometimes to their resistance to progress: 'They need classes too, but we try to teach them.'"

-- Global Education Associates is founded by Gerald and Patricia Mische, the latter of whom will remark at a November 9-11, 1984 symposium that "Traditional religion is failing to speak to problems in our society. The need for a New World Order is our greatest challenge and opportunity....We see resistance to change—resistance to the New Age processes." GEA will design an "Earth Pledge" which begins "I pledge allegiance to the Earth." The organization will be a network of individuals and institutional associates in 90 countries, and declare that "the human community is straining to break through the straitjacket of obsolete national paradigms to a viable world community." GEA supports world order with a "whole-earth spirituality" inner dimension that could be considered as nothing more than syncretism or pantheism. It also will develop an "Earth Covenant," offer consulting services to university, community, school, and church groups; and GEA will maintain "Project Global 2000" (will be launched in 1990), designed to rethink security and sovereignty within the context of global economic and ecological interdependence.

-- From 1972 to 1973 Dr. Shirley Correll spent approximately one year studying the funding catalog for Pacesetters in Innovation. In a report (still available from Pro Family Forum) she states: "I found that PACE's direction was to organize the process of change to restructure and reorganize the school system."

-- The North Carolina Department of Public Instruction issues its sex education policy statement

announcing: "At one time, sex education was based...on innocence, ideals, and moral codes...but...we are now moving toward a more humanistic approach." Translated, this will mean a movement away from Biblical moral absolutes toward the moral relativism and situation ethics propagated by "progressive educators" like Lawrence Kohlberg and Sidney Simon.

-- Sociology: The Study of Human Interaction by David Dressler with Donald Carns is published. In this textbook, one finds written: "Whenever human action is concerned, all truth is relative."

-- February 10: Saturday Review of Education prints radical feminist leader Gloria Steinem's article in which she declares: "By the year 2000 we will, I hope, raise our children to believe in human potential, not God." In the same edition, NEA president Catherine Barrett's article is printed, in which she pronounces that: "Dramatic changes in the way we will raise our children in the year 2000 are indicated, particularly in terms of schooling....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....When this happens—and it's near—the teacher can rise to his true calling. More than a dispenser of information, the teacher will be a conveyor of values, a philosopher....We will be agents of change." Elsewhere, Barrett and previous and future NEA presidents George Fischer, Helen Wise and John Ryor did and will comment: "We are determined to control the direction of education"; "To determine who enters, who stays, and who leaves the profession"; "We must defeat those who oppose our goals"; and "We must become the foremost political power in the nation."

-- The Change Agent's Guide to Innovation in Education by Ronald Havelock is published. Portions of the book have been developed under federal Office of Education (within HEW) Contract Number OEC-0-8-080603-4535(010), and in the book, one reads: "It must be admitted that sometimes collaboration just will not work and, when it fails, there are a number of alternatives (e.g., a 'fait accompli' strategy) that should be considered, ranging...to complete deception." Portions of Training for Change Agents by Ronald and Mary Havelock are also developed under the same Contract Number, and in this book published in this year, the authors assert "The Advocate-Organizer-Agitator (ADORAG) and Social Architect change agents would receive training in value clarification....Because of his political and ego strength, the ADORAG is relatively invulnerable to the system. He is able to ride or create a crisis...to escalate frictions and

protests....Knowledge of the law and strategies of confrontation and civil disobedience will be extremely helpful....Three to six 'crucial' school districts in one state would be identified in which inside and outside change teams would work on their projects."

-- New Age Masonic Miracles by 32nd degree Master Mason Lynn Perkins is published, in which the author writes that "The Charter of Incorporation of the NEW AQUARIAN MASTERS' EDUCATIONAL ASSOCIATION FUND FOR NEW AGE YOUTH, INC.,...confines its programs of corporate activity to the revival of Ancient Spiritual Masonry in the lodges of the New Age now dawning....It would be quite natural that the first efforts of our Corporation will be to endow the placement of certain books on New Age Masonry in every High School, College and Public Library in the United States and Canada....The spiritual organizations...will continue to perform the same mass-education programs as we advance into the Aquarian Age; and the youth of the year 2000 A.D. will have already responded to their teaching and become mentally and spiritually prepared for membership in the Lodges where they will demand and receive more systematic instruction in the moral and spiritual teachings of Masonry."

-- Search for Freedom: America and Its People is published by Macmillan. This 5th grade history text contains but several mentions of President George Washington, only in passing. However, it contains about 7 pages on Marilyn Monroe. This serves as an example of how subjects of contemporary "relevance" are taking up space once devoted to important historical figures in textbooks.

-- Drugs in Our Schools is published by the U. S. House of Representatives Select Committee on Crime, and informs: "The chances are substantial that when a parent sends his child to high school each day he is sending him into a drug-filled environment."

-- April: School Library Journal publishes "Turning Off the Abuse of Drug Information" by Peter Hammond, who writes: "...today there is a growing consensus among drug educators that drug information---as it is packaged and pushed today---is one of the major culprits....False statements made by misinformed or uninformed educators could very well have contributed to the increase of drug usage in this society....Much money is being wasted on poor materials and misinformation---often worse than no information at all."

-- April: The National Coordinating Council on Drug Education's Crime and Delinquency describes a Michigan study showing "Use of drugs jumped from 14

to 36 per cent among students who received drug education. There was a 36% increase in the number of 7th-graders who admitted trying marijuana. The number of marijuana and LSD sellers increased among students who had had the course, and their level of anxiety about drugs and their effects steadily declined. The control group remained fairly constant."

-- U. S. Senator Sam Ervin (D-NC) along with Attorney-General Elliot Richardson become concerned over the potential abuse of the Social Security number in federal data banks. Senator Ervin had become outraged at many of the behavioral-attitudinal learning programs being disseminated by the National Diffusion Network of HEW, calling it "the biggest scandal in the history of the United States." He co-sponsors Amendment 1289 to Senate Bill 1539 which, he says, "would prevent schools from making guinea pigs out of children and delving into their personal attitudes and privileged information about their families, as has been done in schools throughout the United States." After he is named to the Watergate Committee, though, his legislative assistant, Anne Sullivan, starts to complain that some of the documentation he'd been collecting begins "disappearing" from his office and is never found.

-- May 17: Senate Select Committee begins "Watergate" hearings during which Jeb Magruder will testify that he justified his illegal acts based upon the "situation ethics" he had been taught at Yale University.

-- August: HEW implements the Educational Profession's Development Act, and awards a grant to evaluate some of the Office of Education's "change agent" programs. In the Spring of the next year, the Office of Education will give a grant of \$5.9 million for 500 "change agents" to be trained at 21 institutions of higher education around the U.S.

-- September 20: On the front cover of Senior Scholastic for this date is the headline, "Public Needs and Private Rights: Who is Watching You?" The cover photograph is of children with numbers on their foreheads. And this reminds one of Revelation 13: 16-17, which states that the beast "...causeth all, both small and great, rich and poor, freed and bond, to receive a mark in their right hand, or in their foreheads: And that no man might buy or sell, save he that had the mark...."

-- November: Intellect publishes "Process-Centered Education for a Changing Tomorrow" by Leslie Chamberlain, who feels "...the concept of learning a particular amount of content as a preparation for life is

obsolete, and must be abandoned....Emphasis on content is outdated...."

1974

-- Meeting Yourself Halfway is authored by Dr. Sidney B. Simon, professor of Humanistic Education at the University of Massachusetts, and is dedicated to Louis E. Rath, Merrill Harmin, and Howard Kirschenbaum, Director of the National Humanistic Education Center. In this book Dr. Simon criticizes the "...direct transference of values...", and states "...moralizing most often influences only people's words, and little else in their lives." In pointing out the spiritual nature of values clarification he states: "Values clarification is a process which helps people arrive at an answer. It is not concerned with an ultimate set of values (that is for you to decide), but it does stress a method to help you determine the content and power of your own set of values. It is a self-audit, and an inventory of soul and spirit." After Dr. Simon reveals that values clarification is an audit of the soul and spirit, he continues by explaining that it is part of the humanistic movement when he states: "Values clarification is part of a much larger humanistic movement, one of a number of individually directed psychological and sociological theories that also embrace Re-evaluation Counseling and what has become known as Encounter or Interaction Groups. (They are all outgrowths of the Third Force in psychology, which developed from the Freud/Adler split much earlier in this century. The Third Force, as indeed one of its facets-values clarification, is much more concerned with the present and the future and less with exploring the past.)...These standards of valuing are based on the seven processes defined by Louis Rath, who was my teacher, a leader in the progressive education movement and an admirer of the great educator John Dewey." Dr. Simon defines what he calls value-indicators as "Value-indicators include goals or purposes; aspirations; attitudes; interests; feelings; beliefs and conviction; activities; and worries, problems, or obstacles."

-- NEA president Helen Wise addresses NEA political fundraisers and comments: "We must reorder Congressional priorities by reordering Congress. We must defeat those who oppose our goals."

-- NDN: A Success Story is published in June 1978 by the Far West Laboratory for Educational Research and Development and describes the beginning of the National Diffusion Network in the following manner: "...state and federal officials, working with programs funded under Title III, ESEA, jointly agreed that approximately \$9 million available from fiscal year 1974 discretionary funds should be used to promote the dissemination of exemplary

programs across state lines. Thus, the idea of the NDN was born...." Eleven members each from the U. S. Office of Education and from the National Institute of Education will form a Joint Dissemination Review Panel, which will decide what "exemplary" programs (including those involved in behavior modification) will be aggressively promoted by State Facilitators in each state across the nation. One such "exemplary" program will be "The New Model Me," which many parents will condemn as psychotherapy involving role-playing, psychodrama, and encounter sessions using values clarification techniques.

-- Learning for Tomorrow: The Role of the Future in Education by Alvin Toffler (author of Future Shock) is printed, and one reads: "...schools will have to turn out a different kind of person. Schools now need to produce people who can cope with change."

-- Escape from Childhood by education author John Holt is printed, in which he sets forth: "I propose instead that the rights, privileges, duties, responsibilities of adult citizens be made available to any young person, of whatever age, who wants to make use of them. These would include, among others: The right to vote...to direct and manage one's own education...to seek and choose guardians other than one's own parents and to be legally dependent on them...."

-- March 22: The "Newsletter" of the Prince George's County (Maryland) Education Association orders teachers to "Oppose SB 196 the Parental Rights for Public School Children. Tell legislators that this legislation is not needed. May render schools ineffective as change agents since it would place all curriculum in the hands of parents."

-- March: Thrust, published by the Association of California School Administrators, prints "The Humanization of Education" by California Assemblyman John Vasconcellos, who reveals: "...humanizing education isn't easy. It's at least controversial, and at most subversive. It's subversive because attempts at truly humanizing the public schools must run smack up against the fundamental social realities....It's controversial because it necessarily raises, even challenges, the very deepest held values and assumptions about human beings....It includes the affective and the cognitive domains. It recognizes a child has a mind of his own...has feelings...has a body---physical and sexual...needing to touch and be touched...."

-- The Institute for Chief State School Officers issues a report titled, "Man, Education and Society in the Year 2000." The Institute takes place at Jackson Hole, Wyoming (a secluded place where President Bush, Secretary of State James Baker, Edmund de Rothschild and others will meet), and the report is funded by a

grant from HEW's Office of Education. Participating in the report are individuals such as Alvin Toffler, Willard Wirtz and Harold Shane. CSSO Institute Director for 1973 and 1974 Dr. Grant Venn writes in the report's summary: "The design of the home, the church and the school...were as 'maintainers' of society---that is, to teach our young the 'right' things they would need for the future....The home, the church and the school cannot be effective maintainers since the future cannot be predicted....The problem we face cannot be solved alone, either as individuals or as single states or nations....The traditional cluster of knowledge, skills, values, and concepts will not help our young face the future in their private life, the international situation,...Values, knowledge, and concepts are presented as if they would last forever. Without exception, there was agreement that this approach to formal education is unacceptable for today and tomorrow....Perhaps there is a need for the clarification of new values needed to solve future problems." Among the report's conclusions are that "in addition to the 3 R's, the basic skills would appear to include group participation, environmental relationships and planning for the future," that "the use of other societal agencies and resources be part of the planned educational program of high school and older youth," and "the 50 states should organize a commission to establish the values that are significant in approaching problems (e.g., population) that must be faced in the future."

-- HEW's National Institute of Mental Health approves a \$250,000 grant to Sol Gordon to prepare community leaders to teach parents on how to talk to children about sex. In the January-February 1975 issue of The Humanist, Gordon writes an article, "Creative Infidelity: On Being Happy in an Unhappy World," in which he pronounces: "The author wishes to use the occasion of this publication to come out of his closet and declare that he is polymorphous perverse." One can understand what Gordon means if one looks at his Zing Sex Comix series telling young people about homosexuality, masturbation, bisexuality, oral and anal sex, and pornography.

-- Summer: Research for Better Schools publishes "A Curriculum for Personalized Education" by Robert Scanlon, who projects that "the emphasis in schools in 1985 will be to free the individual from subject matter as bodies of knowledge and to provide him or her with higher-order...skills....One type of cognitive skills involves development of the processes for value clarification."

-- November: The New York Times reports that "Publishers, responding to a changing market in college texts, are increasingly resorting to simplified language in

their books to adjust to a new element in higher education--the college student who cannot read at traditional college levels. In recent years, publishers here report, word has been coming back from the campuses...that their books are 'too hard' for students to grasp."

-- November: The American School Board Journal prints "Are Our Public Schools Turning Out Warriors, Not Peace Lovers?" by Lawrence Casler, in which the author rebukes those who say that children "need" discipline or structure. He goes on to say: "It is all too easy to justify our power ploys with transparent rationalization that we know what is best for the children....There still remains a high probability that our children will grow up to be wagers of war or voters for war-like or war-loving leaders, especially if our schools continue to teach the same old brand of nationalism that has been taught in generations past. America is not the greatest country on earth. Indeed, 'the greatest country on earth' is a hollow phrase that would be laughable if it were not so dangerous....Nationalism not only blinds us intellectually and dwarfs us emotionally, but also it sows the seeds of competitiveness, fear, and war. Internationalism reverses these dangerous trends, especially if it has been so well absorbed as to become a habitual way of thinking, feeling, and behaving. Many adults recognize the rationality of international cooperation and world citizenship, but the 'America First' orientation is so deeply embedded that they may never be able to escape it. Schools must work to change this. Apart from its dubious constitutionality, the requirement of a daily pledge of allegiance to the flag provides a vivid exemplar of teachers and administrators hiding their heads in the sands of the past. How preferable it would be to fly United Nations flags from the flagpoles and display them in the classrooms."

-- November: Prism publishes "Education for Suicide" by Nobel laureate Dr. Max Delbruck, who comments: "...I would suggest that our society provide 'suicide education' as it now provides birth control information....Society must have free access to information about forms of suicide that are not too repulsive."

-- Life Skills for Health: Focus on Mental Health is published by the N. C. Department of Public Instruction and includes "A Newpoem" from the February 7, 1968 New York Times describing how a girl committed suicide when her parents tried to force her to kill her dog. (A pamphlet on this four-book series is available from the Sagamore Institute, N. Y.)

1975

-- January 15: The New York Times in its Annual Education Section prints the following remarks by Ernest Boyer, Chancellor of the State University of New York: "...let me suggest that we make consideration of the future a strong component of every college education. This is a polite way of saying that I would consider a thorough value-laden preparation for the next century an obligation for all students in this country...."

-- Publication of Accountability: Can It Be Done? It is the text of talks by educators at a conference sponsored by a division of the New York State Education Department. The conference Chairman, Dr. Bruce Bothwell, expresses his belief that students should be tested in the areas of "attitude development, human relations, and self-concept." Dr. R. Gary Bridge (resident consultant at the Rand Corporation) says at the conference: "When the kids come to us at age four, five, or six, they already have these beliefs set. We have to unwind them and start over, and even then, we get them only a few hours a day."

-- Value Exploration Through Role Playing by Robert Hawley is published, in which one finds: "Once we have helped students to explore their values and determined what things are important to them, then the final concern is to help the students plan for change.... Role playing is an excellent tool to highlight the hidden influences....or...the hidden commandments of the family...."

-- April: Phi Delta Kappan publishes "World Order Education: What Is It?" by William Boyer, who explains: "...the National Council for the Social Studies has recognized peace education and world order education as a legitimate part of the social studies program. Yet few educators and fewer of the general public know what 'world order education' means. World order education is an upgraded form of political education. It...transcends the nationalistic...values of the old citizenship education....World order education...is an instrument of social-cultural change. Its first and continuing commitment is to aid...the creation of global institutions...."

-- June 23: The Washington Star prints "Police Chief Cites Women's Lib in Youth Crime" by Thomas Love, who quotes Montgomery County, Maryland, police chief Col. Kenneth Watkins as stating: "The educational institutions have reinforced the dissonance of the family unit. Neglecting their responsibilities to teach the academic

skills and perpetuating the culture of the community, they have set themselves up as the agents of social change and have sought to indoctrinate students into a new social order."

-- August: The Journal of Education publishes "The Humanities in Humanistic Education" by William Russell, a Program Officer for the federal National Endowment for the Humanities, who explains the term "humanistic": "An initial clarification to make is that the term 'humanistic' is not the adjectival form of the noun 'humanities': Humanistic education does not mean education in the humanities disciplines."

-- Fall: The Journal of Teacher Education publishes "Humanizing Teacher Education for the Last Quarter of the Twentieth Century" by Edward Durcharme and Robert Nash, who believe teachers of the future will be called "human service educators...developing an ideology of humanistic socialism...training in the politics of power; the phenomenology of the change agent; ethical ways of dislodging or supporting those in power...and the practical (and moral) strategies necessary for attaining positions of power and influence."

-- The NEA Resolutions Committee meets in Washington, DC, and proposes a resolution that says no person should be "dismissed or demoted because of...sexual orientation."

-- October 24: Henry Steele Commager (CFR member) writes the Declaration of Interdependence, which includes the words: "Two centuries ago our forefathers brought forth a new nation; now we must join with others to bring forth a new world order.... Narrow notions of national sovereignty must not be permitted to curtail that obligation....We affirm that a world without law is a world without order, and we call upon all nations to strengthen and to sustain the United Nations and its specialized agencies, and other institutions of world order, and to broaden the jurisdiction of the World Court, that these may preside over a reign of law that will not only end wars but end as well that mindless violence which terrorizes our society even in times of peace."

The document is written for the World Affairs Council, and Congressman John Ashbrook will relate that the Council "has even joined with the Philadelphia school system to develop model fifth- and sixth-grade school programs promoting the Declaration of

Interdependence. Children are even asked to pledge themselves to the declaration's concepts, thus repudiating their own patriotic heritage, and to lobby for signatures from their friends and relatives for the **Declaration of Interdependence.**"

Nationally syndicated columnist James J. Kilpatrick in the February 7, 1976 Washington Star will call the **Declaration of Interdependence** "a genuinely subversive document." And Congresswoman Marjorie Holt will refuse to sign the document, saying: "It calls for the surrender of our national sovereignty to international organizations." However, it will be signed by 131 members of Congress, including Christopher Dodd, Robert Packwood, Claiborne Pell, Paul Simon, Pat Schroeder, Ron Dellums, and Les Aspin. On July 8, 1977, U. S. Senator Jesse Helms will write a letter in which he will state: "It really is a shocking thing to see how many people who have sworn to uphold the Constitution would go ahead and endorse such a treasonable document." Note that Senator Helms will refer to the signers as endorsing a **treasonable** document, and Les Aspin (one of the signers) will become President Bill Clinton's Secretary of Defense (1993), who is supposed to be in charge of defending **this** nation.

— Quest International is founded. The organization is involved in the teaching of basic life skills in the areas of problem solving, increasing self-esteem, conflict resolution, and other areas such as the prevention of drug and alcohol abuse. However, Dr. William Coulson will provide research indicating that these latter programs concerning drug and alcohol abuse prevention have serious flaws. He will also have critical comments concerning the D.A.R.E. program, as well as negative comments regarding all non-directive programs pertaining to values instruction in the schools.

— November-December: Today's Education (the NEA's journal) publishes NEA president John Ryor's editorial, "The Uses of Teacher Power," in which he declares: "We must become the foremost political power in the nation."

— December: Phi Delta Kappan publishes "The Failure of Our School Drug Abuse Programs" by Bernard Bard. While the article is critical of drug abuse programs in schools, it refers to "solutions" such as "responsible" use of "small" quantities of drugs. The article cites Edward Brecher's statement in Licit and Illicit Drugs: "...I believe our drug education goal should be to teach young people to use drugs just a bit more skillfully and responsibly, and a bit less hazardously than their parents do."

— A Drexel University sociologist (Professor McCord) conducts a 30-year follow-up study of the classic "Cambridge-Somerville Youth Study" on juvenile delinquency. Prof. McCord contacts the original participants [an experimental group of 253 high-risk problem boys who were extensively counseled, and a matching (behavior history and family background) control group who received no counseling], and found that the experimental subjects were "more likely to commit criminal acts, be alcoholics, suffer from mental illness, die younger and have less prestigious jobs than the control group" (Education Update, Spring 1984). Stunned by her findings, Prof. McCord reanalyzed her data, but still concluded, "Those who had more frequent contacts with their counselors were more likely to be failures" (American Psychologist, March 1978).

— Occult Preparations for a New Age by Dane Rudhyar is published, in which one reads: "In order gradually to convince the old guard of official thinkers in control of most social and educational processes...they feel obliged to compromise and tone down their direct...realizations by using indirect techniques....References to metaphysical principles unfamiliar to the European tradition are avoided."

1976

— The National Association for Neighborhood Schools, Inc. (NANS) is founded. Its motto is "Stop Forced Busing."

— January: Educational Leadership publishes "Our Children Are Changing" by Leslie Chamberlain and Ricardo Girona, who claim: "Young people today seem to have selected new values and morals...and many are no longer fulfilling the traditional expectations in regard to behavior....Children reared in a particular value system can no longer expect to use the same values all of their lives....What one is taught as a child may no longer be functional when that child becomes an adolescent...."

— January-February: The Humanist publishes an article by Prof. Sheila Schwartz in which she expresses her thankfulness that "the crazies" (e.g., fundamentalists) "don't do all that much reading. If they did, they'd find that they have already been defeated."

— The Association for Humanistic Education is founded, stressing humanism in all phases of education.

— The What and Why of Affective Education, an audiocassette by Arthur Combs, is produced by the

Association for Supervision and Curriculum Development, in which Combs explains what is meant by "affective education" and suggests 10 things to do to achieve humanistic education in schools. Combs was president of ASCD, 1966-1967.

-- February: John Martin Rich of the University of Texas writes in the journal Theory Into Practice: "Formal education has a contributory role to play in providing needed information and promoting changed attitudes toward a new world order....Democracy in education, then, would mean the teaching of those values, attitudes, and abilities most likely to contribute to the development of such a world order....The type of democratic education essential is one that would contribute, even if only indirectly, to the development of an international world order under law. A healthy international world order is not only one that has learned to cope successfully with world crises in order to survive; it is also one that has developed a basis for mankind pursuing common ideals and goals."

-- February 5: The Los Angeles Times publishes Richard Bergholz' article, "Teachers Group Seeks National System Like Hitler's for U. S. Schools, Reagan Says," in which the future President Reagan says at a Florida rally that the NEA really wants "a federal educational system, a national school system, so that little Willie's mother would not be able to go down and see the principal or even the school board. She'd actually have to take her case up to Congress in Washington. I believe this is the road to disaster and the end of academic freedom."

-- March 3: The Executive Director of the ACLU of Maryland sends a letter to the Maryland Congress of Parents and Teachers stating: "We applaud the Maryland Congress of Parents and Teachers position in opposition to SB 165 and HB 470, pertaining to public access to educational materials...we believe that the provisions for public hearings present a serious threat to freedom of inquiry and expression." It seems that "academic freedom" is more important than parents' access to what their children are being taught, as far as the ACLU is concerned.

-- March: The American School Board Journal publishes "The Case for Having the Public Schools Teach Our Youngsters How to Drink" by Lee Hames, who begins the article by pronouncing that "Youngsters should be taught how to drink,...(and alcohol) can be integrated into a balanced life-style." Hames believes the main obstacle to his proposal "is parental resistance. Parents must be given to understand that the real hazard of alcohol comes from not knowing...what is entailed in establishing a life-style that accommodates the sensible use of alcohol....No one can prove that his way of living and doing is sacrosanct. And

that is why adults must maintain an open mind about juvenile drinking...."

-- March-April: The Humanist includes an article by leading secular humanist Paul Blanshard in which he pronounces: "I think the most important factor leading us to a secular society has been the educational factor. Our schools may not teach Johnny to read properly, but the fact that Johnny is in school until he is 16 tends to lead toward the elimination of religious superstition. The average child now acquires a high school education, and this militates against Adam and Eve and all other myths of alleged history."

-- May: Federal Aid for Social Engineering in the Public Schools by Solveig Eggerz is printed, in which she comments: "What we find in the schools is the displacement of cognitive learning in favor of psychological or 'affective' or 'humanistic' education, which draws heavily on the human potential or self-actualization movements of Carl Rogers and Abraham Maslow."

-- August 22: The (Baltimore) Sun publishes "Girlie Magazines Defended As Useful for High School" by Gerald Fitzgerald, describing how Dr. John Money, a Johns Hopkins University psychologist, testified in Federal court in Baltimore that "erotic girlie magazines could be a valuable aid for teachers instructing high school students about sex." In an article by Mark Bowden (Knight News Service) in The Sun, April 1, 1980, John Money will be described as "leveler of sexual taboos, an avowed bisexual."

-- September: Phi Delta Kappan prints "America's Next 25 Years: Some Implications for Education" by Harold Shane, who advises: "Rather than adding my voice to those who urge us to go 'back to the basics,' I would argue that we need to move ahead to new basics....Certainly, cross-cultural understandings and empathy have become fundamental skills of human relations and intercultural rapport...the arts of compromise and reconciliation, of consensus building, and of planning for interdependence, a command of these talents becomes 'basic'....As young people mature, we must help them develop...a service ethic which is geared toward the real world...the global servant concept in which we will educate our young for planetary service and eventually for some form of world citizenship."

-- The NEA makes available to public schools around the nation a program titled A Declaration of Interdependence: Education for A Global Community.

– September-October: Today's Education publishes NEA President John Ryor's editorial, "Education for a Global Community," describing the NEA Bicentennial Committee theme of world interdependence. In the same issue is also published "The Seven Cardinal Principles Revisited" concerning the NEA Bicentennial Committee's work (culminating in the NEA Bicentennial Ideabook) regarding "a reframing of the cardinal principles of education (1918) and recommendations for a global curriculum." A report has been prepared by Project Chairman Harold Shane. In this article, there is material from the report dealing with the seven cardinal principles, including the statement: "There are striking similarities of thought between the 1918 report and the present Panel's thinking. For one thing, the NEA Bicentennial Panelists emphasized the importance of a global viewpoint. Various statements supported 'loyalty to the planet as well as to the nation,' the 'need for a world view,' 'world citizenship,' and the need for 'membership in much larger societies' or for recognizing that 'citizenship is more narrow than chauvinism.'" The report also said "Educators around the world are in a unique position to help bring about a harmoniously interdependent global community." Terrel H. Bell of the U. S. Office of Education was a member of the NEA's Cardinal Principles Preplanning Committee, and he will be named by President Reagan as U. S. Secretary of Education in 1981.

– A New Civic Literacy by Ward Morehouse is printed by the Aspen Institute for Humanistic Studies. Council on Foreign Relations member Harlan Cleveland, writing in the Foreword, states: "The students in our public schools constitute, as my colleague Francis Keppel puts it, the nation's greatest and most attractive sucker list. Everybody who has anything to sell -- ...a political nostrum,...a global perspective -- would naturally like to get at this market of future American adults, and get at them as early in life as possible." In this publication, the author comments: "The task of bringing about the kind of transformation which will make education a better instrument for coping with interdependence is formidable. We need to shed an inheritance of parochialism which we have been accumulating for the past 200 years....An important part of the problem of adapting education to help Americans cope with global interdependence is the legacy which we have inherited from the past....Experimental activities should be undertaken to see to what degree formal learning experiences can shape the world views of Americans so as to make those views more compatible with (or at least less resistant to) adjustments in behavior and attitudes necessary to cope more effectively with problems of interdependence....Public opinion pollsters....suggest that the American people are more ready to cope (and in fact are coping) with interdependence and its attendant

sacrifices....The kind of educational transformation for which we have argued in these pages will not come easily. Changing complex social institutions in any fundamental way requires unlimited quantities of sweat and almost certainly some tears, if not blood."

-- The Scientific and Technological Revolution and the Revolution in Education by Vladimir Turchenko is published in Russian and translated into English and imported into the U. S. When reading this book, it is noteworthy that there are a number of similarities between what is occurring in the USSR and in the U. S. The book jacket indicates that this work "examines the fundamental directions that the revolution in education will take: introduction of teaching machines, instruction from a younger age, linking instruction with productive labour, 'continuous' education, and so on....Under socialism, education has become not only the personal affair of every individual, but also a concern of society as a whole." In the book, Turchenko writes about "the need to ensure the harmonious development of the working man---first, coincides with the principal social goal of communism....The worker---no longer takes a direct part in production, but manages or controls it....The first thing that distinguishes education from all other processes connected with the reception of information is that it is functionally geared to shaping personality....One of the most important functions of education today is the professionalisation of the younger generation, the preparation of a skilled labour force for the national economy....A second task, though not secondary in importance, is to ensure the socialisation of the younger generation. The essence of socialisation...is expressed in Robert Park's notion that an individual is not born a person but becomes one through a process of education. A child at the moment of birth is but a biological organism that turns into a person...(through) socialisation....Rational expenditures on education, in terms of the interests of society, can only be realised through a close, scientifically based coordination of national plans for education and plans for developing the nation's economy. This, however, is possible only under socialism....The Communist Parties feel that the struggle for the democratisation of education is an important and indispensable aspect of the general struggle for democracy, which in turn is a component part of the struggle for socialism....the principle of combining schooling with productive labour is one of the first principles in the Marxist-Leninist theory of communist education....Actualisation (of education) involves shifting the focus of instruction from memorisation to teaching how to think....The introduction of computers into the field of education is an objective, inevitable process....In 1964, Professor Benjamin Bloom (University of Chicago) noted that 50% of man's intellectual capacity is formed in the first 4 years of life....It is more useful to extend the period of

schooling by beginning earlier....In many countries, practical steps are being taken to begin education from earliest childhood....The upbringing of the younger generation will become the affair of all."

-- October 18: The Florida Times Union publishes "Schools Must Teach Morals and Ethics, Says Rep. Bennett" by Franklin Young, who describes that in 1975, Congressman Charles E. Bennett of Florida introduced legislation (H.R. 53) "to provide Federal grants to assist elementary and secondary schools to carry on programs to teach the principles of ethics and citizenship," and Bennett justified the legislation before the Jacksonville (Florida) Bar Association, saying that "the teaching of ethics and moral values can no longer be left exclusively to the home and church. Those institutions today are no longer equipped to handle the job without help from our schools." The legislation set forth that the "content and nature of such instruction shall conform to general standards prescribed by State educational agencies."

-- October: Educational Leadership publishes "The Case for Structure" by Sydelle Ehrenberg, who explains that "...learning may be defined generally as 'change in behavior'...learning as the purpose of school curriculum does not mean just any change in behavior. (It means)...particular changes in student behavior that...are discernible... complex...gradual, long term growth and development toward certain human characteristics...."

1977

-- Volume 7, number 2 of Social Change (a newsletter from the NTL Institute for Applied Behavioral Science) contains an article by Massell Smith, who advises "Couch the language of change in the language of the status quo....Use the stated objectives of the status quo. They are almost broad enough to encompass innovation."

-- January/February: The Humanist prints an article by Sidney Hook (signer of the 1973 Humanist Manifesto), in which he explains that "human beings can be influenced to examine critically their religious beliefs only by indirection, [by which] I mean the development of a critical attitude in all our educational institutions that will aim to make students less credulous to claims that transcend their reflective experience."

-- Feeling, Valuing, and the Art of Growing is published by ASCD with editors Louise Berman and Jessie Roderick. In William Hedges' and Marian Martinello's article, "What Schools Might Do: Some Alternatives for the Here and Now," one reads that school time "cannot be spent well if individuals are constantly striving to live up to

others' expectations and views of what they should do or be. (Time) cannot be spent well if external norms become more important than personally satisfying values....The school...must help learners...to do more than memorize others' meanings and unthinkingly adopt others' values....When questions of...valuing arise, they can be invited to think about what is just and good for themselves and their peers...curriculum must...seek more than proficiency in the 3 R's or adoption of all that is traditionally held sacred."

-- With SATs down for the 15th year, one would expect a concerted effort on the part of parents to organize in opposition to "progressive educators." Unfortunately, many parents entering the struggle felt a strain, decided to adapt, and then gave up the fight, rationalizing "What can one person do?" or "More important things need my attention." Something that might explain this phenomenon is found in Futures We Are In by Fred Emery published this year. Emery, a senior staff member with the Tavistock Institute of Human Relations, developed a theory of "social turbulence" which indicates that faced with a series of crises, many individuals will attempt to reduce the tension by adaptation and eventually psychological retreat. This can lead to social disintegration. In his book, A Choice of Futures, of the previous year he describes television's effect on the "Children of Change" as destructive of self-identity. Rather, television emphasizes the "here and now" experience of Esalen group therapy. Emery claims television's effect is that children do not tend to analyze things, and conscious functioning is impaired. They become indifferent, "more like 'sheep' than 'people.'" He declares: "In other words, television can be seen partly as a technological analogue of the hypnotist." He had said earlier (Human Relations, August 1959): "The psychological after-effects of television are of considerable interest to the would-be social engineer."

The phenomena of this time in which many of the younger generation, "turning off" and "tuning out" from despair over the Vietnam War and turbulence in American society, turned into the selfish, materialistic, sexual-pleasure-driven "me" generation forsaking traditional moral values to be guided by humanistic "intellectuals" on college campuses, was foretold in Ephesians 4:17-19, which reads: "...henceforth walk not as other Gentiles walk, in the vanity of their mind, Having the understanding darkened...because of the blindness of their heart: Who being past feeling have given themselves over unto lasciviousness, to work all uncleanness with greediness."

-- According to Prof. A. N. Hieronymous, one of the designers of the Iowa Test of Basic Skills, this nationally standardized test used by school systems around the U. S. is downgraded in terms of difficulty at least in part to match

the material in textbooks around the nation, and this material has been downgraded.

-- March: Change publishes "Grade Inflation: End of a Trend?" by Sidney Suslow, whose research reveals that between 1963 and 1974 the average undergraduate grade increased from "C+/B-" to "B," and the percentage of "A" grades more than doubled. This shows that grade inflation has run rampant in our institutions of higher education.

-- July: The National Monitor of Education, an informative newsletter from California (originally with different title and covering educational news in California), begins publication with Betty Arras as editor.

-- August 1: The Washington Post prints Lawrence Feinberg's "Competency Tests Set in 26 Schools," in which he reports that a new "competency based curriculum" to be used in every school in Washington, DC, "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." Washington, DC, Associate School Superintendent James Guines tells Feinberg, "If you can train a pigeon to fly up there and press a button and set off a bomb, why can't you teach human beings to behave in an effective and rational way? We know we can modify human behavior. We're not afraid of that. This is the biggest thing that's happening in education today."

-- Growing Without Schooling, a bi-monthly magazine, is begun by John Holt, who becomes a leader in the home school movement. Holt was one of the early members of United World Federalists and a New Age networker. (Marilyn Ferguson, in her book, The Aquarian Conspiracy, in describing him, wrote: "Educator John Holt, called for 'a radically new kind of human being.'") Much like Rousseau, Pestalozzi, Froebel and John Dewey, it was Holt's opinion that students should teach each other and judge their own work. He believed fixed curriculums should be abolished, and said "students ought to be in control of their own learning, deciding for themselves what they want to learn and how they want to learn it." Holt also signed the infamous Declaration of Interdependence (1976).

-- Global Perspectives in Education is founded and will declare that it has "assumed the role of Secretariat for the North American segment of a transatlantic network to promote global education." GPE will publish Next Steps in Global Education: A Handbook for Curriculum Development to be used by those working for curricula that will "internationalize local school systems." In 1987, GPE will merge with the National Council on Foreign Language and International Studies to form American Forum for

Global Education (originally called American Forum: Education in a Global Age). On May 13, 1988 an American Forum on Education and International Competence will be held emphasizing the positioning of global education for the 1990s, and workshops will be on such topics as "Developing Strategies for Internationalizing State Curriculum" and "Political/Religious Challenges to Global Education." Clark Kerr will be Chairman of the Board of GPE as well as Chairman of the Carnegie Commission on Higher Education (after he was fired in 1967 as president of the University of California by Gov. Ronald Reagan). GPE was initiated by Robert W. Gilmore.

-- October: Phi Delta Kappan publishes "Social Frontiers, Retrospective and Perspective" by Theodore Brameld, who advocates that "the goal of a...planned world order of nations should supersede the totally outmoded national sovereign states...."

-- November: The Social Studies Professional publishes "Global Education Top Priority: Commissioner Seeks Advice" stating that "among the priorities for American education announced by newly appointed U. S. Commissioner of Education, Ernest J. Boyer, is global education....He immediately set up a U.S.O.E. Task Force on Global Education." Boyer will become head of the Carnegie Foundation for the Advancement of Teaching after he leaves his position as U. S. Commissioner of Education.

-- November: UNESCO publishes Development of Educational Technology in Central and Eastern Europe Studies describing that socialist states have centralized educational systems, and "this creates an extremely favorable situation for central state measures designed to modernize education...on the basis of unified curricula." Some individuals in the future will suggest that the movement toward a national curriculum in the U. S. would be necessary if socialism were to be implemented in America.

-- November 17: U. S. Assistant Secretary of Education Mary Berry delivers an address, "The Chinese Experience in Education: What America Stands to Learn," at the University of Illinois, and she reveals that the U. S. Office of Education is developing Lifelong Learning programs modeled after the Chinese Communist programs, and she expects these programs to meet the "needs for intellectual fulfillment and social growth. It is here that the Chinese have set the pattern for the world to follow, and it's here that American higher education may have its last, best opportunity for growth."

1978

— Humanistic Education: Objectives and Assessment is published by the Association for Supervision and Curriculum Development. In this report, Elizabeth Randolph (ASCD president, 1977-1978) remarks: "Many educators committed to the goal of humanizing education have been fearful that the accountability and 'back to basics' movements could turn back the advances in humanistic education that have been made in the past decade." In the report's Preface, by David Aspy, Doris Brown, Morrel Clute, Arthur Combs and Laurabeth Hicks (who is with the U. S. Office of Education), is written: "The Humanist Movement is...an absolute necessity for our times. If it did not exist, we would have to invent it." In the Introduction to this report, chaired by Arthur Combs, one finds: "One sees the fruits of this (Humanist) Movement in such world-wide developments as...the establishment of the world court, the United Nations, UNESCO,...socialized medicine....In the United States the movement has found expression in the past 50 years in...equal rights legislation, and, most recently, in women's liberation....New goals for education must be holistic....Prime objectives must be the...production of self-propelled, autonomous,... citizens....Truly effective education must be humanistically oriented toward student self-concepts....Greater efficiency in the teaching of subject matter is not our most pressing need." In Morrel Clute's section of the report, he indicates that Humanistic Education "facilitates self-actualization,...(and) recognizes the primacy of feelings....Subjects are taught when a child is ready rather than at a given age or grade....Students will demonstrate a willingness to act upon freely chosen options...in a given situation" (situation ethics). "...Teachers help students understand the educational and social aspects of human sexuality....Children and youth are trusted to make 'good' decisions in areas where they have experience or knowledge or, if they make faulty ones, are allowed to follow through....Evaluation...includes more than academic achievement." And on Doris Brown's "Checklist for Humanistic Schools" in the report, there is found "Students engaged in community service."

— January: Educational Leadership publishes "Humanism, Education, and the Future" by Arthur Combs, who writes that "If education is to meet the current and future needs of our society, humanistic objectives and humanist thought must operate at the very heart of every school and classroom in the nation."

— February: New Age prints "Education in the New Age" by Jack Canfield and Paula Klimek, in which one reads that "centering can also be extended into work with meditation in the classroom. (Advice: If you're teaching

in a public school, don't call it meditation, call it 'centering.' Every school wants children to be relaxed, attentive, and creative, and that's what they will get.)" Canfield, along with California Assemblyman John Vasconcellos (in the late 1980s a co-president of The Association for Humanistic Psychology), will be leading promoters of the "self-esteem" movement in schools. However, Philippians 2:3 says "...let each esteem other better than themselves." And John Leo in "The Trouble With Self-Esteem" (U.S. News & World Report, April 2, 1990) will comment: "Rita Kramer, a New York journalist and author, conducted interviews with 20 education schools around the country and was startled to find that self-esteem is the dominant educational theory almost everywhere she went. She thinks the rising emphasis on feelings comes at the expense of subject matter and therefore is a very ominous development." Leo then goes on to say that "when the self-esteem movement takes over a school, teachers are under pressure to accept every child as is. To keep children feeling good about themselves, you must avoid all criticism and almost any challenge that could conceivably end in failure. In practice, this means each child is treated like a fragile therapy consumer in constant need of an ego boost. Difficult work is out of the question, and standards get lowered in school after school. Even tests become problematic because someone might fail them."

— The Psychological Society by Martin Gross is published. Gross' earlier book, The Brain Watchers (1963), actually led to Congressional hearings with Gross as the leading witness. In his new book, Gross informs: "Our schools are taking on the aura of a psychiatric clinic, without taxpayer consent....The school child is immersed in a psychological environment in which he is cajoled, invited, seduced, even bludgeoned into seeking counseling....Almost all the [school psychology] personnel are actually laymen. The entire practice of school psychology may be seen as an intrusion of bureaucracy into the family structure. Further school counseling may not be legal. In most states, school personnel may not practice psychotherapy on children. By labeling it as 'counseling' instead of 'psychotherapy,' they may have invented a semantic subterfuge to circumvent the law....There is no real evidence that the anxieties, neuroses, or eventual psychosis rate of children is in any way reduced by school intervention. There is the equal possibility that the effort is actually a neurotic stimulus. With our taxes, we are helping poorly trained specialists to tamper with the psyches of an already overpsychologized generation."

— OTHER WAYS, OTHER MEANS: Altered Awareness Activities for Receptive Learning, Practical Teaching Strategies for the Use of: Relaxation, Imagery,

Dreams, Suggestology-Hypnosis, Meditation by Alton Harrison, Jr. and Diann Musial is published by Goodyear Publishing Company. In this book, the authors write: "Basically, suggestology is just another word for hypnosis....Actually, there is nothing deceptive or surreptitious in calling hypnosis suggestology or even relaxation because both of these words are descriptively accurate....The instructional system, called suggestopedia, is a unique combination of suggestion-relaxation....In a well-controlled study at Kent State University, Krippner used techniques in a summer remedial reading program. (In some instances, the process was called relaxation or suggestion instead of hypnosis.) During the sessions, hypnosis was employed to decrease tension while reading, to increase motivation and interest, and to increase attention span and concentration. It was also used to facilitate revisualization and reaudition of graphic symbols...."

-- May 12: The Catholic Review publishes "Atheists Proclaim Their Morality," in which Madalyn Murray O'Hare is quoted as saying at an atheist convention in San Francisco: "Let's face it, there's no way we could have had an atheist convention 10 years ago. Everything today is much better. Part of the reason is public education."

-- August 7: The (Newark, NJ) Star Ledger publishes "Burke Backed on Ruling for Sex Education" by education columnist Robert Braun, who relates that the New Jersey State Board of Education ruled that parents could not withdraw their children from sex education classes (even for religious reasons), because to allow that "would give to parents the authority which the legislature had already vested in the local boards of education."

-- October: The Buffalo, N.Y., Courier-Express reports that frequently used sex-educators and mental health trainers Albert Ellis and Sol Gordon resigned from The Humanist magazine as editorial advisors in support of Paul Kurtz, who has been fired as the editor, after advertising The Humanist in Hustler magazine. Dr. James Parson's Assault on the Family was published in June 1978, exposing the Humanist network, and its connection to sex-education and pornography. This book, first published in June, will be in its third printing by December, shedding light on a mechanism little exposed until then.

-- The Michigan Department of Public Health, "enabled by the United States Office of Education," prints and distributes "Preparing Professionals For Family Life And Human Sexuality Education," in which one reads under "The Purpose of Sex Education": "...it should work to make sex a more rewarding part of people's lives—to make sex education impart competence and not necessarily restraint." This quote is from "Simon and Gagnon (1973, pp. 113-114)."

-- November 1: U. S. Senator Orrin Hatch (R-UT) is successful in passing the Protection of Pupil Rights Amendment (Public Law 95-561, Section 1250) using such examples as "an ESEA-sponsored program which actually had the students of an elementary school class collectively put their parents on trial---following which the mother and father were always found guilty." The legislation is an amendment to Public Law 90-247, Title IV, Section 439, and comes at (Title) 20 U.S.C. (U.S. Code) 1232h. Subsection (a) provides for "inspection by parents or guardians of instructional material." And subsection (b) states: "No student shall be required, as part of any applicable program, to submit to psychiatric examination, testing, or treatment, or psychological examination, testing, or treatment, in which the primary purpose is to reveal information concerning:

- (1) political affiliations;
- (2) mental and psychological problems potentially embarrassing to the student or his family;
- (3) sex behavior and attitudes;
- (4) illegal, anti-social, self-incriminating and demeaning behavior;
- (5) critical appraisals of other individuals with whom respondents have close family relationships;
- (6) legally recognized privileged and analogous relationships, such as those of lawyers, physicians, and ministers; or
- (7) income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program), without the prior consent of the student (if the student is an adult or emancipated minor), or in the case of unemancipated minor, without the prior written consent of the parent."

-- November: Reader's Digest publishes "The NEA: A Washington Lobby Run Rampant" by Eugene Methvin, in which he remarks: "By the early 1970s, a 'Young Turk' faction had gained control of the NEA...and launched into full-scale unionism....When Terry Herndon became NEA's executive director in 1973, he set about building a huge political machine....What is the NEA's ultimate goal? Herndon is blunt: 'To tap the legal, political and economic powers of the U. S. Congress. We want leaders and staff with sufficient clout that they may roam the halls of Congress and collect votes to re-order the priorities of the United States of America.'"

-- Introduction to American Education by George Henderson is printed, in which one reads: "There are those who charge that the people chosen by the Carnegie

Corporation to develop the objectives of national assessment were no more qualified for that task than were numerous others, of perhaps different perspectives. One critic has charged that the program has been characterized by elements of secrecy on the part of those responsible for its formation, casting a shadow of doubt upon it from its conception."

The conception of the National Assessment of Educational Progress (NAEP) came from Carnegie Foundation president Francis Keppel, and a major part of designing NAEP was performed by another Carnegie Foundation president, Ralph Tyler, who had defined education as "a process of changing behavior patterns." Tyler was also the principal designer of Pennsylvania's Educational Quality Assessment (EQA), and he along with Keppel and Carnegie Foundation president John Gardner were also responsible for crafting the 1965 Elementary and Secondary Education Act, which would provide massive amounts of federal funding for educational "innovations." In 1966, the Carnegie Corporation and Ford Foundation funded the Exploratory Committee on Assessing the Progress of Education (ECAPE), the forerunner of NAEP.

-- The federal government's General Accounting Office publishes a report, "Questions Persist about Federal Support for Development of Curriculum Materials and Behavior Modification Techniques Used in Local Schools."

-- The Constitutional Coalition is founded as an educational and research organization. Headed by Donna Hearne, who will be a member and chairman of a presidential advisory council on educational research and improvement, the Coalition will later begin to hold annual "Educational Policy Conferences" featuring leading speakers for traditional education. In March 1993, the Coalition will begin publication of a newsletter titled Policy Brief, and will produce a video titled "U.S. Education: The Contest of Cultures," which will include information concerning "political correctness," sex education texts, outcome-based education, federal data control information, and other topics.

-- The Association of Christian Schools International is founded.

-- The Holistic Education Network is formed.

1979

-- Change Agents In The Schools by Barbara M. Morris is published. In it, after explaining that the term "change agent" was the "creation of the government and education establishment," the author warns parents of the scope and effect of change agency in the schools. Having

researched and written about education for a decade (since 1969), she describes various programs and techniques used to facilitate change "for the destruction of Christian Western civilization and to establish instead, a Humanist/Socialist 'new world order.'"

-- Superlearning by Lynn Schroeder is published. She has developed New Age/holistic learning materials for individuals, businesses and educators, and in 1970 introduced "Suggestology" (developed by Bulgarian Georgi Lozanov) to the West.

-- Futuristics and Education by V. A. Allain is printed by Phi Delta Kappa and forecasts that "A world government will be established in order to provide a more equitable distribution of the earth's resources."

-- Schooling for A Global Age by James Becker includes a Preface by John Goodlad, who remarks: "Enlightened social engineering is required to face situations that demand global action now. Education is a long-term solution....Parents and the general public must be reached also (convinced of the necessity of a global perspective). Otherwise, children and youth enrolled in globally oriented programs may find themselves in conflict with values assumed in the home. And then the educational institution frequently comes under scrutiny and must pull back." Goodlad is a member of the Board of Directors of Global Perspectives in Education, Inc., based in New York City. This volume is one in a series of three conducted under the auspices of the Institute for Development of Educational Activities (I/D/E/A) and supported by the National Institute of Education, the U. S. Office of Education, the Rockefeller Foundation and others.

-- March 7: Reprinted on pages 4205-4211 of the Congressional Record are numerous editorials opposing the establishment of a U.S. Department of Education. The editorials are from The New York Times (March 4), The Washington Post (February 11), The Wall Street Journal (February 13), The San Francisco Examiner (February 2), The Dallas Times Herald (February 10), The Philadelphia Inquirer (February 15), The Chicago Sun-Times (February 20), and other major daily newspapers. With all of this opposition from both conservative and liberal newspapers around the nation, where is the pressure coming from for a separate Education Department at the federal level? The general agreement is that President Carter and many Democrats in the U.S. House of Representatives feel they owe their elections to the National Education Association, which sees a Department of Education as affording them more power and more money appropriated for education.

-- In this year, according to Phyllis Schlafly's edited volume, Child Abuse in the Classroom (1984), the U.S.

Department of Health, Education, and Welfare produces a questionnaire for "health education" which includes these questions: "How often do you normally masturbate? How often do you normally engage in light petting? How often do you normally engage in heavy petting?"

— October 17: Public Law 96-88 establishes a separate U.S. Department of Education. Shirley M. Hufstедler will become its first head (Secretary). Hufstедler along with Henry A. Kissinger, Robert S. McNamara, James A. Perkins (with International Council for Educational Development), Maurice F. Strong, Vernon E. Jordan, Jr., Soedjatmoko, and others appear on a listing of Trustees of the Aspen Institute for Humanistic Studies. President Jimmy Carter had pushed hard for the establishment of the Department as a fulfillment of his campaign promise to the NEA to gain its endorsement of him for president in 1976.

Title I, Section 101, number (3) of this legislation (P.L. 96-88) states: "parents have the primary responsibility for the education of their children, and States, localities, and private institutions have the primary responsibility for supporting that parental role." And Section 101, number (4) states: "in our Federal system, the primary public responsibility for education is reserved respectively to the States and the local school systems and other instrumentalities of the States." This is important, because in the future, there will be attempts by the federal government to gain greater control over American education by such means as establishing national goals and standards, among other things.

1980

— Humanist Ethics by Morris Storer is printed. The author has been director of the American Humanist Association from 1975 to 1980, and in this volume, he notes that "a large majority of the educators of American colleges and universities are predominantly humanists, and a majority of the teachers who go out from their studies in colleges to responsibilities in primary and secondary schools are basically humanist, no matter that many maintain a nominal attachment to church or synagogue for good personal, social, or practical reasons."

— The National Coalition for Democracy in Education is founded, comprised of individuals and organizations who support the right to teach humanistic education in schools, educating the "whole student." It opposes interference by state legislatures or school boards in the teaching of evolution, and it opposes censorship of books in school libraries. The NCDE also sponsors a hotline for educators, school board members and citizens who need assistance in resisting attacks on humanistic

education. The Executive Director is Howard Kirschenbaum.

— The Foundation for Critical Thinking is founded to implement critical thinking instruction at all levels of education. The Foundation is affiliated with the National Education Association, the American Federation of Teachers, and the Association for Supervision and Curriculum Development.

— June: Time magazine's cover story, "Help! Teacher Can't Teach," describes teacher incompetence with examples such as a Chicago teacher who told a reporter "I teaches English"; and a Portland, Oregon, teacher who received A's and B's in her education courses at Portland State University, but was found to be functionally illiterate; and three-quarters of the Houston, Texas, teachers who took a reading exam, and failed it!

— July 9: The Washington Post prints David Broder's nationally syndicated column in which he describes his interview with NEA executive director Terry Herndon at the union's annual convention. Broder asks about parents' and voters' concern over the poor quality of public schools, and Herndon replies that the convention speakers and delegates "don't know what the answer is....We don't have the answers. Our executive board spent more time talking about the crisis in urban education than any other topic this year, but we have no answer."

— July: The First Global Conference on the Future is held and sponsors a number of sessions on the state and opportunities of world educational systems. Among the 5000 futurists there, a consensus seems to form that formal institutions of education everywhere are in crisis, and current offerings and methods are not meeting the needs of contemporary students and trainees at all levels of learning. (From Philip Harris' "'Third Wave' Educational Approaches" in Human Intelligence International Newsletter)

— New Horizons for Learning is organized as a clearinghouse for innovations in teaching and learning. Dee Dickinson is president and Linda MacRae-Campbell is director. Both will serve on the White House Task Force on Innovative Learning (1991). On the NHL International Advisory Board will be individuals such as Howard Gardner (formerly with MACOS and now with Project Zero at Harvard University), Georgi Lozanov (developer of "Suggestology"), Shirley McCune of the Mid-continent Regional Educational Laboratory, Robert McClure of the National Education Association, Paul Messier of the U. S. Department of Education, and New Ager Jean Houston. MacRae-Campbell will speak on such topics as "Educators

as Change Agents," and Dickinson will be in the project network of the New Age publication, In Context.

-- The Aquarian Conspiracy by New Age networker Marilyn Ferguson is published, in which she reveals: "There are legions of conspirators....Whatever their station or sophistication, the conspirators are linked, made kindred by their inner discoveries and earthquakes....Their lives have become revolutions....They have coalesced into small groups in every town and institution....They are at once antennae and transmitters, both listening and communicating. They amplify the activities of the conspiracy by networking and pamphleteering, articulating the new options through books, lectures, even congressional hearings and the national media, and through school curricula....Of the Aquarian conspirators surveyed, more were involved in education than any other single category of work....[There is] the need for innovation...experiments.... Educators are belatedly examining a holistic Greek concept, the 'paidea'...in which the community and all its disciplines generated learning resources for the individual, whose ultimate goal was to reach the divine center in the self....Educators engaged in transpersonal and humanistic methods have begun linking in national networks and centers....The new school community is very close, more a family than a school....Virtually no subject is too difficult, controversial, or offbeat to think about....Altered states of consciousness are taken seriously: centering exercises, meditation, and fantasy are used....Education is a lifelong journey....Part of the transformative process is becoming a learner again, whatever your age...openness to lifelong learning....A major ambition of the curriculum is autonomy. This is based on the belief that if our children are to be free, they must be free even from us--from our limiting beliefs....A top-level government policymaker for education speculates that we may eventually have the equivalent of the GI Education Bill in lieu of compulsory curricula--an allotment to be spent by the individual for whatever learning, specialized or general, he seeks: 'funding the student and not the institution.'"

Ferguson's book is endorsed by Carl Rogers, Robert Muller and others. By 1985, it will have sold almost 500,000 copies in the U. S. and Canada, and it will have been published in 10 other languages. She is widely accepted in the mainstream as well; for example, on February 7, 1985 she will address the North Carolina Association for Counseling and Development.

On pages 289-291 of her book, Ferguson compares side-by-side the assumptions of the old and new paradigms of education and learning.

-- Esalen co-founder Michael Murphy makes his second visit to the Soviet Union, after which begins the

"Esalen Soviet-American Exchange Program," with a series of joint seminars on education and other issues. The Program will begin to attract prestigious donors like the Rockefellers and Apple Computer (whose Chairman John Sculley will sit beside Hillary Clinton at her husband's first presidential State of the Union address).

Murphy first went to the USSR in 1971 (the year after Bill Clinton's visit to Moscow) because of his interest in their research in parapsychology. Esalen, like Tavistock, emphasizes T-Groups and self-actualization. Sample articles from Tavistock's journal, Human Relations, are "How Different Types of Change Agents Diagnose Organizations" and "Group Composition and Changes in Self-Actualization and T-Groups" (volume 28, number 9, 1975), as well as "T-Groups---Twenty Years on: A Prophecy" and "Staff Processes and Pupil Attitudes: A Study of Teacher Participation in Educational Change" (volume 29, number 1, 1976).

Murphy promotes self-hypnosis, and in September 1989 Esalen will sponsor Boris Yeltsin's 8-day trip to the U. S. where he will speak to the Council on Foreign Relations. Yeltsin will also drink to the point of inebriation, and it is easier to hypnotize someone in such a state. The reason this is mentioned is that in "Inhibitions Thrown to the Gentle Winds" (Life, July 12, 1968), New York psychiatrist Dr. Milton Kline, a specialist in hypnotherapy, said that Esalen's "guided daydream" sounded to him exactly like hypnosis. The leader of "guided daydreams" at Esalen was Dr. Frederick Perls, the founder of Gestalt Therapy. Whether the future leader of Russia will be hypnotized at Esalen in 1989, I do not know. Jim Garrison, who will be Esalen's executive director, will also be chief executive of the Gorbachev Foundation in the U.S., which in 1993 will negotiate to take over a former U.S. Army Base in California. One of Esalen's activities will be to solve political problems using psychology. In this regard, one might remember that Dimitri Manuilski (who was a Soviet delegate to the U.N.) in 1930 told students at the Lenin School of Political Warfare in Moscow that to defeat the capitalists "in 30 or 40 years or so, we shall need the element of surprise. The bourgeoisie will have to be put to sleep. So we shall begin by launching the most spectacular peace movement on record. There will be electrifying overtures and unheard of concessions. The capitalist countries, stupid and decadent, will rejoice to cooperate in their own destruction. They will leap at another chance to be friends. As soon as their guard is down, we shall smash them with our clinched fist" (Congressional Record, May 31, 1955). Also regarding the Soviet or Russian "Bear," one might remember the words of mason Rudyard Kipling (whose symbol was the swastika) in 1898: "When he shows at seeking quarter, with paws like hands in prayer, that is the time of peril--the time of the Truce of the Bear."

Murphy's book, The Future of the Body: Explorations Into the Further Evolution of Human Nature, will be published by Jeremy Tarcher, the same publisher who prints The Aquarian Conspiracy by New Age networker Marilyn Ferguson in 1980. Murphy co-founded Esalen in 1962 at the urging of Brave New World author and Fabian Socialist Aldous Huxley, to whom Dennis Gabor dedicated his Inventing the Future (1963). Esalen has also networked with Abraham Maslow, the father of Humanistic ("Third Force") Psychology used in schools. (For more information about Esalen and some of the material above, see "Human Potential Hits 30" in U. S. News & World Report, June 29, 1992.)

-- Friendly Fascism: The New Face of Power in America by Bertram Gross is published and contains a section titled, "Womb-To-Tomb Dossiers," in which Gross describes how "high-grade intelligence on individuals" is now possible through, among other means, "the new statistical data banks being set up in the field of education, health, and mental health....As of early 1980 detailed plans were worked out to register the country's young people without their knowing through what is known as 'passive' or 'faceless' registration. This would be done by compiling a computerized list of names and addresses by assembling the information from school records...."

1981

-- July: The School Board News publishes the following remarks by Thomas A. Shannon, Executive Director of the National School Boards Association: "...tuition tax credits for private elementary schools would profoundly change the character of private education. A simple fact of political life is that public regulations follow public money. Private schools that operate with public money will be subject to public regulations regardless of whether this is done in the name of 'accountability' or effecting social change."

-- The Children's Story by James Clavell (author of Shogun) is printed, depicting how in just a short period of time, young school children's thinking could be so manipulated that they would consider cutting into pieces the American flag a wonderful thing.

-- All Our Children Learning by Benjamin Bloom is printed in which he claims: "The purpose of education and the schools is to change the thoughts, feelings and actions of students."

-- September/October: The Humanist publishes an article by H. J. Blackham (a founder of the

International Humanist and Ethical Union, which has 4 million members) in which he remarks that if schools teach dependence on one's self, "they are more revolutionary than any conspiracy to overthrow the government."

-- The Philosophy of Moral Development by Lawrence Kohlberg is published. This book is Kohlberg's primary work in developing his stages of (humanistic) moral development taught in schools.

-- Contemporary Living is published and becomes a widely used "Family Life" textbook in high schools. In this text, one reads that "if you follow the guidance of your parents, you might risk the criticism of your peers. The best approach is to try to combine family and peer influence."

-- Humanistic Morals and Values Education by Vince Nesbitt is printed, in which he quotes Paul Brandwein as saying (in The Social Sciences, Teachers edition, levels 3 and 4, 1970) that "Any child who believes in God is mentally ill." Brandwein is president of the Center for the Study of Instruction at the University of Pittsburgh, and will later become director of research for Harcourt, Brace, Jovanovich Publishers, who in 1981 inform that Brandwein's "more than 30 books are in daily use in schools today."

-- November: The U. S. Department of Education awards a 21-month contract for \$855,282 to The Association for Educational Communications and Technology for "Project BEST (Basic Education Skills through Technology)." On Project BEST's advisory board are individuals like William Spady representing the American Association of School Administrators, Shirley McCune representing the Education Commission of the States, and Stephen Farber representing the National Governors' Association.

-- Former liaison to the U. S. Department of Education B. K. Eakman describes how in this year, the National Institute of Education produces a working paper, "Measuring the Quality of Education," that makes absolutely clear the connection between the Carnegie Foundation for the Advancement of Teaching, the Educational Testing Service (which administers the College Boards or SATs), and NAEP. The working paper states that "along with the work toward a centralized computer bank and the funding arrangement to make it all happen,...achievement data are not the primary focus of the studies, which also collect data on educational attainment, student characteristics and attitudes, parent attitudes, and school programs." The data base for the supercomputer will include pupil files containing personal information

about "home environment and family characteristics," which will be linked to personnel files on teachers, etc., and everyone can be tracked from kindergarten into the job force. Eakman states that "NAEP is not about mere academic testing, but, rather, is a first step toward a permanent, interlinkable dossier and data bank on the nation's citizens---and a way of imposing a national curriculum."

The Washington Post will report on May 11, 1986, that "while the federal government could not require a state to computerize its records, it could craft its regulation in such a way as to make it prohibitively expensive or impossible for states to meet federal requirements unless they did so." This will fulfill what Walcott Beatty in 1969 had written in Improving Educational Assessment and an Inventory of Measures of Affective Behavior, that "federal funding for schools would hinge on data collection at the local level and that the use of NAEP objectives in obtaining this data was important." Why doesn't someone in the U. S. Department of Education blow the whistle on all this? Eakman asserts that "such whistle-blowing is the exception in government rather than the rule. One can easily jeopardize a career---and maybe even one's life---by too much prying or outspokenness in the wrong place at the wrong time."

Concerning what NAEP is doing with the data it has collected, Eakman refers to a highly placed source within NAEP itself as revealing that data is being sold to just about any domestic or international group billing itself as a research organization. The implications are ominous, according to Eakman---"personal and attitudinal information (which, again, tends to reflect the parents' views), gathered over many years of the child's school life, may soon determine, if it hasn't already, whether an otherwise qualified student is accepted or rejected by the college of his/her choice, whether the student is turned down for employment, whether a person is later passed over for a promotion."

What type of mentality is behind this? Eakman contends that it is a controlling elite of education futurists who favor such things as global education and who see to it that people with the "right attitude" are selected for leadership positions.

— Harvard University Professor Anthony Oettinger delivers a speech to the top 52 executives in Northern Telecom's worldwide corporation, in which he comments: "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 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 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."

1982

— Physics of Sound by Richard Berg is published. Dr. Berg is a Professor of Physics at the University of Maryland, and in this volume he states that "A lot of kids are coming into the colleges now who use the calculator for everything, and they make crazy mistakes---mistakes in the times tables---mistakes that a person well grounded in computation with a pencil and paper could never make. In my opinion, the calculator very quickly becomes a substitute for thinking."

— January: The National Association of Secondary School Principals includes "From Schooling to Learning: Rethinking Preschool Through University Education" in the NASSP Bulletin. The article is by Don Glines who among other things describes the Minnesota Experimental City (MXC) learning system, and says: "What would the MXC group possibility plan be for the coming year? Perhaps student time in an 'imagineering studio'; a Utopia project; a seminar on New Age values....Ron Barnes, in Tomorrow's Educator: An Alternative to Today's School Person (1977), has listed his descriptors of a New Age educator---a person who...accepts and promotes diversity; demonstrates a holistic perspective toward life; strives for self-awareness; promotes interdependence; ...considers human values of highest priority; is experimental; works toward changing schools;...and is a true futurist."

— February/March: Public Opinion includes "Shaping Undergraduates' World View: Global Disinformation" by Victoria Sackett and Jeffrey Salmon, in which they describe the Council on Learning's "Global Awareness" survey of college students as "merely a small part of a larger effort to restructure the whole of undergraduate curricula so that it will reflect the Council on Learning's view of the world," which the authors characterize as "the United States should reject sovereignty in favor of an interdependent relationship with the world." Sackett will later become an editorial writer for USA TODAY.

— March: NASSP Bulletin publishes "Public Service, Public Support, Public Accountability" by Chester E. Finn, Jr., who will become U.S. Assistant Secretary of Education

for the Office of Educational Research and Improvement (OERI). In this article, Finn remarks: "Some, to be sure, like to think they can have it both ways; i.e., can obtain aid without saddling themselves with unacceptable forms of regulation. But most acknowledge the general applicability of the old adage that he who pays the piper calls the tune, and are more or less resigned to amalgamating or choosing between assistance and autonomy." This is a clear indication that federal subsidies (e.g., vouchers) to private or Christian schools would bring federal regulations as well. And Finn's use of the phrase, "he who pays the piper calls the tune," is interesting because Fabian Socialist George Bernard Shaw, in a letter to T. P. Whittaker on February 23, 1904, wrote: "...we should from the first have undertaken a national system of education and superseded the voluntary schools without counting the cost; but the nation...thought otherwise....(Yet) we shall not do so badly....Those who pay the piper generally call the tune in the long run." Shaw was referring to The London Education Act, passed in 1903 with 11 of the 13 amendments proposed by the Fabian Socialist "Progressives" (as they were called). And in a letter to H. J. Tozer on December 11, 1903, Shaw stated: "Long before the present Act was ever thought of, I urged that since more than half the children in the country were in voluntary schools and could not be got out of them, these voluntary schools should be fully financed by the State, and brought under its control." Shaw would similarly write to Julius Bab in Hanley, Texas, on September 5, 1910: "...since half the children in the country were in Church schools their education must not be sacrificed to sectarian bigotry, and that the real way to obtain popular control of the Church schools was to subsidize them and make conditions of efficiency." In other words, the government would help subsidize (e.g., with vouchers) Church schools, and then claim the right to regulate them with such things as accreditation requirements, certification of teachers, students required to take state-approved tests, etc. And regarding higher education, in 1904 Fabian Socialist Sidney Webb became Chairman of the Technical Education Board, which had been directing all higher education in England.

-- April 12: Channel 6 in Omaha, Nebraska, airs an interview with State Senator Peter Hoagland (who will become a Congressman), in which he declares: "What we are most interested in, of course, are the children themselves. I don't think any of us in the legislature have any quarrel with the right of the reverend (Everett Sileven) or the members of his flock to practice their religion, but we don't think that they should be entitled to impose decisions or religious philosophies on their children, which could seriously undermine those children's ability to deal in this complicated world when they grow up."

-- The Paideia Proposal is published. It is called "An Educational Manifesto" presented by Mortimer Adler on behalf of the members of the Paideia Group, which includes individuals such as Ernest Boyer (president of the Carnegie Foundation for the Advancement of Teaching), Theodore R.Sizer (chairman of Coalition of Essential Schools), and Douglass Cater (Senior Fellow, Aspen Institute for Humanistic Studies). The book is dedicated "To Horace Mann, John Dewey and Robert Hutchins, who would have been our leaders were they alive today." (Adler along with Hutchins and others in 1948 had authored the Preliminary Draft of a World Constitution advocating regional federation on the way toward world federation or government.) The authors of The Paideia Proposal indicate that teaching "cannot consist in the teacher telling, demonstrating, or lecturing,...(or) by the use of textbooks....(And) the sooner a democratic society intervenes to remedy the cultural inequality of homes and environments, the sooner it will succeed in fulfilling the democratic mandate of equal educational opportunity for all." They recommend perhaps 3 years of preschool tutelage. Adler is chairman of the Paideia Group as well as chairman of the Board of Editors of the Encyclopaedia Britannica and has been with the Aspen Institute for Humanistic Studies. In the Summer of 1988, officials at Adler's Institute for Philosophical Research in Chicago will conduct negotiations with the University of North Carolina at Chapel Hill to establish the National Paideia Center there at the School of Education. The negotiations will be successful and the NPC will begin publication of a quarterly newsletter, PAIDEIA Next Century. Adler's philosophy will be further revealed in Haves without Have-Nots (1991), in which he states that all nations must become Socialist and part of the Union of Socialist Democratic Republics world government. And in Desires Right & Wrong (1991), he claims that "the community has no grounds whatsoever for prohibiting or censoring simple fornication, or other forms of sexual behavior that were once regarded as perverse or unnatural."

-- Pro Family Forum is incorporated and begins publishing a newsletter, which will later be called The Family Educator. A separate organization, Family Education Foundation, will be incorporated in December 1983.

-- Christian Home Educators Association (CHEA) is founded and provides information and support to parents who wish to educate their children at home, especially those who do so for religious reasons.

-- July 20: Among the many sessions at the World Future Society Fourth General Assembly in Washington, DC (welcomed by Senator Al Gore as a host and moderator for a session including New Age networkers Barbara Marx

Hubbard of Futures Network and Willis Harman of the Institute of Noetic Sciences) on this day is "Early Childhood Education" with the following description: "Education begins at infancy. Attitudes, values, skills, and capacities are formed under the age of five. A major problem today is how to teach children of the world about ways of achieving and maintaining peace and preserving the environment. Individuals with worldwide experience are taking part in a revolution which is changing society by their influence on children. This is a global education approach that can result in a better and more peaceful world for our children's children."

-- The "Wizards" simulation game is introduced to help students in spelling, and the "eight levels of spelling power" exercise has third-graders advance in power from being just "humans" (level 1) up to "wizards" (level 8). Ironic is the fact that at the front of the game is a message signed by "The Wizard" which ends with "May you have a save journey." (Note that "safe" is misspelled.) Books by different publishers but with a similar perspective will also be coming out at different times. For example, there's a Merrill Publishing Co. teacher's manual, Health: A Wellness Approach, that tells teachers how to instruct students in meditation; a Prentice-Hall Creative Drama Resource Book for Grades K-3, which contains picture captions such as, "You're looking in a crystal ball" and "Be a mean witch mixing a brew in your cauldron"; and a Holt, Rinehart, and Winston series, Impressions, (marketed by Harcourt Brace Jovanovich) for elementary students that will have themes of occultism and witchcraft.

-- Summer: The writer of this chronology teaches an American History survey course at the University of North Carolina at Chapel Hill. A number of students express their appreciation that they do not receive leftist indoctrination as they have in other classes. Student evaluations of the instructor are quite high, but despite this and having 4 books and a half dozen journal articles published since receiving the Ph.D. in 1976 (something perhaps never duplicated in the history of American higher education), the writer of this chronology never is offered a permanent faculty position at any college or university, thus perhaps offering evidence of the consequences of not following the "politically correct" line.

-- The NEA sues former (Memphis) Commercial Appeal copy editor Suzanne Clark for her criticisms (published in another newspaper) of the labor union. In her book, Blackboard Blackmail, (1988), she will relate that in a deposition, then-NEA president Willard McGuire admitted it would be accurate to say the NEA effectively "declared war against the New Right" and the lawsuit reasonably could be characterized as an example of that declaration. Dorothy Massie of the NEA admitted she maintained about

12 file drawers on the "New Right," but on the advice of her attorney, she refused to produce any information from those files. On December 2, 1983, the NEA will withdraw its suit against Suzanne Clark. In her book, she quotes Kansas National Education Association executive director John Lloyd as stating that the NEA "is controlled and run by a group of non-educators...well-paid professional staff who have their own agenda, which is not necessarily in the best interests of public education or of the poorly paid teachers who faithfully serve it."

-- "Peace Links" is begun by Betty Bumpers, wife of U. S. Senator Dale Bumpers of Arkansas. The group will promote peace education in a number of schools, and will have a national office in Washington, DC. In an Arkansas Gazette article November 17, 1988, guest writer Steve Albert will say that he called Peace Links state coordinator in Arkansas, Olivia Guggenheim, and asked why they were in the schools. She replied, "To promote global education and interdependence with other nations." And when Albert asked "Do you think the U. S. Constitution may eventually be set aside?" she replied "It would be a natural progression of events." Albert says that his call to Guggenheim was on April 4, 1988, and on May 12 he attended a Peace Links meeting at the Immaculate Conception Church in North Little Rock, where he says Betty Bumpers remarked: "At some point, perhaps we all would be in progression toward a one-world government. It's a logical progression of events. We are all one people."

-- Straight Talk About American Education by Theodore Black (former Chancellor of New York State's Board of Regents) is published, in which he comments: "Federal education officials are not stupid. They are well aware that most local school districts cannot cope with sudden and severe slashes in their operating budgets. They know that school districts have contracted for services in the expectation that, having qualified for U. S. funds by meeting the terms of aid legislation, those funds will be forthcoming. They realize that local tax rates cannot be quickly and arbitrarily raised to offset the unplanned loss of federal dollars. The U. S. government has unlimited resources (which we have given it) to hire legal counsel, but our districts do not; indeed, those districts which have most to lose by withdrawal of U. S. aid are usually the poorest districts. Working without expected and budgeted U. S. assistance while fighting a long, costly lawsuit to regain that assistance presents a difficult choice to the local school board---and the federal power-brokers know it. Thus, in almost every case, the local board will knuckle under to federal authority without a court battle, complying with whatever ukase the government imposes, simply to assure the uninterrupted flow of federal money into the district's bank

account...and their school system has become 'hooked' on the narcotic of federal dollars." This comes from a section in Dr. Black's book titled, "Uncle Sam: Extortionist."

1983

— January/February: The Humanist includes John Dunphy's prize-winning essay that proclaims: "The battle for humankind's future must be waged and won in the public school classroom...between the rotting corpse of Christianity...and the new faith of humanism...(and) humanism will emerge triumphant."

— A song book containing the theme song from the popular movie and TV program "M.A.S.H." is used in several large educational systems in the U. S. Elementary school students are taught the lyrics from the theme song, which is actually titled "Suicide Is Painless," which say cheating is the only way to win, the game of life is lost anyway, and suicide is painless. Statistics 10 years later will show a dramatic rise in teen suicides.

— March: The Home School Legal Defense Association is incorporated.

— April 5: The Washington Post editorial, "Political Teaching," accuses the NEA of preparing curriculum materials on nuclear weapons, atomic war, and the American arms build-up, which are "political indoctrination." The curriculum is called "Choices: A Unit on Conflict and Nuclear War."

— April 26: The report, A Nation At Risk, by the National Commission on Excellence in Education is presented to U. S. Secretary of Education T. H. Bell, who created the Commission on August 26, 1981. Among the Commission members is Margaret Marston, granddaughter of Planned Parenthood founder Margaret Sanger. In A Nation At Risk, the Commission states: "The educational foundations of our society are presently being eroded by a rising tide of mediocrity that threatens our very future as a Nation and a people. What was unimaginable a generation ago has begun to occur—others are matching and surpassing our educational attainments. If an unfriendly foreign power had attempted to impose on America the mediocre educational performance that exists today, we might well have viewed it as an act of war. As it stands, we have allowed this to happen to ourselves....The world is indeed one global village...."

— The Institute for 21st Century Studies, an educational organization, is founded by Dr. Gerald O.

Barney, who was director of the U. S. government's The Global 2000 Report to the President (1980) commissioned by President Carter. The Institute will be funded by the Rockefeller Brothers Fund, the World Bank, UNESCO, the U.N. Development Program, and others. Its mission will be "to provide support for the growing international network of 21st Century Study teams," and among its purposes will be to "engage participation of communities of education and others...in exploring alternative national futures... examining education and other key areas...reviewing the adequacy and appropriateness of the political and other institutions...adopting a global perspective." On the Institute's 9-member Board (1992) will be individuals with the World Bank, the U. S. Food and Drug Administration, and the Council for a Parliament of the World's Religions (along with honorary Board member Lester R. Brown, President of Worldwatch Institute and CFR member). The Institute for 21st Century Studies will co-sponsor the 1993 (Aug. 28-Sept. 5 in Chicago) Parliament of the World's Religions.

— Early June: John DeMars, director of NEA Peace Programs and International Relations, and Sam Pizzigati, associate director of NEA Communications, travel to Nicaragua and make an on-site report which compares Marxist Nicaragua favorably to El Salvador. Their conclusion states that "the United States should stop its military aid to the Contras" fighting the Marxists in Nicaragua.

— November 14: U. S. Senator Steve Symms writes a letter in which he states: "I am writing you today to alert you to a radical Big Labor takeover of the schools in your community. The National Education Association (NEA)—a union second only to the Teamsters in size and power—is about to seize total control of public education in America. Unless you and I take immediate action on this emergency situation, the NEA will succeed in pushing legislation through Congress that will force compulsory unionization on every public school in the country. This is not an idle threat. It is just one part of the NEA's Legislative Program for the 98th Congress, adopted at its July 1982 Convention in Los Angeles. Further, the NEA has publicly boasted of its plan to seize control of the agencies and boards that decide who is allowed to teach and what is to be taught....The NEA has become the most powerful special interest group in the U. S. Their lobbying has brought about a 17-fold increase in federal education spending in the last 20 years. In 1982, their contributions of \$1,183,215 and their army of 'volunteer' campaign workers helped elect 222 Congressmen—a majority of the House of Representatives. But instead of using its influence to improve the quality of American education, the NEA has presided over the virtual crumbling of our nation's schools."

-- The NEA distributes "Combatting the New Right," which is a training program developed by the NEA Western States Regional Staff. It criticizes Phyllis Schlafly, Mel and Norma Gabler, Howard Phillips, and other members of the "New Right." The program tells a teacher, "You are a target of the Far Right" if "you ask students to examine their values, teach sex education, ever indicate it may be OK to lie, teach about values different from those of the students' parents, teach that 'anything goes' or 'if you feel it's OK, do it,' train your students to be 'global citizens,' teach humanism, etc." A number of NEA state affiliates will follow the NEA lead in this area and produce their own publications, such as the Michigan Education Association's "Far Right/Extremist Attacks on Public Education."

-- The National Association of Christian Educators/Citizens for Excellence in Education are founded, and will publish Education Newswire.

-- High School by Ernest Boyer is printed. Oblivious to the fact that something cannot be "voluntary" if it is "required," this president of the Carnegie Foundation for the Advancement of Teaching (and former U. S. Commissioner of Education) writes in this book that "we (Carnegie Foundation for the Advancement of Teaching) recommend that every high school student complete a service requirement---a new 'Carnegie Unit'---involving volunteer work in the community or at school....The goal of service in the schools is to teach values---to help all students understand that to be fully human one must serve." Malachi Martin in The Keys of This Blood (1990) also will identify Boyer as one of the "transnationalists," and he states that "their formula for education was summed up by Boyer, who said schools must possess an 'understanding of a new global agenda' and must reform their curricula so as to communicate that agenda to their students."

1983-84

-- In the NEA's Today's Education, 1983-84 Annual Edition, one reads: "The National Education Association believes that communications between certificated personnel and students must be legally privileged. It urges its affiliates to aid in seeking legislation that provides this privilege and protects both educators and students." Parents apparently are not to know what communication occurs between their children and these educators.

1984

-- Higher Creativity: Liberating the Unconscious for Breakthrough Insights by New Age networker Willis Harman (who will be a consultant to the National Goals Research Staff of the White House) is published, in which he informs: "I formed and led a team to assist the U.S. Office of Education in efforts to apply the newly emerging discipline of futures research to guiding the nation's policies in education and educational research. This was, in fact, the first non-technological futures forecasting of this sort sponsored by the U.S. government. By the time we finished our first two-year project, I had grown convinced of the importance of the changes then beginning to take place in the prevailing values and beliefs of American society."

-- An example of how the movement toward one-world Socialism is occurring not just in the U. S., the Victorian (Australia) Fabian Society this year publishes a pamphlet in which Joan Kirner (former Minister of Education, and now Premier of Victoria) explains: "If we are egalitarians in our intention, we have to reshape the education so that it is: part of the socialist struggle for equality, participation and social change, rather than an instrument in the capitalist system; a vital weapon in the transition to more equal outcomes for disadvantaged groups and classes, rather than a ladder to equal educational opportunity for individuals; a catalyst for system change, rather than the legitimization of system maintenance."

-- Chaos in the Classroom by J. M. Wallis is published showing the activities of "progressive educators" not just in the U. S. but also in Australia. Jean M. Wallis' book on the same subject, The Disaster Road, will be published in 1986.

-- Schools in Crisis: Training for Success or Failure? by Carl Sommer is printed. The book contains many short sections dealing with numerous educational issues (e.g., school discipline, textbooks, busing, sex education, etc.).

-- July 27: G. Leland Burningham, State Superintendent of Public Instruction for Utah, writes a letter to U. S. Secretary of Education T. H. Bell saying: "I am forwarding this letter to accompany the proposal which you recommended Bill Spady and I prepare in connection with Outcome-Based Education. 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."

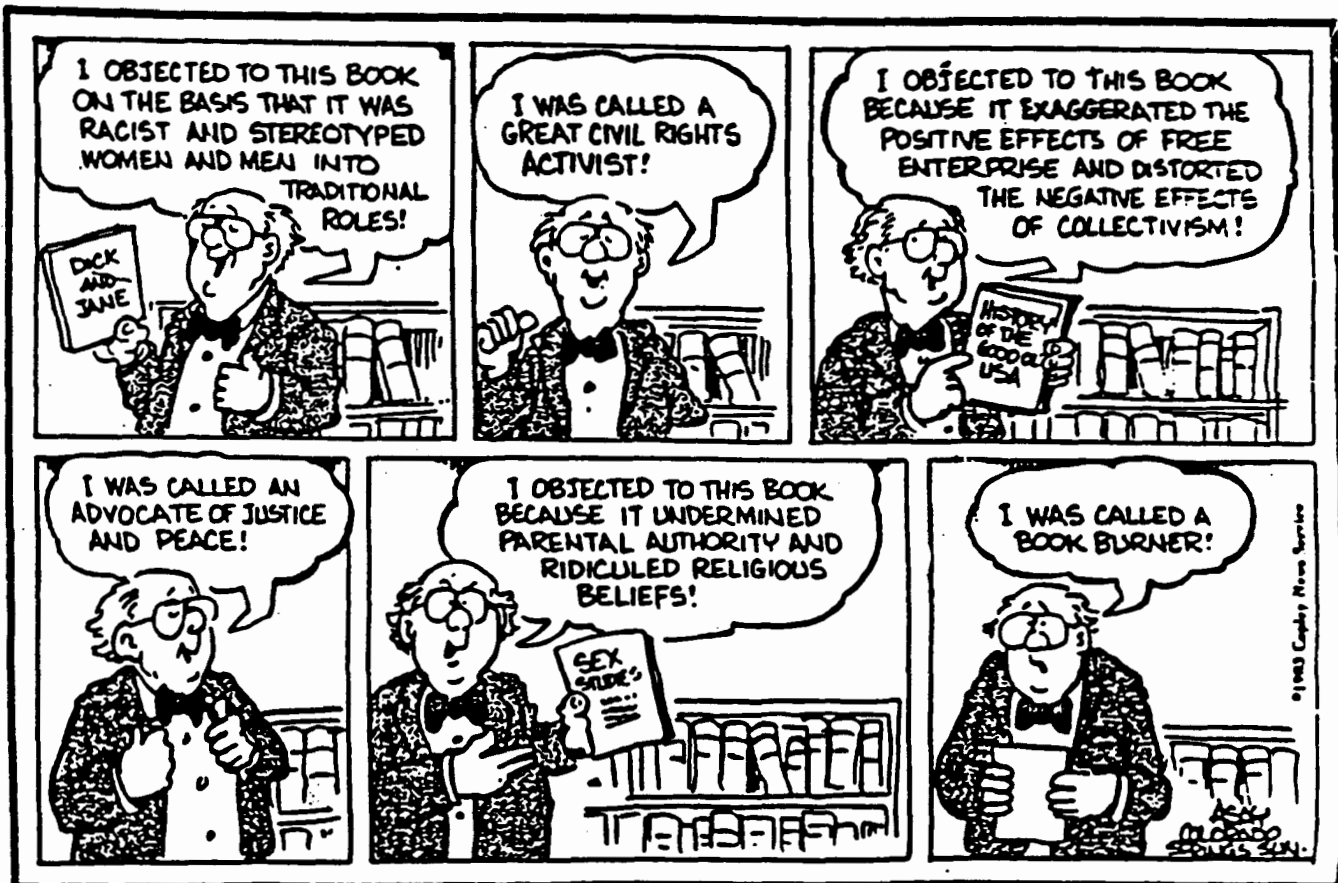
-- The Coalition of Essential Schools is founded and directed by Theodore (Ted)Sizer, chairman of the Education Department at Brown University. He will say about his organization (which future Secretary of Education Lamar Alexander will cite as an example of an effort to design "new American schools") that it is a concept intended for the whole world (not just the U. S.). He will say "We want to move away from nationalism toward the concept of world family." Sizer will also develop a program called "Re: Learning" that involves developing "thinking skills" rather than knowledge, per se, and in which parents have no role of any great consequence. An editorial in Denver, Colorado's Rocky Mountain News, June 23, 1991, will describe it as reminiscent of the 1970s educational fads falderal. In one Albuquerque, New Mexico elementary school, three-fourths of the teachers will request a transfer rather than continue another year with the program. And if a student completes the program in high school, he or she will receive a "diploma of exhibition" (e.g., showing that a student has exhibited that he or she can build a boat, or do some other things), which almost no university will recognize as fulfilling their admission requirement.

The Carnegie Corporation will chip in one million dollars to the program, and a small group of anonymous

donors will give it ten million dollars through the New York-based Atlantic Philanthropic Services. Another three million dollars will come from Citibank, and one should remember here Citibank's close association early in this century with Kuhn, Loeb, & Co., for whom Paul Warburg (Federal Reserve member) worked, and his son James Warburg (prominent member of the CFR and co-founder of United World Federalists) said, "We shall have world government, whether or not we like it...by consent or by conquest." To promote "Re: Learning," Sizer has formed a partnership with the Education Commission of the States.

-- October: The Education Digest includes "The Uses of Crisis: Guidelines for School Leaders" showing how crises can be managed to create climates receptive to desired changes in schools.

-- Child Abuse in the Classroom is edited by Phyllis Schlafly, who in May of this year demanded that the U. S. Department of Education publish the hearings held in March on regulations it issued concerning the 1978 Protection of Pupil Rights Amendment passed by Congress. When the Department refused to publish the hearings, Mrs. Schlafly excerpted 100 of the testimonies and published them in this book, which has in its



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Foreword: "More than 1300 pages of testimony were recorded by court reporters as parents, public school teachers, and interested citizens spelled out their eye-witness accounts of the psychological abuse of children in the public schools. They related how classroom courses have confused school children about life, about standards of behavior, about moral choices, about religious loyalties, and about relationships with parents and peers."

-- Why Are They Lying to Our Children? by Herbert London (Dean of the Gallatin Division of New York University) is published. The Associated Press writes about this book: "A penetrating work that accuses commonly used social studies texts of giving American youngsters a pessimistic view of the future." And the American Library Association recommends: "This provocative book should be required reading for parents, principals, and teachers."

-- November 14: U. S. Department of Education regulations protecting pupils' privacy go into effect (based upon 1978 amendments to the General Education Provisions).

-- The Consultative Group on Early Childhood Care and Development is formed.

1985

-- Back to Basics Reform Or...Skinnerian International Curriculum? by Charlotte Iserbyt is published. In her book, this former senior research analyst with the U. S. Department of Education describes "the social engineers' continuing efforts, paid for with international, federal, state, and tax-exempt foundation funding, to manipulate and control Americans from birth to death using the educational system as the primary vehicle for bringing about planned social, political, and economic change."

-- In the National Training Laboratories Institute Program listings, there is a statement that "Persons who are experiencing personal, emotional crises should forego attendance at NTL programs." This is similar to the 1977 Program, which cautioned: "No person concerned about entering a stress situation should participate in NTL programs."

-- January 3: The national television program "20/20" on the ABC network devotes a good deal of time to an alleged example of how "brainwashing" of preschoolers could have been used to destroy the children's sense of family values and patriotism among other things.

-- January 10: The Washington Post includes an article, "Department Proposes Rule to Curb Teaching of 'Secular Humanism.'" It indicates that the U. S. Department of Education is proposing a rule prohibiting school districts from spending certain earmarked federal funds on any courses that districts "determine is secular humanism." The prohibition appears in a section of the Education for Economic Security Act.

-- March 29: The Washington Post publishes "Experiment in Jamestown: What a Way to Teach Kids" by Charles Krauthammer, who writes: "Two weeks ago at the Jamestown (Pa.) High School, 53 kids in the American Culture class were told over the classroom intercom that school would be dismissed early because the Soviet Union had attacked an American ship in the Baltic Sea and the president was about to address the nation and a joint session of Congress. It was, explained John Chancellor in his NBC commentary, 'a kind of civics lesson' designed 'to make the kids consider the implications of an international crisis in the most realistic way.' Unfortunately, 'it backfired.' One student went into shock. Another began to cry. Most sat in stunned silence, thinking nuclear bombs were on their way and the world was about to end.... This experiment tells us nothing about nuclear war, even less about kids. The real story here---that Chancellor could miss it is a wonder---has to do with the teachers. By what right do they conduct such experiments on kids? On anybody?...What possible knowledge could the Jamestown teachers have gained? Well, said Jamestown principal David Shaffer, this proves 'that kids today have nuclear war on their mind.' Really? And it was not an experiment at all, he protested. It was an educational 'innovation,' 'something different,' designed to 'generate analytical thinkers' in preparation for study of the Cuban missile crisis. Contrary to the view from Jamestown and NBC, the Jamestown experiment is a study of one thing only: what happens when political trendiness meets educational innovation. The results are not encouraging."

-- April 19: A memo appears on Seattle public schools stationery which says "From: Jim Grob, Rockefeller Project." The memo cautions that "the term 'global education' is an extreme, political hot potato at this time" with "right-wing Christian groups" opposing its use, and that instead of using the term "global education," district personnel should note that a "temporarily safe term is---multicultural/international curriculum development." (This is the year after the superintendent of education for the State of Washington issued a technical assistance handbook, titled School District Implementation of Multicultural Education, which included the notorious, "Man: A Course of Study," or MACOS, that contained cannibalism.)

-- Global Mandate: Pedagogy for Peace by Philip Vander Velde is printed. He is a professor of a course called "Foundations of Education" at Western Washington University. Teachers graduating from this university are sought by schools across the nation, and in this book he co-authors, students are told: "Men may cling to much of the language and symbolism of old creeds--secular and religious--but unless a new faith...overcomes the old ideologies and creates planetary synthesis, world government is doomed....Citizenship education, found in every respectable nation claiming to be civilized, is replete with curricula through which it teaches its citizens chauvinism, patriotism, and nationalism: the by-products of a world view which pits man against his fellow human beings....Nation-states have outlived their usefulness, and a new world order is necessary if we are to live in harmony with each other....The task of re-ordering our traditional values and institutions should be one of the major educational objectives of our schools....A new political order of control over human relationships will come into being. This clearly implies that a national sovereignty, which is the basis of the current nation-state system...can be whittled away."

-- October 3: "How Have Problems Entered Our Schools?" by the author of this chronology is published in The Union Leader (Manchester, NH). In it, he writes: "Regarding Social Studies, students were told in Holt, Rinehart, and Winston's People, Places and Change what equality there is in Communist China, but in Harcourt Brace's 'American Civics' they were told that 'there are still millions of Americans who...are denied basic freedoms, and who do not have equal opportunity.' Of course, why not tell students these things, because in the text 'Sociology: The Study of Human Interaction,' they were told that 'truth is relative.'

In the area of literature, students were introduced to everything from the inane, such as the Signal Series Nova poem 'The Loch Ness Monster's Song,' which goes 'Sssnnwhufffl! Hnwhuffl hhnwfl hnfl hfl? Droblobhodngbl gbl gl g g g glbgl ...' to the Ginn's New Voices series, which includes gore-riddled stories like 'The City' and blasphemy in 'Jack and the Devil's Daughter.' Concerning one story, the Ginn teacher's manual advises: 'Many pupils will feel emotionally drained after reading this story.'...

In using the schools today to develop a new social or world order, the problem is not limited to textbooks, but rather in Minnesota and many other states, inappropriate material finds its way into our schools via a number of 'vehicles.' First there are the 'supplemental' materials such as the social studies handout, titled 'What Do I Value?,' at Park Jr. High in St. Paul, which asked: 'Do you stick to your old values without question? Or, do you examine the

new values and then reexamine the old so that you can make a more rational, or reasonable, decision?' Second, there are the 'recommended reading lists,' such as the one for eighth grade at Penn Jr. High in Bloomington, which includes the paperback 'Again, Dangerous Visions' which among other things includes bestiality. Third, there are the 'questionnaires' and 'charts,' such as those in Wayzata Sr. High in Wayzata and Lincoln High in Bloomington, which questioned or asked students to record their personal relationships from 'casual good-night kissing' to 'having sexual intercourse.' Fourth, there are 'games' such as the 'Alligator River' game in a math class at Oltman Jr. High in St. Paul Park, where students were to 'reveal some of their values' regarding fornication among other things.

Often it is difficult for parents even to be aware of what is happening in their children's schools, because as the 'Family Life Curriculum' for North St. Paul-Maplewood Schools (Grade 4-6) warned its teachers: '...in order to preclude the kind of public relation problems that sometimes arise, do not send any classroom materials or tests home.' Similarly, a Georgia State Department of Education publication, 'Psychological Education' contains a 'Group Contract' which was to be read aloud by students and signed in front of a special class or group meeting, and closed with the words, 'I will keep these meetings private and will get the permission of a group member or of the group as a whole before discussing what happens here with my parent or teacher.'

-- October 28: The Washington Post prints a news story titled "Encore for Patriotism: Socialist Official Puts Civics, Discipline Back in French Schools." It describes how in September of this year, France implemented its own "back to basics" program in French schools, and in a handbook of "official instructions" for French school teachers is a curriculum that includes study of the French Constitution and "love of the republic." According to the article, "Satchels slung over their backs, the children filed into class two by two, whispering excitedly about a new civics lesson introduced into their curriculum." In the United States, there has been a tremendous decline in the number of civics courses offered in school since the early 1960s.

-- November 21: U. S. Secretary of State (and CFR member) George Shultz signs the Soviet-American Exchange Agreement (negotiated by the Carnegie Corporation) that agrees to let the Soviets work with the U. S. in the development of curricula and teaching materials for elementary and secondary school children.

-- Education's Smoking Gun: How Teachers Colleges Have Destroyed Education in America by Reginald Damerall is printed. This former Professor of Education at the University of Massachusetts exposes the education

establishment's Colleges of Education for their lack of properly training future elementary and secondary school teachers.

-- November 27: Education Week indicates that the Association for Supervision and Curriculum Development's director, Gordon Cawelti, wants a World Core Curriculum modeled after the concept of Robert Muller (former U. N. Assistant Secretary-General) in Muller's book, New Genesis: Shaping a Global Spirituality (in which Muller talks about "our brethren the animals, our sisters the flowers" and that we must "create common world religious institutions" and "display the U. N. flag in all houses of worship"). The 4 areas of a World Core Curriculum proposed by Cawelti are exactly like Robert Muller's World Core Curriculum, at the front of which one reads that its underlying philosophy "is based on the teachings set forth in the books of Alice A. Bailey by the Tibetan teacher Djwhal Khul [Lucis Pub. Co.] and the teachings of M. Morya." Khul and Morya are allegedly adepts (with Khul supposedly being a reincarnation of Confucius) who telepathically transmitted their thoughts to the occultist Bailey, whose works were first printed by Lucifer Publishing Company.

-- December 22: The New York Times publishes an article, "Ethics Classes Avoid Teaching Right and Wrong."

-- What Are They Teaching Our Children? by Mel and Norma Gabler (with James Hefley) is published. The Gablers began their research into education and textbooks beginning in the early 1960s, and the editors of the 1983 Britannica Book of the Year listed them among 95 world notables who "influenced events significantly in 1982."

-- December 26: New York University Professor Paul Vitz writes in The Wall Street Journal: "Are public school textbooks biased? Are they censored? The answer to both is yes. And the nature of the bias is clear: Religion, traditional family values, and conservative political and economic positions have been reliably excluded from children's textbooks...taken all together, these results make it clear that public school textbooks exclude history, heritage, beliefs and values of millions of Americans." Vitz' comments are based upon his study of some 670 textbooks for a U. S. Department of Education-funded report titled "Religion and Traditional Values in School Textbooks: An Empirical Study."

-- December 30: The writer of this chronology is a Senior Associate with the Office of Educational Research and Improvement (OERI) within the U. S. Department of Education, and responds to a clarification request by Chester Finn (head of OERI) regarding an earlier memo

expressing concerns pertaining to a project by the Center for Social Organization of Schools (Johns Hopkins University). The Center is one of those funded by OERI, and "The Johns Hopkins--Baltimore City Public Schools Effective Schools Project" report prepared by the Center January 1985 had been submitted to OERI. In this writer's response this day to Dr. Finn's request, I write: "...you can see from an earlier proposal they submitted, they will occasionally pose questions that might raise an eyebrow or two. In one instance they're asking students whether their parents get in trouble with the police, and in another instance they expect students will acknowledge criminal activities (supposedly information they could not obtain from police records). Per 'significant increase in drug use' at Pimlico School after CSOS's intervention strategies (e.g., clarifying values, Glasser's Reality Therapy including 'a positive classroom environment in which students are encouraged to think and contribute their ideas in classroom discussions without the fear of being judged wrong,' etc.) were implemented, do they know why that happened?"

1986

-- "What Works: Research About Teaching And Learning" is published by the U.S. Department of Education. It is a collection of many one-page statements about various aspects of education (e.g., writing, phonics, tutoring, homework, discipline, etc.). For each subject, there are research findings, comments, and references. The writer of this chronology is listed under the "Acknowledgments" for this document, since he was a Senior Associate within the division (Office of Educational Research and Improvement--OERI) of the U.S. Department of Education that was responsible for assembling the material in it prior to its publication.

-- March: The writer of this chronology as a staff member with the National Council on Educational Research (a presidential advisory council) writes "Problems With The Proposed National Educational Data System," in which he states: "In the Spring of 1985, the federal Center for Statistics pertaining to education commissioned 50 papers to review the Center's existing data system and recommend changes. In response to George Hall et al's synthesis of these papers, the Center issued redesign recommendations....There are some serious problems with many of the Center's recommendations. The ideal system, according to the Center, should include data about both public and private school teachers, students, and the students' parents and families. The center recommends that the National Assessment of Educational Progress collect more data concerning students and their homes, and that a 1988 National Education Longitudinal Study gather information about students' social relations and mental

health (however that is to be defined) among other things....The new system would in all likelihood include micro-records of students. Furthermore, the detailed information contained in the new system on students, their parents, families and home environments would be available not only to government agencies, but also to private researchers across the nation...."

— April: The U.S. Department of Education's National Task Force on Educational Technology presents to the Secretary of Education a report titled, "Transforming American Education: Reducing the Risk to the Nation," in which is stated for 1990-2000: "The improvement and transformation of education to mastery learning will demand continuing support."

— April 9: Education Week includes "Are Teachers Ready to Teach Pupils to Think?" by Randy Schenk and Kathie Tyser, who comment on "the need to develop higher-order thinking skills in K-12 students." They refer to O. J. Harvey's summary of research during the 1960s showing most students, teachers, principals and superintendents "operated in cognitive styles grounded in absolute assumptions---viewing reality in terms of good/bad, right/wrong, and either/or, while attributing goodness and truth to wise and all-knowing authorities. Carl Glickman, one of the few theorists in supervision who have continued the use of cognitive-developmental models, has noted a reduction over the past decade in the percentage of teachers whose thinking is based on absolutes. However, the percentages have stayed too high, given the expectations now being placed on schools to develop higher-order thinking....We suggest that education reformers must give careful attention to teachers' own cognitive development as plans are made for teachers to develop more sophisticated thinking skills in their students."

— Summer: The Supreme Court approves Norfolk, Virginia's new "neighborhood" school attendance plan. This is one of the first cases in which the High Court lifts a forced busing order. Since there is no "segregative intent" in the Norfolk plan, the Court ends a racial-balance busing remedy (like those used throughout the nation) which actually discriminated against minorities by requiring that they be forcibly bused in inverse proportion to the majority population.

— July/August: Planned Parenthood's Family Planning Perspectives includes research findings of William Marsiglio and Frank Mott showing an association between taking sex education and starting intercourse at ages 15 and 16.

— August 23-26: The National Governors' Association Conference is held at Hilton Head, South

Carolina. The chairman is Lamar Alexander and vice-chairman is Bill Clinton. The primary topic for discussion is the Carnegie report, "A Nation Prepared: Teachers for the 21st Century," prepared by The Carnegie Task Force on Teaching as a Profession. The report calls for "sweeping changes in education policy," especially the creation of a national teacher certification board. The report also calls for prominence in decision-making to be given to "lead teachers," and that the states take over local school systems that do not meet state educational standards. On the task force that produced the report are, among others, John W. Gardner with the Carnegie Corporation (and founder of Common Cause), NEA president Mary Hatwood Futrell, and AFT president Albert Shanker.

The Governors agree to promote many of the Carnegie report's recommendations, as they coincide with the National Governors' Association recommendations in "Time for Results," released this year.

-- District Judge Russell Clark's order for Kansas City schools results in an extra \$36,111 being spent for each of the school system's 36,000 places. However, after 6 years of this lavish expenditure, The Economist (August 28, 1993) will report that "the money has done nothing to improve the educational performance of the people it is supposed to benefit: the local black population. According to John Alspaugh, a professor of education at the University of Missouri who has kept a careful watch on the experiment, the past six years have seen no improvement whatsoever in children's scores in standardized tests of reading and math....The rise in expenditure has coincided with a fall in the math scores of middle-school pupils and a surge in the drop-out rate. Moreover, the drop-out rate has risen every year, without fail, since the decree was handed down, and now stands at a disgraceful 60%."

-- The Southern Regional Education Board surveys its members, 60% of whom indicate at least one-third of their students need remedial help.

— November 26: The Washington Post includes the article "Reading Method Lets Pupils Guess," in which one finds the following: "The most controversial aspect of whole language is the de-emphasis on accuracy....American Reading Council President Julia Palmer, an advocate of the approach, said it is acceptable if a young child reads the word house for home, or substitutes the word pony for horse....'Accuracy is not the name of the game.'"

-- One of the NEA's platform resolutions for this year states that "...public schools are of utmost significance in the development of our moral, ethical, spiritual and cultural values." Since God and Judeo or Christian prayers have been removed from public schools, one can imagine what "moral" and "spiritual" values are being inculcated.

On the KXEG radio program, "One-On-One" (January 6, 1993) in Scottsdale, Arizona, Judy Pinalto will emphasize that because the public schools have removed the Lord, there can be no good wisdom, knowledge and understanding imparted there, because Proverbs 2:6 states: "For the Lord giveth wisdom: out of his mouth cometh knowledge and understanding." Further in that regard, she will note that Proverbs 4:4-5 states: "He taught me also, and said unto me, Let thine heart retain my words: keep my commandments, and live. Get wisdom, get understanding: forget it not; neither decline from the words of my mouth."

1987

-- The Closing of the American Mind by scholar Allan Bloom, who reveals: "There is now an entirely new language of good and evil, originating in an attempt to get 'beyond good and evil' and preventing us from talking with any conviction about good and evil anymore....The new language is that of value relativism, and it constitutes a change in our view of things moral and political as great as the one that took place when Christianity replaced Greek and Roman paganism."

-- The Chalice and the Blade by radical feminist Riane Eisler is printed, in which she proclaims: "Ours was to be the modern era, the Age of Reason. Enlightenment was to replace superstition; humanism was to replace barbarism; empirical knowledge was to take the place of cant and dogma....The gradual erosion of the absolute authority of the father and husband was a critical prerequisite for the entire modern movement toward a more equalitarian and just society. As the sociologist Ronald Fletcher, one of the few to focus on this critical point, writes in The Family and Its Future, 'The fact is that the modern family has been created as a necessary part of this larger process of approximating to the central ideals of social justice in the entire reconstitution of society.'...Not just biological parents, but many other adults will take various responsibilities for that most precious of all social products: the human child. Rational nutrition as well as physical and mental exercises, such as more advanced forms of yoga and meditation, will be seen as elementary prerequisites...where the minds of children---both boys and girls---will no longer be fettered. It will be a world where limitation and fear will no longer be systematically taught us through myths about how inevitably evil and perverse we humans are....Children will be taught new myths, epics, and stories in which human beings are good."

Lest one think this type of values education would surely be prevented in our public schools by "separation of church and state," it should be remembered that this concept seems only to apply to those with Biblical beliefs,

as secular humanists have no trouble incorporating their tenets in the curricula of the government schools.

-- April 5: Included in The Washington Post is an op-ed article by liberal columnist Colman McCarthy, defending a federal judge's ruling in Alabama against secular humanism being taught in the public schools there. McCarthy writes: "U. S. District Court Judge W. Brevard Hand is reasonable to conclude that 'this highly relativistic and individualistic approach constitutes the promotion of a fundamental faith claim opposed to other religious faiths.'" Judge Hand's decision is unfortunately overturned at the Appeals Court level.

-- May: "School Children and Drugs: The Fancy That Has Not Passed," a special report in Phi Delta Kappan is published. Its author, educator Richard Hawley (who wrote Drugs and Society) comments: "There are handsomely printed books and curricular programs aimed not at 'drug-free youth' but rather at the 'responsible use' of drugs....The most widely distributed curricula for drug education in the country stress making considered responses to drugs. But these programs do not come out in favor of refusing to use drugs altogether....There is perhaps no greater indication of the inroads drug use has made on contemporary thinking than the fact that authoritative voices on the national education scene are endorsing responsible levels of criminal, not to mention health-endangering, activity."

-- July: The U. S. Department of Education issues "White Paper on Accountability: Tying Assessment to Action" (probably prepared largely by Chester Finn's office) with a cover letter saying, "Assessment can be used as both a carrot and stick---to recognize and reward school systems that are doing exemplary jobs in raising student performances, and in extreme cases, to intervene in districts and institutions that are not making the grade."

Under the White Paper's section, "Intervening in Academic Bankruptcy," it indicates that some school districts may be unwilling to meet their educational responsibilities, and in those cases, state intervention may mean "replacing district superintendents and local school boards with state-appointed officials." This is the same "state takeover" of local schools not meeting certain state standards that Carnegie and the National Governors' Association (NGA) promoted when Lamar Alexander was NGA chairman in 1986. Leading conservatives around the country will be warned about the Alexander/Finn educational philosophy, but most will refuse to oppose the nomination of Lamar Alexander as U. S. Secretary of Education in 1991.

-- October 14: James B. Hunt (Governor of North Carolina 1977-85 and re-elected in 1992) is now chairman of the National Board for Professional Teaching Standards and issues a press release claiming that the Board is "the linchpin of a larger strategy to affect the transformation of our nation's schools." The Board is the brainchild of the Carnegie Forum on Education and the Economy, and a majority of Board members are with the NEA or AFT unions. The Board wants to nationally certify teachers, and this would be not simply on the basis of academic competence, but also on such things as how they would teach students with different religious backgrounds. For more information on this, see Education Daily (May 21, 1986), which also noted that "Lee Shulman, who heads Stanford University's Education Policy Institute, last week was awarded \$817,000 by the Carnegie Corporation to develop over the next 15 months new forms of teacher assessment materials that would be the basis of standards adopted by a national teacher certification board."

-- Fall: Free Enquiry, published by the Council For Democratic and Secular Humanism, prints an article by Kathy Collins (legal consultant to the Iowa Department of Education), in which she criticizes "The Christian fundamentalists who want the freedom to indoctrinate their children with religious education" and "any law that would allow Christians to teach their children without oversight or interference from the state." She states that "allowing parents to teach children at home is no less than a giant genuflection backward....While the Religious Right carries the Christian flag into battle, the state must steadfastly hold high the banner of the child."

-- Schools Without Drugs is published by the U. S. Department of Education, and states: "A 1985 study of teenagers contacting a cocaine hotline revealed that 57% of the respondents bought most of their drugs at school....Of the seniors who used amphetamines during the past year, 60% reported having taken them at school."

-- November: "We're Teaching Our Kids to Use Drugs" by Peggy Mann is included in Reader's Digest, in which she refers to hearings held in August 1986 by U. S. Senator Paula Hawkins. The Senator cited the book Chocolate to Morphine (1983) written for teens but, Senator Hawkins noted, "The publisher says it is also quite popular with school counselors and professionals." The Senator then quotes from the book: "Question your parents about the drugs they use. If you can convince them that your drug use is responsible, you may be able to allay their anxiety. Drugs are fascinating because they can change our awareness. Occasional snorting of cocaine in social situations is probably not harmful."

-- November: Jim Hand, president of The Society for Accelerative Learning and Teaching, speaks to representatives from the International Programs section of the Department of Agriculture, the World Bank, the U. S. Agency for International Development, and the Department of Transportation. Earlier, on April 27-May 1, SALT held its 12th International Conference titled "The Quantum Leap: Impacting Teaching, Training, and Teacher Education." Addressing the conference was Dr. Judith Lanier, Dean of the College of Education at Michigan State University and a member of the Carnegie Forum Task Force on Teaching as a Profession. SALT has also had its own task forces, for example one "to install a course and curriculum in every American school for increasing students' intelligence and teaching them techniques of thinking (e.g., imagery)."

-- Global Perspectives in Education (GPE) prints "The United States Prepares for Its Future: Global Perspectives in Education, Report of the Study Commission on Global Education." In the Foreword to the Report, New Age networker Harlan Cleveland (CFR member, with the Aspen Institute for Humanistic Studies, and author of The Third Try at World Order, 1977) writes: "A dozen years ago,...teaching and learning 'in global perspective' was still exotic doctrine, threatening the orthodoxies of those who still thought of American citizenship as an amalgam of American history, American geography, American lifestyles and American ideas....It now seems almost conventional to speak of American citizenship in the same breath with international interdependence...and the planetary environment." Other members of the Commission include Clark Kerr (chairman), John Goodlad, Ernest Boyer, Gov. Bill Clinton (future U. S. President), Mary Hatwood Futrell (NEA president), Frank Newman (Education Commission of the States president), Albert Shanker (AFT president), and Daniel Yankelovich (pollster). The Report is financed by the Rockefeller, Ford and Exxon Foundations.

1988

-- Economics and Free Enterprise is published by Addison-Wesley. In the teacher's edition of this high school economics textbook, it states: "The availability of medical care is the same or greater in Communist nations as in capitalist and democratic-socialist nations." The Gablers receive an advance copy of the textbook and through documentation from U. S. News & World Report, as well as from other sources, show the above statement to be wrong, but the publisher does not alter the statement in the textbook.

-- February 1-5: The Soviet-American Citizens' Summit (New Age networker Barbara Marx Hubbard is an organizer) is held in Alexandria, Virginia, with a delegation

of approximately 100 Soviets coordinated by the Soviet Peace Committee (SPC). According to a 1985 State Department report on Soviet "Active Measures," the SPC is linked to the Soviet Central Committee's International Department, which was created by Stalin to carry out subversion within other countries. Interesting is the fact that the education task force at the summit recommends that the National Education Association (NEA) guide a global computer program.

The National Research Institute in its June 1988 edition of the Trumpet will publish a Complete Directory of Joint Projects listed by Task Force from the summit. Among the joint projects of the "Computers for Cooperation" task force is "U.S. Kids to Siberian Peace Camp." The "Education in the 21st Century," task force has as joint projects "High School World Citizenship Course" and "Educators Exchange," among others. And one of the joint projects of "The New Cosmology for New Way of Thinking" task force is "Treaty for the Disarmament of Our Souls."

-- February: Phyllis Schlafly's Education Reporter this month reports that Ernest Boyer, president of the Carnegie Foundation for the Advancement of Teaching (and Council on Foreign Relations member), said the following startling things the month before in Washington, D.C. He said that schools should no longer be seen as academic centers but should be turned into "social service centers," that school-based health clinics should be combined with daycare facilities, and that schools should assume the responsibility for feeding students all three meals a day since they would be in the school building from seven a.m. to six-thirty p.m.

-- May 12: The Pulitzer Publishing Company's St. Louis Post-Dispatch prints "Globalism' Tramples on American Values" by D. L. Cuddy (the writer of this chronology), in which one reads: "A recent New York Times Magazine article noted that the University of Denver Center for Teaching International Relations' World Citizen Curriculum, hundreds of copies of which have been sold to schools and teachers nationwide, 'recommends out-of-body experience as a way of visualizing a world without national boundaries.'" (Greg Cunningham in the mid-1980s wrote, for the Denver Regional Office of the U. S. Department of Education, a paper critical of CTIR's global education program.) The article in the Post-Dispatch continues: "Starting tomorrow in St. Louis, an American Forum on Education and International Competence will be held, emphasizing the positioning of global education for the 1990s. The forum will have workshops on such topics as 'Developing Strategies for Internationalizing State Curriculum' and 'Political/Religious Challenges to Global Education'....In 'Global Education: State of the Art,' published by the federally funded Northwest Regional

Educational Laboratory, one reads that global education incorporates the view that 'black and white answers probably never really existed but the time is long past when even the myth can endure. Competent world citizens must act in the large zone of grays where absolutes are absent.'...Following the motto of 'thinking globally, acting locally,' global educators today have made a concerted effort to have their views contained in every subject in every school. According to a report by the Study Commission on Global Education, all school courses should be 'infused with a global perspective.' Those Americans who do not want their local school boards internationalized and who want to maintain a sovereign United States based upon Judeo-Christian moral principles should resist any attempt to incorporate this nation into a 'New Age, New World Order.'"

-- May 13-16: Along with the Carnegie Council on Ethics and International Affairs, Foreign Policy Association, Global Tomorrow Coalition, International Development Conference, and others, the NEA co-sponsors The American Forum on Education and International Competence. Some of the workshop topics include: the U.N. University-Ten Years of Thinking Globally, Acting Locally; Will They Use It? Implementing Global Education Initiatives; the United Nations in Global Education.

-- August: The ASCD Update informs that "Tactics for Thinking, a framework for teaching thinking developed at the Mid-continent Regional Educational Laboratory (McREL) and published by ASCD (Association for Supervision and Curriculum Development) in 1986, has recently been the target of critics who argue that it 'brainwashes' children and advances a 'New Age' agenda of one-world government." ASCD executive director, Gordon Cawelti, called for a World Core Curriculum while at an international meeting in Holland in 1985. 20,000 teachers have been trained in Tactics for Thinking. Robert Marzano was director of research at McREL developing Tactics for Thinking following similar work by Estonian "change agent" Hilda Taba.

-- PL 100-297 amends the ESEA of 1965 and lays the groundwork for the national plan for restructuring all the nation's schools to Outcome-Based Education. This educational innovation plan for school reform includes partnerships, parent training, early childhood education, school based/linked clinics, day care, assistance to at-risk students and voluntarism and effective schools. It also provides funding for improvement and reforms of schools and teaching.

-- December: First International Congress on Self-Esteem and Sex Education for Educators, Mental Health and Rehabilitation Professionals is held in Kona, Hawaii.

Featured speakers are Sol Gordon, John Vasconcellos, and Sylvia Hacker among others; and workshop leaders are from around the world.

-- Killers of Children: A Psychoanalytic Look at Sex Education by Dr. Melvin Anshell is printed, in which he explains psychological development and shows why sex education conflicts with (e.g., invades the young child's latency period, etc.) and distorts natural psychology. Dr. Anshell elsewhere criticizes sensitivity training as clinically "desensitization."

-- **The NEA adopts Resolution C-34 stating: "The National Education Association believes that home-school programs cannot provide the child with a comprehensive education experience. The Association believes that, if parental preference home-school study occurs, students enrolled must meet all state requirements. Instruction should be by persons who are licensed by the appropriate state education licensure agency, and a curriculum approved by the state department of education should be used."**

-- The National Center on Education and the Economy is formed to carry on the policy development work begun by the Carnegie Forum on Education and The Economy (founded in 1985). The Forum, a program of the Carnegie Corporation of New York, released its report, A Nation Prepared: Teachers for the 21st Century, in 1986. The report recommended radical restructuring of the organization and management of America's schools. The National Center's first product, To Secure Our Future: The Federal Role in Education, will be released early in 1989 and will play an important role in framing the issues and shaping the agreements that will be made at the Education Summit held at the University of Virginia (Charlottesville) in the Fall of 1989. Following the Summit, the National Governors' Association will ask members of the National Center's staff to assist in the development of national goals for education. This process will culminate in the announcement of education goals by President Bush in his 1990 State of the Union address. In the Summer of 1989, the National Center's Board of Trustees will create the Commission on the Skills of the American Workforce to study the current and future skill needs of our nation's non-college workforce. What is interesting is that when the writer of this chronology was at the National Institute of Education in the mid-1980s, there was a conference in which Marc Tucker (president of the National Center) was berating Dr. Henry Levin of Stanford University for simply analyzing future trends in the workforce, because Tucker believed that this future should actually be "shaped" by planners. The Commission on the Skills of the American Workforce will compile a report, America's Choice: high skills or low wages!, which will be released in June 1990.

To show how Carnegie through its National Center drives Congressional legislation, the National Center will develop a national agenda of activities based on the Commission's original recommendations, and on October 1, 1991, Senators Kennedy and Hatfield and Representatives Gephardt and Regula will introduce in Congress "The High Skills, Competitive Workforce Act of 1991," legislation based closely on the recommendations found in America's Choice. The National Center will be asked by the legislation's co-sponsors to assist in building public support for the measure while it is in committee and before it goes to the floor of Congress sometime in late 1992.

-- The Carnegie Corporation of New York's annual report indicates the following grants have been awarded for the year: \$650,000 to the Aspen Institute for Humanistic Studies; \$300,000 to the Alan Guttmacher Institute (affiliated with Planned Parenthood) to look at sex education and the impact of AIDS on this education in the U. S.; \$200,000 to the Center for Population Options for a "Support Center for School-Based Clinics." The annual report also shows a very close relationship between Carnegie and the National Institute of Education within the U. S. Department of Education. When the writer of this chronology was at NIE, down the hall from me was Michael Cohen, who left and would direct a project on "Restructuring the Education System: Agenda for the '90s" for the National Governors' Association Center for Policy Research. The project is given \$691,000 by Carnegie in 1988, and in part helps implement the recommendations of the Carnegie Forum's report, "A Nation Prepared: Teachers for the Twenty-first Century." After leaving office, the U. S. Secretary of Education, Terrel Bell, accepted a position on the board of the Carnegie Corporation. And former CFR member and U. S. Commissioner of Education Francis Keppel, along with former NIE Deputy Director Michael Timpane (now president of Columbia University Teachers College) are two of the three individuals leading conferences at Teachers College for reassessing the federal role in education, which are given \$75,000 by Carnegie in 1988. (Francis Keppel's father, Frederick, had been dean of Columbia College earlier, and later became president of the Carnegie Corporation.) The 1988 annual report of the Carnegie Corporation of New York also shows that another \$75,000 dollars is given to the Institute for Educational Leadership for a project under the direction of Harold Hodgkinson, who had previously been Director of NIE. The annual report further shows that \$200,000 is given to the National Center on Education and the Economy, whose president, Marc Tucker, was Executive Director of the Carnegie Forum on Education and the Economy. Tucker had come from the Northwest Regional Laboratory, which was funded by NIE, eventually to become an Associate Director at NIE.

1989

-- The National Governors' Association Task Force on International Education releases a report, "America in Transition: The International Frontier," in which it is asserted that global, international, and foreign language education must become part of the basic education for all students.

-- Reinventing the Future: Global Goals for the 21st Century by Rushworth Kidder (Senior Columnist with The Christian Science Monitor) is published. This book is about the dialogue that occurred among 35 notables from 12 nations who gathered at "Wingspread" in Racine, Wisconsin in April 1987. They were the guests of The Christian Science Monitor, The Johnson Foundation, and the University of Maryland--Baltimore County. The author includes "everything that sounded like a reasonable goal for the year 2000," among which were the following: educate children in the context of one world; develop educational curricula that reflect the realities of global interdependence; promote community service; inculcate a healthy skepticism for authority; reduce the share of GNP devoted to military spending; and strengthen the role of the United Nations and other multilateral forms.

-- January: The White House Workshop on Choice (in Education) is held, after which leading educators supporting educational choice participate in regional strategy meetings resulting in a notebook titled, Choosing Better Schools. Regional Strategy Meetings on Choice in Education. Feeling that parents should have the right of "choice" (instead of forced busing, for example) of the schools their children attend, there is growing support especially among conservatives for "educational choice." However, too little attention is paid to the statements by leading opponents of choice that if vouchers or tax credits are involved, then federal regulations will accompany them to private as well as home schools. (See warning about educational choice in papers, "Educational Choice: An Innovative Approach," by Virginia Birt Baker, May 10 and July 9, 1990; and see Barbara M. Morris' Tuition Tax Credits: A Responsible Appraisal, 1983.)

-- February 3: The National Educational Service Foundation sponsors its first "Shaping America's Future" conference. It's called "A National Forum on Restructuring America's Education System," and includes panelists such as NEA president Mary Hatwood Futrell. Panelist Richard Green (Chancellor of New York City Public Schools) will say that "the schools may, for the first time, be operating in loco parentis....The fact of the matter is there are large numbers of students in America that will not have parent involvement, and so the school is the only substitute that is

out there....Now those who are concerned about socialism in America will not accept this argument." This conference later will be followed by "Shaping America's Future II" titled "An Innovative Design for Delivering Early Childcare and Training Future Teachers," with panelists including then NEA president Keith Geiger. It will be characterized as "the next step toward designing and establishing an environment in which children may flourish, and in defining the new alliances and processes necessary for transforming U. S. society." This second conference will take place September 25, 1989, with participants (according to Education Week, October 4, 1989) endorsing "a proposal to make the nation's schools the 'hub' of a comprehensive system of child-care and early-childhood education. They agreed that schools should extend their hours to operate before- and after-school child-care, and should offer early childhood education, health screening, training for child-care providers, and programs to educate parents about prenatal and child care. The proposal is based on the 'School of the 21st Century' model that has been advanced by Edward F. Zigler, Sterling Professor of Psychology at Yale University and founder of the Head Start program (see Education Week, Feb. 3, 1988)." (A third "Shaping America's Future" conference will be planned in 1991.) Edward Zigler is also director of the Bush Center for Child Development and Social Policy at Yale University, and the Family Resource Centers being established around the country are largely based upon the "School of the Twenty-first Century," which he developed.

-- March 11-14: The Association for Supervision and Curriculum Development (ASCD) holds its 44th Annual Conference and Exhibit Show titled, "Educating Global Citizens: Illuminating the Issues." Addressing the attendees on this main theme is Robert Muller, former Assistant Secretary-General of the U. N. And addressing the attendees on other subjects are Dee Dickinson, Shirley McCune and others. The main address, "Whole System Transition: The Birth of Planetary Society," is delivered by Jean Houston.

-- March/April: The permissive Sex Information and Education Council of the U. S. (SIECUS), which has supported pornography, states in its report: "In 1970, the President's Commission on Obscenity and Pornography called for 'a massive sex education effort....It should be aimed at achieving an acceptance of sex as a normal and natural part of life and of oneself as a sexual being. It should not aim at orthodoxy; rather it should be designed to allow for a pluralism of values.' SIECUS' work clearly influenced these statements."

-- Sex Education: The Final Plague by Randy Engel is published describing the nature of sex education and its evolution.

-- June: The Carnegie Council on Adolescent Development (founded June 1986) publishes "Turning Points: Preparing American Youth for the 21st Century." Focusing exclusively on the middle-grade schools, the report recommends schools-within-schools with students and teachers grouped together in teams. "Critical thinking" and education for "citizenship in a pluralistic society," along with "youth service," "cooperative learning," and "access to health and social services" (school-based clinics) are also recommended. Members of the "Turning Points" task force include Governors Bill Clinton and Michael Dukakis.

-- June: Chancellor of the University for Peace Robert Muller addresses the "Seeking the True Meaning of Peace" conference (co-sponsored by the U. N. Development Program and the U. N. Population Fund among others), and asserts: "...We need a new world education. Global education, namely the education of the children into our global home and into the human family is making good progress. But we have to go beyond. We need the cosmic education foreseen by the religions and by people like Maria Montessori. We need a holistic education, teaching the holism of the universe and of the planet."

-- June 11: The Detroit News publishes "Schools Can't Buy Success," which concludes that "equalizing how much money was spent by school districts would do little to equalize educational opportunity." This confirms the findings of Eric Hanushek in his May 1989 paper in Educational Researcher, analyzing 187 separate qualified studies of public schools across the U.S.

-- August 7: UNESCO announces that Dr. Robert Muller (Chancellor of the United Nations University for Peace, and former Assistant Secretary-General of the U. N.) and The International Peace Research Association (founded in London in 1964, and Dr. Elise Boulding is its current Secretary-General) will share the 1989 UNESCO Prize for Peace Education (\$30,000 each). Dr. Boulding is also with Planetary Citizens (a leading New Age networking organization) as is Dr. Muller who is the author of New Genesis, A Global Spirituality (1982) and a "World Core Curriculum." The prize was created through a donation by the Japan Shipbuilding Industry Foundation and was first awarded in 1981.

-- September: President Bush and the Governors of the 50 states meet in Charlottesville, Virginia, and agree to establish National Education Goals. In July 1990 the National Education Goals panel will be formed. Governor Bill Clinton will head the initial work leading to 6 National Education Goals, and in 1991 the panel chairman, Colorado Governor Roy Romer, will release the first report. Among the 6 goals will be that "by the year 2000, all children in America will start school ready

to learn." The only way all children will do this is for there to be a massive government intervention in preschool family life. Another goal will indicate that "by the year 2000, every adult American will be literate." Again, one can imagine tactics that will have to be implemented by the government so that every illiterate senior citizen will become literate.

-- September: Robert W. Sweet, Jr.'s "Illiteracy: An Incurable Disease or Education Malpractice?" is published by the U. S. Senate Republican Policy Committee, describing how "progressive educators" have prevented a higher rate of literacy in this nation by their insistence upon "look-say" or "whole-word" reading instruction instead of intensive, systematic phonics approaches.

-- October 7: Human Events prints "New Age 'First Aid Kit' Opens a School System's Wounds" by Phyllis Schlafly, who indicates that a new course called "Bridges" is "given for the first 20 minutes every morning, using New Age and privacy-invading techniques." One-hundred pages of the course is called "First Aid Kit," which has children in "DEEEEP BREATHING" exercises "like yoga or self-hypnosis" and "relaxation and imagery" exercises, as well as "centering." Pupils "are told to write their own epitaph" and "must draw a picture of themselves as an animal." They must also "write statements that express their feelings about their own family" and "are required to spend many sessions role-playing depressing parts."

-- November 1: Lamar Alexander (who will be confirmed as U. S. Secretary of Education on March 14, 1991) speaks at the Governor's Conference on Education in Wichita, Kansas, and says that he envisions America will go through "its own *perestroika*" and form a "brand-new American school" that would be open year round from six a.m. to six p.m. He also says: "I would go down to the maternity ward of the local hospital...and find out how many babies are born out of wedlock" (his wife has been a volunteer worker for Planned Parenthood). And he adds: "These schools will serve children from age three months to age eighteen. That may be a shocking thought to you, but if you were to do an inventory of every baby in your community, and think about what the needs of those babies were for the next four or five years, you might see that those needs might not be served any other way."

-- To Open Minds: Chinese Clues to the Dilemma of Contemporary Education by Howard Gardner of Harvard University is printed. Gardner (who was involved with MACOS in the 1960s) in this volume writes about a topic similar to that of Mary Berry on November 17, 1977, in this chronology. Gardner's

Frames of Mind: The Theory of Multiple Intelligences, published in 1983 with a single eye on the cover (note relevant June 1992 entry in this chronology) and with acknowledgments to the Carnegie Corporation, Spencer Foundation, National Institute of Education, and National Science Foundation for their support of his Harvard Project Zero, will be an important reference in the "Odyssey Project," which will be one of the New American Schools Development Corporation's 11 award winners in the early 1990s. Frames of Mind was also highly praised by Isaac Asimov, president of the American Humanist Association and signer of the Humanist Manifesto. And in this book by Gardner, the author writes: "Rather, the effort is to sample as widely as possible among the various criteria and to include within the ranks of the chosen (7) intelligences those candidates that fare the best. Following the suggestive model of the computer scientist Oliver Selfridge, we might think of these signs as a group of demons, each of which will holler when an intelligence resonates with that demon's 'demand characteristics.' When enough demons holler, an intelligence is included; when enough of them withhold approbation, the intelligence is, if regrettably, banished from consideration....Ultimately, the educational plans that are pursued need to be orchestrated across various interest groups of the society so that they can, taken together, help the society to achieve its larger goals. Individual profiles must be considered in the light of goals pursued by the wider society; and sometimes, in fact, individuals with gifts in certain directions must nonetheless be guided along other, less favored paths, simply because the needs of the culture are particularly urgent in that realm at that time."

-- November: Shirley McCune of the Mid-continent Regional Educational Laboratory (McREL) stresses that "Radical change is necessary now; you cannot escape it....Strategies and behaviors must be changed because the dawning of this new age is far more significant than the transformation of the national and world economics taking place...."

-- The Williamsburg Charter Foundation's curriculum on religious liberty is tested in 5 states. It characterizes the peace and women's movements as among "the most glorious accomplishments" in U. S. history. It contains a variation on the notorious "lifeboat" game, as 4 of 5 students are "forced to evacuate" a descending balloon gondola simply because they lack certain information. And there are invasions of privacy, as students are asked what changes there have been in their parents' and families' beliefs. The Foundation will later change its name to First Liberty Institute, and its director, Charles Haynes, will

remark regarding Christians' concerns about what is happening in the public schools: "I understand their frustrations---they feel they're losing their institutions. However, public education will not go backward. We are a pluralistic society." (USA TODAY, November 28, 1989)

1990

-- The U.S. Department of Labor Secretary's Commission on Achieving Necessary Skills (SCANS) is established. Composed of representatives of education, business, labor, and state government, it is charged with "defining a common core of skills that constitute job readiness in this new economic environment." Arnold Packer in the May 27, 1992 Education Week will write that SCANS' "most disturbing finding was that more than half of all young people leave school without the skills needed for productive employment." And in June of 1992, Pelavin Associates will release "SCANS In The Schools," which it has prepared for SCANS. Late in 1993, Richmond Times Dispatch op-ed editor, Robert Holland, will note that not only has SCANS issued "directives telling schools how they ought to instill 'workplace competencies' in pupils at every level of instruction," but also "SCANS has offered school systems a student resume to replace traditional report cards. On it, pupils would be rated for such qualities as 'self esteem,' 'interpersonal skills,' 'sociability,' and 'integrity-honesty.' A sample resume has a place for the student's Social Security number, raising the likelihood that the government would keep this information in electronic dossiers."

-- Publication of The Keys of This Blood by Malachi Martin, in which he critically describes the Transnationalists' goal that "ideally the same textbooks should be used all over the world in both the hard sciences and the soft curricula. And sure enough, a concrete initiative in this direction has been under way for some years now, undertaken by Informatik, a Moscow-based educational organization, and the Carnegie Endowment Fund....'Good' will no longer be burdened with a moral or religious coloring. 'Good' will simply be synonymous with 'global.' Else, what's an education for? [But] educational changes will not be the half of it. The Transnationalist education formula is in essence one step in a drive to build a worldwide human infrastructure upon which an effectively working global economy can base itself with some security. The emphasis is on homogeneity of minds, on the creation and nourishing of a truly global mentality....We must all become little Transnationalists."

-- January: Education News in the State of Washington contains the statement that "an increasing number of teachers in our public schools are taking the opportunity to teach students to expand the vision of their

role as citizens of the world." This is reminiscent of President Kennedy's remark, "My fellow citizens of the world," in his first inaugural address.

-- January: President Bush's Points of Light Initiative Foundation issues its report recommending community and national service. Although service is supposed to be "voluntary," some of the recommendations seem to be more of a "mandatory-voluntary" nature. For example, "every college and university is urged...to weigh an applicant's community service record in admissions decisions," and "every employer (is asked) to include community service among the criteria that determine hiring, compensation and promotion decisions." Thus, service is "voluntary" only if one does not want to go to college or get a job, a raise, or a promotion. In 1993, President Clinton will also promote national service. He will model himself and many of his proposals after President Kennedy. And according to Attorney General Robert Kennedy in the early 1960s, President Kennedy on November 14, 1962, "appointed a committee to assess the feasibility of a national service corps so that more citizens may serve their country in addressing pressing human problems." (See Congressional Record, March 14, 1967, Extension of Remarks by Congressman John Rarick.)

-- January: "Toward A State of Esteem: The Final Report of the California Task Force to Promote Self-esteem and Personal and Social Responsibility" is published. It is dedicated "To the memory of Virginia Satir, who brought to life the concept of self-esteem...and helped inspire the legislation behind the Task Force." (Virginia Satir was a past president of AHP/Association for Humanistic Psychology and on the Board of Directors of Planetary Citizens.) The "Think Tank" of professionals for the Task Force included, among others: William Coulson, Virginia Satir, John Vasconcellos (past co-president of AHP), and Jack Canfield (former schoolteacher; consultant to over 100 school systems, universities and mental health organizations; past president of the Association for Humanistic Education; founder of the Institute for Wholistic Education; chairman of Foundation for Self-Esteem; president of Self-Esteem Seminars; and co-author of "Self-Esteem In The Classroom" and "Education in the New Age").

-- January 22: On NBC's "Today Show," Dr. Michael Lewis of the New Jersey Robert Wood Johnson Medical School says, "Lying is an important part of social life, and children who are unable to do it are children who may have developmental problems."

-- March 5-9: The Inter-Agency Commission convenes the World Conference on Education for All, at Jomtien, Thailand, with some 1500 participants. Two

documents, "The World Declaration On Education for All" and "Framework for Action to Meet Basic Learning Needs," including six international education goals, are revised and then adopted at the closing plenary session. In World Development Report 1993 by the International Bank for Reconstruction and Development/The World Bank, one finds that the 1990 World Conference on Education for All is sponsored by UNESCO, UNICEF, the U.N. Development Program (UNDP), and the World Bank. And in the Newsletter (1990, No. 2) by World Goodwill (a leading New Age networking organization), one reads that this conference "was expected by many to be the most important gathering that has ever been held on educational matters."

-- March 6: The Detroit News publishes an article about Rep. William Bryant, who will become Chairman of the House Education Committee in Michigan. In that position, Bryant will be extremely influential in developing and passing education legislation for Michigan, one of the leading education reform states in the nation. Bryant has been studying with New Ager Jean Houston since 1986, and in this article is described how he believes Mary Magdalene, a beast similar to Chewbacca (from "Star Wars"), and many other beings are living inside of him and talking to him. These are described in his 1988 book, Love is the Gift, in which he says that life on Earth began by Esther, "life herself, that lovely planet," exploding and raining "godded clay" on Earth. In a later advertisement for its Quest Books, the Theosophical Society will advertise Bryant's Quantum Politics: Greening State Legislatures for the New Millennium by stating that the 22-year veteran of the Michigan House of Representatives "who wrote the foreword to Quest's new release Public Like a Frog presents a New Age book on practical statecraft....It is a call to greater consciousness...and seeks to offer a framework for a politics of rapid evolutionary change and transformation."

-- April: Imprimis prints the statement by nationally syndicated columnist Warren Brookes that "American public education suddenly went into...a tailspin in the middle 1960s. That tailspin coincided with the rapid centralization of public education away from parental control and local accountability, and into the hands of state and federal bureaucrats." Brookes shows that in 1963, when SAT scores were highest (983), local funding composed fifty-nine and a half percent of educational appropriations, but in 1987, when scores had dropped to 904, local funding was only forty-four percent according to U. S. Department of Education figures.

-- June: America's Choice: high skills or low wages! is published by the Carnegie-initiated National Center on Education and the Economy (president, Marc Tucker). It

is a report of The Commission on the Skills of the American Workforce, and recommends that "a new educational performance standard should be set for all students, to be met by age 16. This standard should be established nationally and benchmarked to the highest in the world." On the National Center's Board of Trustees are individuals such as New York Governor Mario Cuomo, National Board for Professional Teaching Standards Chairman James B. Hunt, Jr., Hillary Rodham Clinton, and David Rockefeller, Jr.

-- June: The School Administrator includes "Get Ready for the Post-Modern Family: Changing Parental Values Leave Greater Role for Educators" by Tufts University Professor David Elkind, who declares: "The values and thrust of this new [post-modern] era often directly conflict with the values and drives of the modern period, leaving both families and schools to adjust to a new social order....[Now] children are no longer an economic asset...children are an economic liability.... Childrearing...ranks low on post-modern parents' priority lists. That may be one reason why post-modern parents also are more willing than parents in previous times to share their childrearing functions with others....[In] the modern period, when teachers and schools are treated as partners with parents, schools in the post-modern era are expected, at the behest of parents, to take a leadership role in childrearing and education....As parents give up more of their childrearing functions to the schools, they will have to accept educational leadership in domains heretofore unaccepted....In addition, parents will have to accept the school's leadership role in dealing with emotional and family as well as educational problems....For administrators, perhaps the most general message in the post-modern era is they must be prepared to take on more responsibility for childrearing and nurturing. This is already happening in some school systems which provide full-day kindergartens, programs for 3- and 4-year-olds, before- and after-school programs, and comprehensive school health clinics."

-- June: A cross-section of the educational community from 7 countries is invited to Chicago to "explore the common vision for holistic education," which results in the formation of GATE (Global Alliance for Transforming Education) late this year, with Dr. Phil Gang as Executive Director and Dorothy Maver on the Steering Committee. In August of next year, GATE will print Education 2000: A Holistic Perspective, which will emphasize multiple intelligences and experiential learning, while calling for standardized tests to be replaced by personalized assessments, saying "We call for a thorough rethinking of grading, assessment, and standardized examinations....We suggest that 'objective' scores do not truly serve the learning or optimal development of

students." The document will further call for "Educating for Participatory Democracy...for Global Citizenship...for Earth Literacy...and Spirituality and Education." GATE networks with "progressive educators, United Nations organizations, teacher educators and academics, government leaders, citizen groups for social change, the media and others."

At the same address as GATE is The Institute for Educational Studies (TIES) with Dr. Phil Gang (whose book Our Planet, Our Home has been hailed by Robert Muller) as Founding Director and creator of "Teaching, Learning and Communicating in a Global Society: A Leadership Training for Transforming Education," presented by TIES. Through this program, TIES seeks to "empower teachers...as change agents in a global society.... What is needed is a shift in consciousness commensurate with the shift to a global society...emphasize global interdependence....Explore a major shift in belief systems with regard to our children and our future."

-- July 4: American Federation of Teachers (AFT) president Albert Shanker addresses the 3200 delegates representing 743,000 members of the AFT at its 71st convention, and claims: "95% of the kids who go to college in the United States would not be admitted to college anywhere else in the world. Only 3-6% of high school graduates meet college standards on a worldwide basis. Only 3-6% know the stuff in their field." This is an important admission, because it shows that American students are being graduated without being educated, and most parents are unaware of this. A possible explanation is that while parents are told throughout their children's lives that they are scoring "above average" on nationally standardized achievement tests, they are not often told that those tests are "re-normed" about every 5 years, and the "norm" over the past approximately 30 years or so has been declining.

-- September 19: David Hornbeck presents his draft proposal for what becomes known as "The Iowa Initiative for World-Class Schools." His proposal includes outcome-based education, working in groups, and testing related to feelings, behaviors, values, opinions and attitudes. Hornbeck is an attorney with 2 theological degrees (one from Union Theological Seminary and one from Oxford University) who has been State Superintendent of Schools in Maryland and Chairman of the Board of the Carnegie Foundation for the Advancement of Teaching (CFAT). In testimony before the Maryland State Board of Education attempting to "mandate community service at state-approved places," Hornbeck quoted CFAT president Ernest Boyer as stating: "In the end the goal of service in the schools is to teach values—to help all students understand that to be fully human, one must serve."

-- October 1: The Detroit News includes nationally syndicated columnist Thomas Sowell's analysis of the real purpose of comprehensive sex education, when he writes: "Breaking down inhibitions is the first order of business....That is why so-called 'sex education' courses go on for years in some schools. It doesn't take that long to convey the facts of life. But it does take that long to relentlessly undermine what children have been taught at home....Movies showing close-ups of childbirth have been shown in elementary school (even though one child fainted in class)."

-- October: NEA Today prints the comments of Mary Faber (of the NEA's Human and Civil Rights Division) that "both right-wing and religious extremists have...secured bans on textbooks containing stories about violence and sorcery." And Ms. Faber recommends that teachers "report 'anti-satanist' activity immediately to your local [NEA] association. It's your best defense against what's usually the real aim of such activity—an attack on public education."

-- October: A workshop is presented in Sydney, Australia, and is titled "Creative Esoteric Education." It is by Dorothy Maver, a founder of the Seven Ray Institute, an adjunct faculty member of Kean College in New Jersey, and currently serving on the design team of the U. N.'s Global Education Program for Peace and Universal Responsibility, sponsored by Robert Muller's University for Peace. In the workshop, she speaks of "bridging esoteric principles into mainstream education....There's a paradigm shift happening in education...linking heart and mind....It is the process and not the content that is most important." Elsewhere, Maver discusses the "Student Identity Profile" and "Personal Identity Profile," for which she references occultist Alice Bailey's works as well as Psychosynthesis Typology by Bailey "disciple" Roberto Assagioli.

-- December: The Journal of the American Medical Association includes a research article that indicates various suicide prevention programs in schools seem actually to be stimulating students to consider committing suicide.

-- The Big Book of Home Learning: Getting Started by Mary Pride is printed. It is the first of a 4-volume set published in 1990 and 1991 concerning home schooling from preschool to adult years. The author and her husband have 6 home-educated children.

1991

-- The "Michigan Model" Common Core Curriculum is introduced, emphasizing "life management skills." The

Michigan K-12 Program, "Standards of Quality," was developed several years before.

-- What Work Requires of Schools (commonly referred to as the SCANS 2000 report) is published by the U.S. Department of Labor Secretary's Commission on Achieving Necessary Skills (SCANS). In the December 1993 PAIDEIA Next Century newsletter, under the heading, "America's Future Workforce and the Paideia Program," by Robert C. Kanoy, Associate Dean of the School of Education (UNC-CH), will be the following: "What is the relationship between America's future workforce, the SCANS 2000 report, and the Paideia program?....There is a direct correlation between the needs of the business community in this country and the skills produced through the Paideia program." (Paideia emphasizes the Socratic method.)

-- The Arkansas Governor's School, founded in 1979 and overseen by appointees of Bill Clinton, has the following activities (according to Peter LaBarbera of Concerned Women for America, in Human Events, Sept. 12, 1992): "A blatant anti-Christian diatribe from a radical feminist 'witch,' who likens Jesus Christ's death on the cross to necrophilia and sado-masochism; pro-homosexual readings, discussions, and films like 'The Times of Harvey Milk'—a film lionizing homosexual San Francisco supervisor Harvey Milk; a lecture from the attorney who defended 'Jane Roe' in the Roe v. Wade Supreme Court case concerning abortion (with no balancing speaker from the pro-life side); and a lesson in 'Animal Liberation' from a representative of People for the Ethical Treatment of Animals (PETA), a rabid 'animal right's' group whose leader has compared chicken harvesting to the holocaust." Mark Lowery, who formerly served as publicity director for the Arkansas Governor's School, reveals that at the Governor's School: "...They're trying to mold students' minds in this more liberal, humanistic thinking....They're trying to move ultimately into 'political correctness.'

...Parents need to know their children are being brainwashed....I would call it indoctrination....It's something that's well-orchestrated, well-organized, mind-bending and manipulative....It tears down authority figures.... Renowned writer Ellen Gilchrist spoke to the students and was quoted as saying, 'Students, do me a favor and totally ignore your parents.'...There's collusion throughout all areas to try and help develop a belief that there are no absolutes....It was an attack upon Christianity, but more so it was an attack upon conservative thought....The students were told that they're an elite who will not be understood by their parents, because the students have been treated to thought their parents can't handle." A parent of a

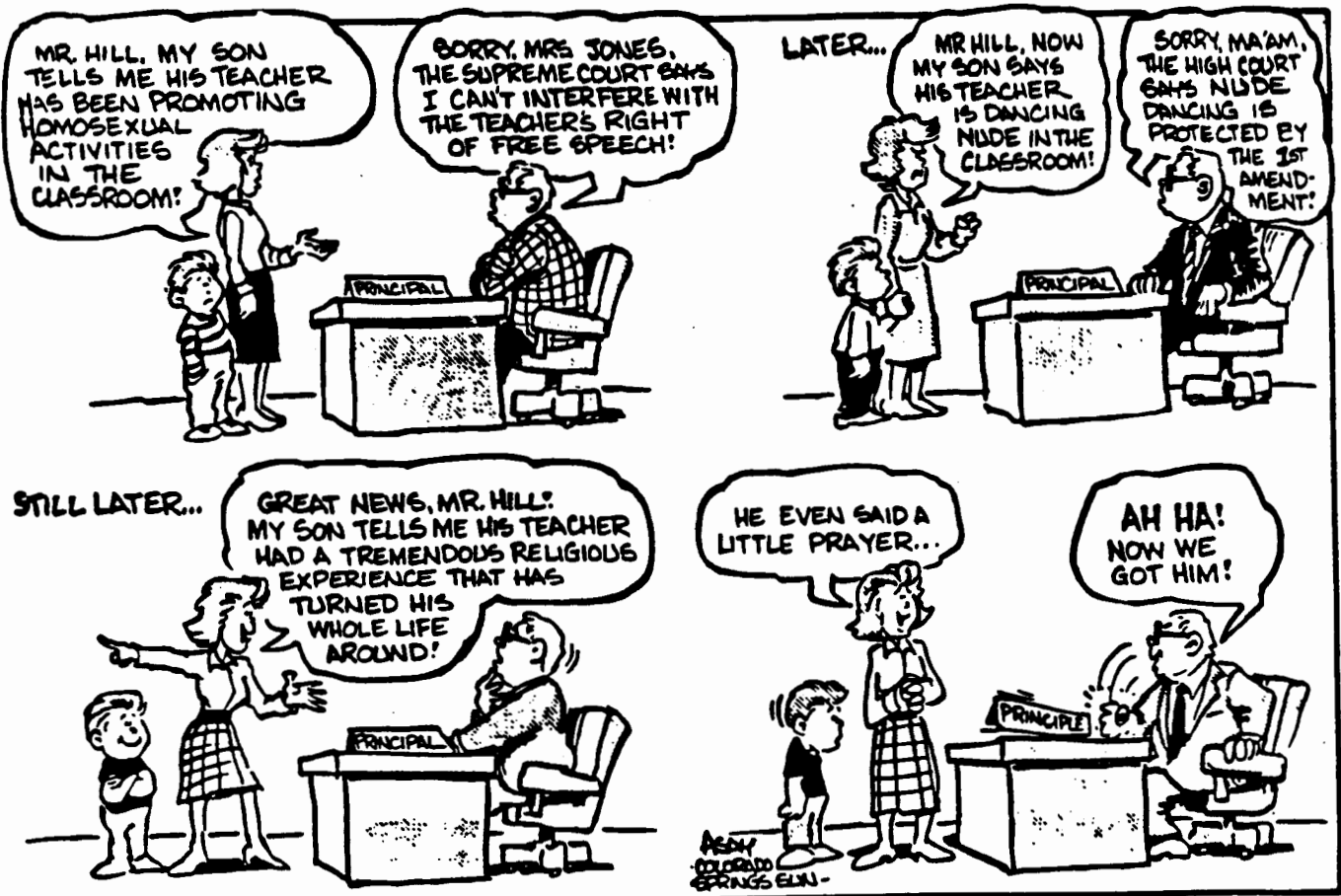
student at the Governor's School related that the children weren't allowed to go home except on July 4 weekend, and were discouraged from having any contact (e.g., by telephone) with the outside world, which sounds reminiscent of Maria Trapp's statement in The Story of the Trapp Family Singers. (See entry under date 1949.)

— Professor Donald McCabe of Rutgers University surveys students at 31 of the nation's most prestigious universities, and of 6096 respondents, 67% say they have cheated at least once while in college, and 20% indicate that they have cheated more than once.

— America: To Pray or Not to Pray? by David Barton is printed, in which the author provides "a statistical look at what has happened when religious principles were separated from public affairs by the Supreme Court in 1962 and what can be done to repair the damage to the nation." Problems in America have greatly increased since the Supreme Court's ruling in the early 1960s concerning prayer in schools.

— We Must Take Charge: Our Schools and Our Future by Chester Finn is published. Finn has been head of the U. S. Department of Education's Office of Educational Research and Improvement and Lamar Alexander's primary adviser on educational matters. After reading Finn's book, Alexander told him, "You saved me six months" in organizing the president's education initiative. In the book, not only does Finn advocate a national curriculum, but he also writes: "The school is the vital delivery system, the state is the policy setter (and chief paymaster), and nothing in between is very important. This formulation turns on its head the traditional American assumption that every city, town, and county bears the chief responsibility for organizing and operating its own schools as a municipal function. That is what we once meant by 'local control,' but it has become an anachronism no longer justified by research, consistent with sound fiscal policy or organizational theory, suited to our mobility patterns, or important to the public."

Every student must meet a core learning standard or be penalized, according to Finn, who says, "Perhaps the best way to enforce this standard is to confer valuable



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benefits and privileges on people who meet it, and to withhold them from those who do not. Work permits, good jobs, and college admission are the most obvious, but there is ample scope here for imagination in devising carrots and sticks. Drivers' licenses could be deferred. So could eligibility for professional athletic teams. The minimum wage paid to those who earn their certificates might be a dollar an hour higher."

-- Publication of *Educating for the "New World Order"* by B. K. Eakman. She is a former liaison to the U. S. Department of Education and in her book suspensefully details incidents and information leading to a supercomputer, Elementary and Secondary Integrated Data System (the ESIDS), brought on-line by the U. S. Department of Education in 1988. She describes the ominous threat that this supercomputer (which can via students' Social Security numbers access information concerning parental attitudes, etc.) system poses to every American's right to privacy. In her book, she warns: "Whatever faction winds up in control of American politics in the year 2000 will inherit the new supercomputer, the Elementary and Secondary Integrated Data System, brought on-line in 1988. With easy access to cross-referenceable personal information, including value judgments and political viewpoints, this faction will become powerful beyond imagination."

-- The Unfinished Agenda: A New Vision for Child Development and Education is published by the Committee for Economic Development (CED), including a section titled "Removing the Barriers to Change," which states: "Public education itself is difficult to change because it is not one corporate entity but many. Public education in the United States is a \$210 billion industry with 50 independent state bureaucracies that have jurisdiction over 16,000 quasi-independent local school districts, 84,000 schools, and 4.2 million employees serving nearly 50 million pupils. The public schools are not the only societal institutions that need to be restructured." The document emphasizes preschool and early childhood education, using schools as bases for delivering social services. It also refers favorably to the "Parents As Teachers" program.

-- Early this year, The Teachers' Vision of the Future of Education: A Challenge to the Nation is printed by Impact II: The Teachers Network. It was prepared with the support of Metropolitan Life Foundation, and praised by advisors Ernest Boyer of the Carnegie Foundation, Keith Geiger (president of the NEA), and Albert Shanker (president of the AFT) as well as others. This report advocates that teachers be in charge of everything (curriculum, funds, personnel decisions, etc.) and it recommends that "rather than narrow nationalism, in our future, we must emphasize that we are members of the

world community. Therefore, our vision of teacher empowerment extends beyond the United States and includes the idea of the United League of Teachers, based at the United Nations."

-- Ready to Learn: A Mandate for the Nation by Ernest Boyer is published for the Carnegie Foundation for the Advancement of Teaching. It calls for "a national education program," and for "the establishment of a national network of Ready-to-Learn Clinics... 'one-stop shopping' health and education centers...(which) would integrate health, education, and social services." It also states that "without a 'conspiracy of protection,' today's children are socially, emotionally, and educationally at risk."

-- February: The Renaissance Group (12 universities) publishes "Teachers for the New World: A Statement of Principles," in which one reads that "Pluralism of our culture is increasing. The stability of the family is decreasing." The Group advocates "preparing students to teach in a pluralistic and multicultural society."

-- February: Chronicles includes "In Loco Parentis" by Laura Rogers describing a program where children are given a computer code number so that they can be tracked the rest of their lives. The program is the federally-funded "Parents as Teachers," now in about forty states, where a "parent educator" is assigned to the home and bonds with the family. A battery of tests are administered, free services are offered, and the "parent educator" must legally report any "suspected" child abuse, such as if the parents "refuse to take recommended services." The program also receives state tax dollars and funding from the Ford, Carnegie, New World, Rockefeller, and other foundations. The program should be fully implemented by about 1995 and cost seventy-five to one hundred billion dollars. The Education Commission of the States has also announced eight spinoff programs with different names but similar goals. Chronicles will print a second article by Laura Rogers on the P.A.T. program in its September 1992 edition.

-- Illiberal Education: The Politics of Race and Sex on Campus by Dinesh D'Souza is printed describing the "political correctness" that exists in university admissions, hiring, curriculum and personal conduct.

-- March: The Atlantic Monthly includes "Illiberal Education" by Dinesh D'Souza, who comments, regarding a "new (politically correct, 'PC') thinking," that "a new world view is being consolidated....It is no exaggeration to call it a revolution...[that] seeks a fundamental restructuring of American society." He refers to the American Council

of Learned Societies' recent document, Speaking for the Humanities, as maintaining "that democracy cannot be justified as a system of government inherently superior to totalitarianism; it is simply an 'ideological commitment' that the West has chosen to make." He then identifies Duke University as one of the leaders in this "new thinking," and quotes Prof. Henry Louis Gates, Jr., there as one of its supporters who "identified what he called 'a rainbow coalition of Blacks, leftists, feminists, deconstructionists, and Marxists' who have now infiltrated academia and are 'ready to take control.' It will not be much longer, he predicted. 'As the old guard retires, we will be in charge. Then, of course, the universities will become more liberal politically.'" D'Souza also quotes Marxist theorist, Frederic Jameson, at Duke University as seeing the new scholarship as consistent with Jameson's mission: "To create a Marxist culture in this country, to make Marxism an unavoidable presence in American social, cultural, and intellectual life. In short, to form a Marxist intelligentsia for the struggle of the future." This, they hope, will be the New World Order.

What one should recognize here is the hypocrisy of the PC advocates. Most of these people have for years been screaming that neither teachers nor society in general should impose any particular morality on anyone, yet they are now trying to impose their "politically correct" views on everyone. But there is also a bit of irony here, because for years it was the now challenged liberal "old guard" professors who themselves used "politically correct" thinking to see that the vast majority of faculty appointments went to their ideological comrades rather than to conservatives. History professor Alan Kors of the University of Pennsylvania has recounted, "I have had members of history departments elsewhere say to me point-blank, 'My department would never hire a conservative.' And these were not conservatives complaining. These were people on the left boasting." Now these people on the left are being challenged by those seeking power who are even more radical than themselves, and they don't like it.

-- March: NEA Today publishes an interview by NEA staffer Stephanie Weiss with Planned Parenthood president Faye Wattleton, in which the latter expresses her support for school-based distribution of contraceptives and "comprehensive sexuality education" which would begin "well before...kindergarten age."

-- March 30: The Minneapolis Star-Tribune prints the following account by Mary Jane Rachner: "Today in the Minneapolis schools, the liberal elite stands guard. When I served as a substitute teacher in a third grade room and announced to the children that we would begin the day with the pledge to the flag, a teacher who apparently had been listening outside the door stepped in and told me that saying the pledge was not customary

in the Putnam School. She said the custom was to pledge allegiance to the Earth, and she pointed to where the Earth-worshippers' pledge was posted on the wall....One of the children asked the teacher, 'Can't we do the pledge to the flag if we want to?' A stern look was the reply."

-- Ed School Follies: The Miseducation of America's Teachers by Rita Kramer is printed, in which she describes what is imparted to future elementary and secondary school teachers by those at Colleges of Education around the country: "...the goal of school is not considered to be instructional, let alone intellectual, but political. The aim is not to produce individuals capable of effort and mastery, but to make sure everyone gets a passing grade....What matters is not to teach any particular subject or skill, not to preserve past accomplishments or stimulate future achievements, but to give all that stamp of approval that will make them 'feel good about themselves'."

-- April 25: Machine Design includes Ronald Kohl's editorial stating that "When World War II broke out, children were told that family members in the service might never come home, and we were put through repeated air drills....We took this all without 'counseling' or noticeable psychological trauma....However, when war erupted recently in the Persian Gulf, school administrators were whipped into a frenzy of emotional support aimed at making sure that youngsters didn't have their psyches injured. Even worse, the tidal wave of psychological counseling swept over adults, sometimes reaching farcical proportions. A force of eight thousand psychologists announced that they were ready to shore up the fragile emotional foundations of our nation. This sets bad patterns for both kids and adults. Courage and stability are largely learned attributes picked up from role models. If psychological volatility is viewed as socially acceptable, we simply will get more of it....The impact is being felt in the workplace. Children don't grow up to be productive employees when they are raised with the wrong models with regard to emotional stability. The situation has deteriorated to the point where the prerogative to flip out is now an employee fringe benefit....When we encounter emotional problems, we should try harder to tough them out before pouring dollars into the pockets of psychologists."

-- May 20: Time features the Belridge school district in McKittrick, California, which began to use computers in all subjects. But when the standardized test scores show a decline for Belridge students, Time comments: "There is a growing sense among educators and parents that as an educational cureall, the computer has failed."

-- May 22: The Public Broadcasting System's "MacNeil/Lehrer Newshour" shows President Bush visiting

what they call one of his "New World Order schools" in St. Paul, Minnesota. The next day, The Washington Post reports that at this Saturn School of Tomorrow, where the President says he wants "to build revolutionary schools," students decide what they study and move at their own pace with the help of computers, into which one of the students typed: "Will you go to collage some day, and if so witch one?" Note the 2 misspelled words.

-- Dee Dickinson (along with Linda MacRae-Campbell) is on the White House Task Force on Innovative Learning. Dickinson this year also has published by Accelerated Learning Systems (in the United Kingdom) a volume she has compiled and edited which is titled Creating the Future: Perspectives on Educational Change, that will include Howard Gardner's "theory of multiple intelligences," which states that human beings have "evolved" to be able to carry out at least 7 separate forms of analysis.

Likewise this year, Dickinson prepares Positive Trends in Learning: Meeting the Needs of a Rapidly Changing World for IBM Educational Systems. It is something of a chronology of "progressive education," including accelerated and cooperative learning, "expanding the human mind," mind-maps, Howard Gardner's Project Zero and his "theories of multiple intelligences," Parents as Teachers programs, early childhood education, holistic learning, self-esteem, higher-order thinking skills, HyperMedia, guided inquiry, participatory democracy, Service-Learning activities, portfolios, school-based management, self-actualization, as well as various programs like Ted Sizer's Coalition of Essential Schools, and individuals like John Goodlad, Georgi Lozanov, and Luiz Machado. This report further contains "New Kinds of Research and Development Centers for Education Are Emerging," under which the reader is informed about "the National Education Association's new National Center for Innovation in Education" and that the "National Learning Foundation, instigated by Paul Messier and the White House Task Force on Innovative Learning, will be a Washington, D.C.-based non-profit organization," which "is being planned to engage state governments, federal agencies, national associations, and corporations in combined efforts....Such a collaborative effort may well result in the comprehensive research and development center so desperately needed today."

-- May 23: The Bush administration presents to Congress the "America 2000 Excellence in Education Act." "America 2000" will be based upon the 6 National Education Goals established in 1990. The legislation calls for innovative education programs and a national test.

-- June 6: ABC Television's "Prime Time Live" features Thaddeus Lott, a principal of a school in Houston

where phonics is used to teach reading. Nearly all of the students are poor Black youth who are scoring two grade levels above average. They are also using the Saxon method of teaching math, using drills and repetition. The principal and teachers say the school system's bureaucrats are short-changing them and harassing them because of their traditional educational philosophy and the bureaucrats' racist attitude that poor Black youth should not be scoring as well as affluent white students.

Ironically, this "Prime Time Live" program airs the same day as the National Assessment of Educational Progress math results are released showing how badly American students are doing in that subject. For example, thirty-four percent of the eighth graders and twenty-three percent of the twelfth graders tested could not add the prices of soup, hamburger with fries, and cola, which were given in the test. However, many of them watched several hours of television daily. Similarly, 7812 eleventh graders recently took a test in history, and one-third thought Columbus discovered the New World after 1750, while forty-three percent could not correctly name the half-century in which the First World War occurred.

-- June 17: Newsweek decries: "Most math classes are still mired in the Victorian Age, eschewing the use of calculators and computers....Children are wasting time practicing adding, subtracting, multiplying, and dividing when they could be moving on to more interesting and challenging math." Newsweek seems oblivious to the fact that the Japanese spend a great deal of time on practicing math fundamentals and score far above American students on math tests.

-- July 8: The New American Schools Development Corporation is formally incorporated. It was formed by American business leaders at the request of President Bush; and based on 6 National Education Goals established in 1990, NASDC on July 7, 1992 will select 11 Design Teams to produce "New American Schools." One of the award winning programs will be titled "Odyssey," and will include students from birth, teach them world citizenship, and will require 220 hours of community service by the time students graduate. Seven Council on Foreign Relations members and 5 members of the Committee for Economic Development are on the NASDC Board of Directors. The June 9, 1993 edition of Education Week will report that 2 of the projects, "Odyssey" in Gaston County, NC, and Bensenville Community Design in Illinois, have lost NASDC support.

-- August 5: The New Standards Project, a joint program of the Learning Research and Development Center at the University of Pittsburgh and the National Center on Education and the Economy, issues a press release titled,

"New Assessment System Designed to Reach World-Class Standards," describing "the basic elements of a multi-state examination system designed to drive the performance of all American students toward world-class standards....The results of the July 29-August 4 meeting at Snowmass, CO, could be the precursor to a national examination system, such as that proposed by President Bush, according to Colorado Governor Roy Romer,...who chairs the National Education Goals Panel and co-chairs the new National Council on Education Standards and Testing....Romer said President Bush's proposal for a national student examination...could lean heavily on the work of the New Standards Project. Romer said: 'We need to have a group that is outside government that is willing to take the lead and show us how this can be done. That's what I think you're doing and it really needs to be done.'... 'Standardized tests are outdated,' said Lauren Resnick, director of the Learning Research and Development Center.... At Snowmass, teachers from around the country produced dozens of 'performance tasks' for elementary, middle school and high school students.... 'These tasks are tied to the world-class standards that all students will need to meet,' said Marc Tucker, president of the National Center on Education and the Economy." Resnick and Tucker are co-directors of the New Standards Project, and they will be members of The National Alliance for Restructuring Education (David Hornbeck, co-director) design team that will be one of the 11 winners chosen July 7, 1992 by the New American Schools Development Corporation. The Alliance's site partners (enrolling approximately 12% of the nation's school children) will be the States of Arkansas, Kentucky, New York, Vermont, and Washington, as well as Pittsburgh, San Diego, and Rochester and White Plains in New York. The New Standards Project was established in February 1991, through grants from the John D. and Catherine T. MacArthur Foundation and the Pew Charitable Trusts.

-- August: Developing Leaders for Restructuring Schools: New Habits of Mind and Heart, a report of the National LEADership Network Study Group on Restructuring Schools, is released. The Foreword is written by Brunno Manno, Assistant Secretary of the Office of Educational Research and Improvement, U. S. Department of Education. The National LEADership Network is a partnership between the U. S. Department of Education and Kraft General Foods, Inc., and administered by the Institute for Educational Leadership with funding from the Kraft General Foods Foundation. OERI administers the Leadership in Educational Administration Development (LEAD) Program, which is comprised of 57 leadership training and technical assistance centers (one in each state, the District of Columbia, and the Caribbean and Pacific Island areas) that collect and analyze information

and provide training, technical assistance, consultation, and dissemination related to school and leadership improvement.

In this report by the Network, one reads: "Because restructuring schools create organizational structures that support risk taking and innovation, they often require that external and internal controls---laws and regulations, policies and bargaining agreements---be modified or waived." The report advocates the following: "create dissonance," "create interdependencies," and "encourage risk taking."

-- September: Relative to the free condom distribution that is to begin in New York City high schools at this time, Rabbi Yosef Friedman (executive secretary of Jews for Morality) remarks: "The idea that handing out condoms will reduce the spread of AIDS is overly simplistic and indeed insidiously misleading....The increase in promiscuity outweighs the prevention effects of the condoms. Since the net result is clearly more pregnancies, there will certainly be an increase in the spread of AIDS which is more transmissible than pregnancy...[and] in the debauchery of our children."

-- September 7: Human Events includes J'Aime Adams' article, "The 'New Math' Rides Again," in which she explains how many of the failed principles behind the disastrous "new math" of the 1960s are resurfacing today in the promotion of calculators and computers, at the expense of basic math skills. For example, she notes that the National Council of Teachers of Mathematics (NCTM) in 1989 produced "Curriculum and Evaluation Standards for School Mathematics," which bemoaned the fact that "students might like mathematics yet believe that problem solving is always finding one correct answer using the right way."

-- Margit McGuire, president of National Council for the Social Studies (founded in 1921), invites James A. Banks, director of Center for Multicultural Education, University of Washington, Seattle, to revise NCSS' Curriculum Guidelines for Multicultural Education. Banks states that publishing a revision of the Guidelines "is especially appropriate and timely because of the significant increase in the nation's population of people of color that has occurred since they were published sixteen years ago" (1976).

-- October 30-November 1: The United States Coalition for Education for All holds a conference on "Learning for All: Bridging Domestic and International Education," with First Lady Barbara Bush as the "honorary chair." The coalition is part of a one hundred fifty-six nation network working to "reform" education worldwide. One of the conference programs is "Education for a New

World Order" with keynote speaker Elena Lenskaya, deputy to the Minister of Education of Russia.

- November: According to textbook research analyst Norma Gabler, in this month national newspapers like The Wall Street Journal, Education Week and others shock their readers by printing some of the over 800 errors found in the new U. S. History textbooks presented for 1992-1998 adoption. These are errors of fact, not simple typographical errors, nor errors in spelling and punctuation. After several attempts at correction, over 500 errors of fact will be found in the U. S. History textbooks which will be "certified error-free" by the publishers.

- December: The Blumenfeld Education Letter contains information showing the results of the de-emphasis upon academic basics in schools, as Sam Blumenfeld points out regarding verbal SAT scores that "in 1972, 116,630 students scored between 600 and 800, the highest possible score, while 71,084 scored between 200 and 299 at the bottom of the scale. The total number of students who took the test in 1972 was 1,022,820. In 1991, the situation is

exactly the reverse. The number of students achieving the highest score (600-800) had dropped precipitously to 74,836, and the number achieving the lowest score (200-299) had increased to over 134,600. The number of students who took the test in 1991 was 1,032,685. The dumbing down [of American education] has indeed taken place, and the figures are there to prove it." Is this any wonder, when studies indicate that a typical eighth grader watches twenty-one and a half hours of television each week, compared with just five and a half hours on homework and two hours on reading?

- December 4: UNICEF, UNESCO, UNDP, and the World Bank convene the International Consultative Forum on Education for All, in Paris, France.

- December 5: With William Spady's Outcome-Based Education (OBE) gaining popularity around the country, proponents will begin to point to Jefferson County Schools as an example of OBE's success. The draft of "Jefferson County Schools Student Exit Outcomes" dated this day shows the importance of values, as each student "will be a continuously developing individual who adopts,



assesses, articulates, and applies a value system which shapes a personal vision of life,...and an informed contributor who promotes and supports values, practices and policies that enhance the quality of life in a shrinking world" where "changing family structures" are a "future trend." Spady's ideas about values have been revealed in his September 1987 document, "Future Trends: Considerations in Developing Exit Outcomes," in which he states: "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." Further along this line, Spady along with his co-worker Kit Marshall, in conjunction with the Department of Defense: Mediterranean Region, developed an assessment of the future that said the world would be characterized by "a fragile and global environment that requires altering economic consumption patterns and quality of life standards, and taking collective responsibility for promoting health and wellness,...(and) transforming patterns of family and personal support systems that require expanding people's networks of meaningful relationships beyond traditional family boundaries."

Approximately 20 years ago, Spady coined the term "Outcome-Based," and has written that "the real meaning of the term Outcome-Based is far different from the way most people think of it; the authentic meaning of the term has tremendous implications for the complete transformation of our educational system...(involving) orientations---the attitudinal, affective, motivational, and relational elements that also make up a performance....Its presence in our current schools has evolved out of the theoretical and applied research of John Carroll (1963) and Benjamin Bloom (1968)...What we know as Mastery Learning, Competency-Based Education, and Outcome-Based Education all set criterion-based performance standards identically for all students, and allow the time needed to reach that standard to vary....Subject content takes on the role of being a vehicle to assist in the cultivation and integration of higher-order competencies---things such as critical thinking....Averaging systems and comparative grading will disappear as the concept of culminating achievement takes hold....Textbooks will be replaced by intended outcomes of significance as the driving force in curriculum design and delivery, curriculum tracking will disappear, there will be far less reliance on norm-referenced standardized tests...." Spady will claim that James Block first introduced him to the basic principles of Mastery Learning in 1969. In Spady's "Mission-Driven Transformational Design," focusing the organization includes beliefs and values, and "Strategic Planning for Strategic OBE Design" includes "a process that will create a set of beliefs and values." The Schwahn/Spady "Strategic Design Prototype" includes "Required (Value-Added) Life-

Roles" such as "(Self-Actualizing) Person." [It should be noted that "self-actualization" is at the top of the hierarchy of needs developed by Abraham Maslow, the father of "Third Force" (Humanistic) Psychology.] Spady has also been the Director of the federally-funded Far West Laboratory Outcome-Based Education Project, and has said that the 3 main trends in Outcome-Based design and delivery models are Traditional OBE, Transitional OBE, and Transformational OBE.

Jayna Davis, investigative reporter for KFOR-TV in Oklahoma City, will interview William Spady, for her expose of Outcome-Based Education, titled "What Did You Learn in School Today?" She will follow this later with a 5-part special titled, "Top Secret: Your Child's Education," concerning students' attitudes, values and personal beliefs.

-- December 23: Forbes magazine includes Dr. Thomas Sowell's statement that "condoms, as used by teenagers, have about a twenty percent failure rate--slightly higher than the failure rate in Russian roulette." Dr. Sowell further remarks that before massive federally funded sex education programs entered American public school systems in the 1970s, teen pregnancies had been declining for more than a decade. However, after these programs were introduced, the pregnancy rate among 15- to 19-year-old females went from 68 per 1,000 in 1970 to 96 per 1,000 in 1980; and between 1970 and 1987, the number of abortions by teens increased by 250,000 even though the number of teens declined by 400,000. Despite these findings, two years later, in 1989, the Alan Guttmacher Institute (affiliated with Planned Parenthood) published Risk and Responsibility: Teaching Sex Education in America's Schools (funded by the Carnegie Corporation, New York Times Foundation, and Brush Foundation), which advocated more comprehensive sex education courses "taught earlier than they are." Then this year (1991), the Alan Guttmacher Institute reports its finding concerning School-Based Clinics (SBCs): "Clinic presence was not associated with lower rates of pregnancy at any of the sites, either during the previous 12 months or any other time....Our data did not provide evidence that the presence of any of the school-based clinics reduced the schoolwide pregnancy rate."

1992

-- January 23: The Daily Express (Britain) publishes a report that "Kenneth Clarke yesterday gave the go-ahead for the biggest shake-up in junior education since the war by putting the 3Rs back on top of the curriculum. Now a classroom revolution is set to sweep through 23,000 primary schools in England and Wales as the Education Secretary calls for teachers to get back to basics. Mr. Clarke acted after giving first official confirmation of an alarming fall in reading, writing and arithmetic standards.

It has prompted his demand for a return to old-fashioned lessons where teachers address the whole class....Out will go the 'playschool' atmosphere in many schools where teachers help children individually learn at their own pace....In comes...youngsters being taught specific subjects as a whole class by specialist teachers....Mr. Clarke aims to change the 'child-centered' techniques...(that) swept through classrooms in the sixties and still prevail in most of them. At its heart is the belief children learn best when they discover for themselves rather than being told....The report (on educational reform) lends great weight to the principle of a 'knowledge base' and firmly dismisses modern trendy methods. It says: 'First there is a persistent and damaging belief children should never be told things, only asked questions. Second, there is a belief children must never point out where a pupil is wrong. And finally the tendency has been to promote indirect teaching methods where pupils work on their own.'" The British have already learned that "Outcome-Based Education" is a disaster.

-- Educator Peg Luksik delivers a number of lectures around the nation concerning "Who Controls the Children." Using her home state of Pennsylvania as an example, she describes the Educational Quality Assessment used there (and in many other states) from 1969 to 1989. Each school district had to meet the assessment's goals, which were not about factual knowledge but locus of control. Only 30 EQA questions were academic and 385 were about attitudes. She stresses that the same types of assessments are still in use around the U. S. Under "citizenship," students were asked whether they would join a group known as the "Midnight Marauders" (spray painting vandals) if their best friend or the most popular students had joined, and the correct answer was "yes." She says the government was scoring for "rapid emotional adjustment without protest," which was considered a desirable goal for the future.

This is all described as Outcome-Based Education (OBE). OBE was founded by Dr. William Spady, who was Director of the Far West Laboratory for Educational Research (one of the many labs and centers federally funded by the National Institute of Education, which was part of the U. S. Department of Education until subsumed under the Department's Office of Educational Research and Improvement, and Spady was at NIE from its beginning in 1973 until 1978 working on competency-based education). During April 22-25, 1993, Spady's High Success Network will hold its second international conference on "Advancing the Frontiers of Outcome-Based Restructuring with presentations and workshops on such topics as 'The Clinton Restructuring Priorities,' 'Criterion-Based Portfolios,' 'Performance-Based Credit,' and 'Site-Based Change Strategies.'"

After an introduction about OBE, Peg Luksik then looks at the New American Schools Development Corporation proposals, and they seem to be OBE with computer assisted instruction a common aspect. The computer pulls up biographical data and learning styles of students, which she says the states have compiled (the states can get federally approved programs targeted to specific student populations). The data was mandated by the National Center for Education Statistics (federal government), and includes such information as family responsibility, family social and cultural information, and psychological test results (including students' stands on controversial issues). Data is accessed by government agencies through EXPRESS (Exchange of Permanent Records Electronically for Students and Schools). She describes programs around the U. S., such as one with an "honesty" scale piloted in Indiana, and a survey in Iowa asking under its "nationality" section questions such as "Which are more likely to have a large family?" and "Which is more likely to eliminate an entire race of people?"

She warns that some people feel that because their children are in private or home schools, they have no problem. However, she says, states are now beginning to require that schools be "accredited" and teachers "certified," which the state will do only if the state's goals concerning the right "attitudes" are met. States will take over schools not meeting state standards, and they can even take over taxing authority. And with OBE bankrupting school districts, the states will take over more and more schools. She indicates that more and more social services will be brought into the schools, and that will lessen the role of parents. She concludes by saying that the issue really comes down to "Who controls the children?"

Her account of the government's increasing attempts at control reminds one that Fabian Socialist H. G. Wells wrote in New Worlds for Old (1908) that Socialism could be achieved without popular support through a slowly executed plot to install government bureaucracies which would actually run the nation rather than elected officials running the country.

-- February/March: In the GEM News (Guardians of Education For Maine), Bettina Dobbs predicts that "children are to be held hostage by state agencies which will plaster them with 'At Risk' labels in order to direct them into various state regulated programs designed to clone 'consensus trained' brainwashed citizens for 'The New World Order.' Parents will be forced to cooperate and take parent retraining courses under threat of having the child(ren) removed from the home (and held hostage) under threat of possible charges of child abuse or educational neglect with court-ordered psychological counseling for parents. (Maine law, Title 20-A, Sec. 3273)"

-- March: Educational Leadership publishes "Will America Choose High Skills or Low Wages?" by Ira Magaziner and Hillary Rodham Clinton, in which they refer to President Bush's education initiative, "America 2000," announcing the development of a national examination system for the nation's K-12 school systems. They recommend that "a new educational performance standard should be set for all students, to be met at or around age 16. This standard should be established nationally and benchmarked to the highest in the world. Students passing a series of performance-based assessments that incorporate this new standard would be awarded a Certificate of Initial Mastery. Possession of the certificate would qualify a student to choose among going to work, entering a college preparatory program, or studying for a Technological and Professional Certificate."

-- March: Reduced Recidivism and Increased Employment Through Research-Based Reading Instruction is written by Michael S. Brunner for the U. S. Department of Justice's National Institute of Justice, Office of Justice Programs. This work shows the correlation between reading failure and children's aggression,--violent or delinquent behavior. Research shows that intensive, systematic phonics instruction rather than the "look-say" or "whole-word" method is the best form of reading instruction. In 1993, this research will be published in a book titled, Retarding America: The Imprisonment of Potential.

-- March 31: Cooperative Learning is an emerging educational trend, and it is interesting to see a student's perspective, which is published on this day in the Spartan Banner in Brookfield, Wisconsin, where Amy Gerstmeier writes that she feels like a guinea pig in this approach which she calls "an experimental program in which our grade depends upon the effort of other classmates." She says few learning groups contain compatible members, and "students see nothing wrong with dumping all of the work on the brighter students." A similar letter will be written by Gwen Fauser and printed in the Lansing (Michigan) State Journal on January 21, 1993. This second student writes: "This is a letter in response to all this 'wonderful' change in teaching at Holt High School. I am not a pessimist. As a matter of fact, I have tried my hardest to make this new teaching method work to my benefit! At 16 I am finding myself frustrated with my school's teaching staff and their superiors. We work in groups to teach each other the topic of the day. Well, hallelujah! Why not just fire the teachers and have the kids take over the schools? For those of us who do plan on attending higher education and work hard in school, we find ourselves putting up with others who won't teach us their part of the topic while we waste valuable class time to teach them our part. To top it

off, we then must go home and learn the part we were supposed to be taught by our peers, but weren't...."

-- March-April: In this issue of the Bimillennial Research Report, the editor, Jay Gary, informs that "'Project Global 2000,' backed by its coordinating arm, Global Education Associates of New York, will proceed over the course of the 1990's in two stages. According to organizer Gerald Mische, the first stage 1992-1994, will give priority to the formulation of policy options through regional and national initiatives in 50 countries. The second stage, 1995-2000, will implement specific proposals through organizational partnerships." It is also made known that "Sherry Schiller, head of Countdown 2001, an education consulting group" (the name of which will later be changed to The Schiller Center), "feels that most education commissions, reports, and goals which target 2000, have sought only to reform education, whereas the challenge approaching the 21st Century is to transform it...." Her organization has launched a project called "ABC's for the 21st Century" which "intends to identify those emerging skills that will be needed in the 21st century."

-- April-June: The Florida Forum (published by Florida's Pro Family Forum) relates that "For the past 20 years, Dr. Shirley Correll has consistently challenged the use of state-approved textbooks that encouraged immoral behavior and lifestyles, including acceptance of stealing, racial hatred, and rioting such as blowing up the police. Mind you, many of these books did not just slip by in the process, but were objected to at adoption and passed. Dr. Correll had requested and received a hearing before the Florida Senate regarding the detrimental content being included in Florida State Adopted textbooks....Note some of her concerns:

Some of the books tell the students how to blow up the police. The state-approved textbook read: 'The weapons of the defense employed by the Afro-American Freedom Fighters must consist of a poor man's arsenal. Gasoline firebombs can be used extensively. During the night hours such weapons thrown from rooftops will make the street impossible for racist cops to patrol. Gas tanks on public vehicles can be choked up with sand. Long nails driven through boards and tacks with large heads are effective to slow the movement of traffic on congested roads at night. Derailing of trains causes panic. Explosive booby-traps on police telephone boxes can be employed. High powered sniper rifles are readily available. Armor-piercing bullets can penetrate oil storage tanks from a distance. Flame-throwers can be manufactured at home.' (Prejudice and Discrimination: Can We Eliminate Them?, Prentice-Hall, page 102)....These are but a few of the quotes of the many textbooks she complained of designed to produce racial

hatred. Others made it appear that Christians were the worst racists. Many of the techniques she complained of were employed during the Liberty City Miami riots."

-- May 6: The Colorado Springs Gazette-Telegraph prints a news report that after Adams City High School (Denver area) began to make condoms available to students, there was a 66% increase in the number of pregnancies over the first two years.

-- Teachers as Agents of Change by Allan Glatthorn is printed, and the NEA Professional Library advertises it as: "This 'teacher-friendly' handbook uses research to show how you can take the lead in restructuring classroom instruction, school culture and climate, home-school relationships, and collegial relationships."

-- June: Los Angeles Times Syndicate columnist Cal Thomas quotes Chris Whittle as saying, "America can have 50,000 New Age elementary schools on-line by the year 2000." Whittle originated "The Edison Project" of innovative new schools across the country, as well as "Channel One" used by many schools around the nation; and he's a very close friend of U. S. Secretary of Education Lamar Alexander. Alexander has written that the book which has changed his own thinking the most, and which he's tried to read once a year since it was published, is New Ager Rene Dubos' A God Within. In this, Plato is quoted as saying, "In reality the greatest blessings come to us through madness, when it is sent as a gift of the gods...madness, which comes from god, is superior to sanity, which is of human origin." Dubos explains that "apparently certain drugs can help in generating this inspired state," and he introduces reincarnation by quoting Mirandola: "Thou shalt have the power to degenerate into lower forms of life, which are brutish. Thou shalt have the power...to be reborn into higher forms, which are divine."

Concerning the New Age, one will increasingly see figures showing or emphasizing only one of their eyes on television ads, or on magazine covers, etc. In esoteric or occult terms, the right eye represents Osiris (the male) and the left eye represents Isis (the female). A single eye, indistinguishable as left or right, represents the All-Seeing Eye (Horus Hawk from Egypt). In the last few months, covering just over a year, Time magazine has had 10 covers with single eyes prominent. Secretary of Education Lamar Alexander on the 9/16/91 cover, followed by Ollie North 10/28/91, Ted Turner 1/6/92, Susan Faludi 3/9/92, Ross Perot 6/29/92, Kevin Buchberger with a caption "come out of the darkness" 7/6/92, Bill Clinton 1/4/93, Zoe Baird 2/1/93, Cyberpunk 2/8/93, Boris Yeltsin 3/29/93, and "The Info Highway" 4/12/93. Also see Ross Perot on Newsweek's cover 4/27/92.

It is noteworthy that Ted Turner (1990 Humanist of the Year) is on one of the covers with only one eye

showing, because June 14, 1986 when addressing about 1000 "futurists" at John Denver's Windstar Institute, Turner said at Snowmass Village, Colorado, that "America must elect a 'new age' president if it wants to survive through the year 2000" (according to "Broadcaster Ties Survival to 'New Age' President," The Denver Post, June 15, 1986). And an article in the January 25, 1993, issue of Newsweek magazine about President Clinton will be titled "The New Age President." In addition, a New York Times headline for December 31, 1992 will say: "The New Year at a New Age Retreat: The Clintons in Agreeable Company." It will be about the Clintons attending the Renaissance Weekend at Hilton Head, South Carolina, for the past 8 years. Interestingly, the Clintons were introduced to this event 8 years ago by South Carolina Governor at the time Richard Riley, whom President Clinton will appoint as his Secretary of Education.

-- Under the Spell of Mother Earth by Berit Kjos (author of Your Child and the New Age) is published, in which is described former U. N. Assistant Secretary-General (and now Chancellor of the University for Peace) Robert Muller's endorsement of Andy LePage's Transforming Education (1987). She writes: "'Andy LePage's book,' says Muller, 'opens the curtain on one of the most exciting and promising philosophical educational debates there ever was on this planet.' What planetary philosophy does LePage teach? Like others who promote a speedy return to nature worship, he emphasizes the need to discard the 'disease of dualism' (dividing reality into two opposing forces—the physical versus the spiritual). He challenges educators to awaken students to their oneness with the entire creation (monism) through models such as Hatha Yoga, witchcraft, and Native American spiritism. But do educators really buy this religious dogma? Indeed, many do, with all their heart. 'Andy LePage has written what may well become one of the most important books in education,' says Professor Sidney B. Simon, father of values clarification, 'which should be given to every new teacher, every new principal, and certainly, to every new school board member. Should that happen, the education of our children would take a turn for the better that might be enough to save us all.'"

-- July 23: Public Law 102-325 is passed, known as the "Higher Education Amendments of 1992," and includes a provision of \$20 million appropriated for October 1, 1992 to September 30, 1997 for the National Board for Professional Teaching Standards to "be used for research and development activities directly related to the development of teacher assessment and certification procedures for elementary and secondary school teachers."

-- August: Dr. Walter Jordan-Davis of the Educational Testing Service (ETS) presents "A Question of

Authenticity: Performance-Based Assessment and Its Impact on Teaching and Learning," in which he promotes Benjamin Bloom's Taxonomy and "critical thinking." ETS administers the College Boards (SATs) and the National Assessment of Educational Progress (NAEP). In this presentation, Dr. Jordan-Davis states: "The evolution from traditional standardized testing instruments to performance-based assessment will require points of light to guide developers of new assessments through the testing/assessment transition."

-- August 10: Steel-on-Steel Productions hosted by John Loeffler has had many programs on radio dealing with the subject of education, and today's program is a special Education Conference with guests Carol Belt, Dennis Cuddy, Constance Cumbey, Ann Frazier, Mary Jo Heiland, and Ann Herzer, all discussing the history and current status of American education.

-- September: The Mel Gablers document 512 errors of fact in U. S. History textbooks approved by Texas' State Board of Education for use in Texas schools beginning this month. News reports of this are carried in newspapers around the U.S., because textbooks adopted by Texas (and California) are used in schools throughout the nation.

-- September 10: The (London) Daily Telegraph contains the headline: "After 30 Years, English Lessons Go Back to the Traditional Methods—'Progressive' Teaching Abandoned." Under this heading, it is announced that "The long battle over how English should be taught ended yesterday with a decisive victory for the traditionalists. Mr. Patten, Education Secretary, accepted proposals...to abandon the 'progressive' approach which has dominated the subject for nearly 30 years and to introduce greater rigour into the teaching of basic skills of reading, writing, and speaking."

-- October 12: Forbes magazine publishes "What Do We Get for Our School Dollars?" by Janet Novack, who comments: "Schools must accomodate new politically correct fads, such as teaching self-esteem...(which) squeezes the time available for teaching reading, writing and arithmetic." She proceeds to indicate how the State Board of Education in Ohio mandates such things as fine arts and community service for graduation, but she says that's "not the statistics or algebra or basic English that many will need to be able to cope with a job in the increasingly demanding U.S.A." She then quotes a fifth-grade teacher saying: "There is more and more being put on teachers that should be done in the home—sex education, drugs, self-esteem." And she notes that Timothy Ilg, a superintendent in Ohio, feels "under the guise of helping kids, a lot of special interest groups have gotten things written into law." He's wary of the whole language

curriculum pushed by the state, and Novack writes: "Whole language? It goes something like this: Teechers shuld get kids to rite erly witout worying abowt speling or gramer and stuf like that and reeding shud be fun." Ilg also feels computers are being used as glorified math workbooks, saying "It's dangerous. It fits into this thinking that the kids won't get it unless we make it fancy and clever." Novack relates "there is absolutely no convincing evidence that higher spending produces higher student achievement. In study after study, the economic and educational status of parents and such factors as hours of homework count more than spending." She then refers to Ohio University Economics Professor Richard Vetter's identification of some top-performing, low-spending rural Ohio districts whose secret, according to Vetter, is "There's a work ethic. The parents sit on their kids and make them do their homework. We're not trying to push kids because of this self-esteem movement. But in the long run, you lower self-esteem by not having high expectations."

-- October 12: Forbes magazine publishes "Boomerang" by Dr. Thomas Sowell, a Senior Fellow at the Hoover Institution, who claims: "Another group whose preferential treatment is provoking more violent backlash are homosexuals. Nothing they do is open to public criticism on many college campuses, for fear of being accused of 'homophobia'—and severely punished by the administration....Tolerance toward homosexuals has long since ceased to be the issue on most campuses. The issue is how much others must be subjected to a steady bombardment of propaganda for homosexuality."

-- The NEA passes resolutions supporting sex education, abortion and homosexual rights. The NEA has a "Gay and Lesbian Caucus," and spends millions of dollars supporting political candidates. This "labor union" is active in many areas not strictly academically related.

-- October-December: Billy Lyon's "Connections and Conflicts of Interest" is published in The Florida Forum giving important descriptions of key educational figures and organizations, as well as their connections to one another. Conflicts of interest are mentioned, and the report's subtitle is "(Or, There Ought'a Be An Investigation)."

-- November 21: The Brownsville (Texas) Herald publishes the text of "The United Nations World Pledge" recited by students at a Brownsville school. It reads: "I pledge allegiance to the world, to cherish every living thing, to care for the earth and sea and air, with peace and freedom everywhere."

-- December 12: Human Events publishes an article by Herbert Romerstein, former staff member with the U. S.

House Intelligence Committee, in which he describes CFR member Johnnetta Cole, whom Clinton has appointed transition coordinator for education, arts, labor and humanities. Romerstein declares that she "is a woman with a long record of active support for the Castro Communist dictatorship and the Communist dictatorship that ruled Grenada."

-- December 31: "The New Year at a New Age Retreat: The Clintons in Agreeable Company," by Michael Kelly is published in The New York Times. Kelly writes: "If the time has come for New Age politics, what will be done with all the Old Age politicians?... Bill Clinton, eight-year Renaissance Weekend veteran, always fit in perfectly, say his fellow talkers. Indeed, they say, the Renaissance Spirit is the spirit of the Clinton age....The believers in Renaissance are hopeful that the spirit of rationalism will move the masses toward betterment." U. S. Secretary of Education nominee, Richard Riley, introduced Clinton to this retreat on Hilton Head, South Carolina, eight years ago.

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-- January 10: The Los Angeles Times Syndicate distributes a column by Cal Thomas (which will appear soon thereafter under various titles in newspapers around the nation) in which he writes: "...public education is the training ground, the hothouse, the farm team, for the next generation of liberals. How else to inculcate multiculturalism, political correctness and historical revisionism into children? How else to drum into them the view that they evolved from slime, that sex is an intramural sport and that liberal agenda is best? Children might not be expected to encounter these 'truths' on their own and are even less likely to learn them in private schools, especially private, religious schools where a real education, a moral conscience and wisdom can still be found.

Public education is not about education. In too many instances it is about propagandizing and controlling the minds and hearts (and bodies) of the next generation. Without public schools, liberalism would qualify as an endangered species. With them, liberals hope to train sufficient numbers of left-thinking drones to replace them when they are gone."

-- January 18: Don Feder in his nationally syndicated column comments: "In Newton, Mass., junior high school students are urged to reject 'negative heterosexual and religious programming.' 'Learning About Sex,' a curriculum used across the country, helpfully advises: 'Sodomasochism may be very acceptable and safe for sexual partners who know each others' needs.'...New York State Assemblywoman Deborah Glick, a militant lesbian, sets

forth the agenda: 'parents themselves have tremendous prejudices and bigotry that have been passed on for generations....We must provide a counterbalance to what kids are learning at home.'...Bill Clinton has given us a surgeon general who is an avid prophylactic proselytizer and a secretary of health and human services who sponsored gay and lesbian dances as chancellor of the University of Wisconsin."

-- January 21: President Clinton's nominee for U. S. Secretary of Education, Richard Riley, is confirmed by the U. S. Senate. When Governor of South Carolina, Riley advocated higher taxes for more money for education. He also advocated the state government's right to remove local school personnel if a local system did not measure up to state standards.

-- January 23: Meeting in Stockholm, the 240 international affiliates of the National Education Association (known as World Confederation of Organizations of the Teaching Profession) and the American Federation of Teachers (known as International Federation of Free Teachers Unions) joined to form Education International (EI). Former NEA head (and current head of WCOTP) Mary Hatwood Futrell will be the president of EI. This could mean the NEA and the AFT in the U.S. will soon merge and attempt to further their goals of nationalizing American education (e.g., national goals, national tests, national teacher certification, etc.), and then internationalizing Americans' and other nations' education.

-- February 1: "Indoctrinating the Children" by Dr. Thomas Sowell (economist and Senior Fellow at the Hoover Institution) is published by Forbes, and Dr. Sowell writes: "The techniques of brainwashing developed in totalitarian countries are routinely used in psychological conditioning programs imposed on American school children. These include emotional shock and desensitization, psychological isolation from sources of support, stripping away defenses, manipulative cross-examination of the individual's underlying moral values, and inducing acceptance of alternative values by psychological rather than rational means. These techniques are not confined to separate courses or programs...(and) are not isolated idiosyncracies of particular teachers. They are products of numerous books and other 'educational' material in programs packaged by organizations that sell such curricula to administrators and teach the techniques to teachers. Some packages even include instructions on how to deal with parents or others who object....Stripping away psychological defenses can be done through assignments to keep diaries to be discussed in the group and through role-playing assignments, both

techniques used in the original brainwashing programs in China under Mao."

-- New York City Schools Superintendent Joseph Fernandez receives greater and greater criticism for his 445-page multicultural curriculum, "Children of the Rainbow," and he has unsuccessfully attempted to fire a local board of education that refused to require students in elementary school to read textbooks dealing with homosexuality.

-- February: The Character Education Partnership, Inc., is incorporated. Its organizational members include, among others, The Institute for Global Ethics, Focus on the Family, Jefferson Center for Character Education, National Education Association, and Quest International. Among its Board members are Forest Montgomery (Counsel, National Association of Evangelicals), Amitai Etzioni (Founder, Communitarian Network), and Thomasina Portis (Director, Multicultural/Values Education, District of Columbia Public Schools). And its Advisory Council includes individuals such as Zbigniew Brzezinski, Barbara Bush, John W. Gardner, and Rushworth Kidder. (See Educational Leadership, November 1993, p. 8.)

-- February 2: The Vancouver (British Columbia) Sun prints an article by child psychiatrist Dr. Carl Kline recounting that in January 1990, the 12 heads of the University of British Columbia's science departments condemned a plan for a revised school system called "Education 2000," but their concern went unheeded. Dr. Kline, who has had over 4000 children with learning problems referred to him, says that he knew "Education 2000's" emphasis on an extension of the disastrous whole-word reading instruction method rather than phonics would be harmful to students. He further comments: "Education 2000 is 'child centered.' This means that children learn at their own pace, in their own way. Supposedly in order to protect their self-esteem, they receive no marks and fail no grades. They are grouped together regardless of academic ability. Students with superior skills are assigned to help slower or disadvantaged children. On the surface, this approach has obvious appeal. It seems humane, gentle, and caring. However, in reality it is a cruel hoax, a denial of the imperatives for healthy emotional development in children. These essential requirements are: (1) to learn to face reality and deal with it honestly; (2) to function at the highest possible level; (3) to receive appropriate recognition for personal effort. Unfortunately, Education 2000 operates on the premise that poor performance, for whatever reason, can be disguised by withholding marks, and that superior potential can flower without visible measurement. This philosophy encourages the use of denial mechanisms and places a premium on pseudo-success. Parents might be temporarily blinded, but the children are not fooled. They

quickly learn to mistrust adults and, in the process, experience ego damage....Because of its lack of structure, direction and purpose, and because of the associated chaos it creates, Education 2000 will become a major factor in the escalating incidence of hyperactivity among children. This is now called Attention Deficit Disorder (ADD). Once the label is applied, the child becomes a clinical entity subject to various medical manipulations, including the use of Ritalin and other potentially dangerous stimulant drugs....Because Education 2000 children are receiving inadequate training in the basics, they will be unable to cope effectively with higher math, science, history and literature. Children who cannot read, organize and memorize are unable to process advanced subject matter. They become academic cripples. Education 2000 promises liberation and creativity in the classroom, but in reality it is the road to academic and personal disaster." This all applies to "Outcome-Based Education" as well.

-- February 3: The Detroit News prints a copy of the report card that students in a local district will be bringing home. It's not the traditional type of report, however, but rather whether students "Understand Bloom's Taxonomy," "Demonstrate Positive Affective Attitudes," etc.

-- February 4: The Washington Post prints an article, "Teen Health Survey Raises Concerns," regarding "The Youth Risk Behavior Survey" developed by the federal Centers for Disease Control and Prevention. The Post article indicates that "One of the most vocal opponents of the survey is Malcolm Lawrence...who leads...the Maryland Coalition of Concerned Parents." The Coalition was founded in 1974 as a network of parents and groups throughout the United States and abroad working to protect privacy rights and improve the quality of education. The Post says Lawrence opposes the survey because "he fears for students' privacy and their psychological health." The survey measures students' behavior in 6 categories including drug and alcohol abuse [e.g., "Have you ever injected (shot up) any illegal drug?"], unsafe sexual practices, physical inactivity, poor eating habits and smoking. Montgomery County, Maryland officials will prohibit the survey's distribution there "because it violates their policies on student privacy...the questions that are asked are invasive."

-- February 5: The Globe and Mail (Canada) prints former teacher Andrew Nikiforuk's stinging criticism of the Province of Alberta's "continuous learning, multi-aged classrooms, and collaborative learning programs." He writes: "...the philosophy is for children to progress at their own rate in their own style with a personalized learning program designed by the teacher. To facilitate 'individualized educational planning,' the traditional classroom disappears, to be replaced by an ungraded setting

where 'learners' of varying ability and interest can 'retain autonomy and initiative' by building self-esteem 'with personal relevance of new knowledge.' Nikiforuk indicates that Alberta's new Minister of Education killed this disastrous scheme in January, because the old Ministry "failed to question two key assumptions of program continuity. The first was that children should be allowed to learn at their own pace. Certainly some people are faster learners than others, but there are few households (or offices, for that matter) that let people crawl around at their own speed....The second assumption was that schools, which were created to teach groups, could somehow champion the aristocratic ideal of private tutoring for 30 different pupils without going bankrupt or causing teachers to burn out....The whole mess was 'beyond their capacity without direct access to the computers at Cape Canaveral and the gold in Fort Knox'." This pertains to "Outcome-Based Education," too.

-- February 9: Kentucky, a pilot state for education reform, issues its preliminary draft report, "Task Force on High School Restructuring." More than what students should "know" or "be able to do," the report sees schools shaping what students should "be like." There will be "universal standards," and parents are viewed as only being "equal parties" in the process of meeting what will be called "Valued Outcomes." "Sex equity in academic achievement" is promoted, while corporal punishment is listed among "personal and societal impediments to student success." The report urges that "Administrators must be tough-minded when resistance, natural to the change process, threatens those who are attempting major efforts."

Regarding "Valued Outcomes," students will be taught to use "critical thinking," to "demonstrate an appreciation for a world view," and to "address issues of importance to members of varying social groupings and institutions, including their beliefs,...and change."

The State will also, as part of a technology plan, "develop an education communication network for...data that will interconnect all computer workstations in the classroom, school, district, office, public library, and Kentucky Department of Education with other statewide and national education networks." In the technology "Action Plan," one reads that "it is envisioned that the transportation system will be able to tie student identification and routing to provide up to the minute information on student location. Additionally, the ability to generate time sensitive reports to state agencies, research, and the community, will be enhanced." "Critical thinking" and "role-playing" will be taught, and the "Action Plan" states: "The primary role of education is to prepare students to be productive members of a global society." In developing the "Valued Outcome" of a "World View," the "Action Plan" notes

that "students learn to compromise." Students have portfolios. "Discipline" is listed as an "Application/Level" on "Current Status Student Systems." And the "Action Plan" states: "The Exceptional Child Education Individual Education Plan electronic system provides a database of...therapy applications. The students' I.E.P. can be generated electronically by using these databases. This system, in a pilot stage, will be extended to all levels."

Concerning the Kentucky Education Reform Act (KERA), Parents and Professionals Involved in Education (PPIE) in Kentucky (4949 Old Brownsboro Rd., Box 249, Louisville, KY 40222, 502-339-8276) has produced "TRUE STORIES of 'reformed' education in Kentucky," which details first-hand stories about objectionable things that have happened to parents and children in education in Kentucky. Toward the end of the document are quotes from Kentucky Department of Education Commissioner of Education Thomas Boysen and from The Rise and Fall of the Third Reich by William Shirer. According to the Seattle Post-Intelligencer (February 4, 1993), "A school reform plan being considered by the Washington Legislature bears Kentucky's imprint in many ways because the same person--David W. Hornbeck, a national consultant on education reform--played a key role in drafting both plans." Hornbeck is co-director of the National Alliance for Restructuring Education. Boysen's name is also on the cover of the Kentucky Department of Education's Transformations: Kentucky's Curriculum Framework, in which one finds the directive: "Research the impact that various interest groups (e.g., Act-up, National Organization for Women, UNICEF) have had on science-related discoveries, inventions, or cures. Join or contribute to one of these organizations and keep a journal recording your activities, feelings, and achievements." Note that no conservative organizations are given as examples, but one is told to "join or contribute to," for example, a radical homosexual rights group.

-- February 11-14: Multiculturalists from all 50 states meet in Los Angeles for the third annual conference of the National Association for Multicultural Education (NAME), and discuss how to inject their viewpoint into every classroom in the nation. Keynote speaker Lily Wong Fillmore, a professor of language at the University of California at Berkeley, asserts that the radical curriculum reform they propose will provoke "definite clashes with the practices, beliefs and attitudes that are taught in many homes....No matter what students' parents and families think about others or the environment...we are going to have to inculcate in our children the rules that form a credo that will work for a multicultural 21st century...."

— February 12-13: Speaking at Educational Policy Conference IV sponsored by The Constitutional Coalition in St. Louis, Peg Luksik informs those attending that one of the highest school districts in the nation in terms of SAT scores is a poor, rural district in Mississippi using curricula and textbooks and other materials from 30 years ago (emphasizing the traditional academic basics), because they do not have enough money to buy the "modern" materials. She later comments: "When you look at the goals in the SCANS (U.S. Department of Labor Secretary's Commission on Achieving Necessary Skills), what they are talking about is people who have a good attitude, are dependable, are sociable, take directions well, are amicable. In one of the speeches that was given in Pennsylvania when they began this— they had a big conference— the keynote speaker said, and this is a quote, 'We are teaching the theology of collectivism. We must annihilate all opposing theologies, like Catholicism and individualism.'"

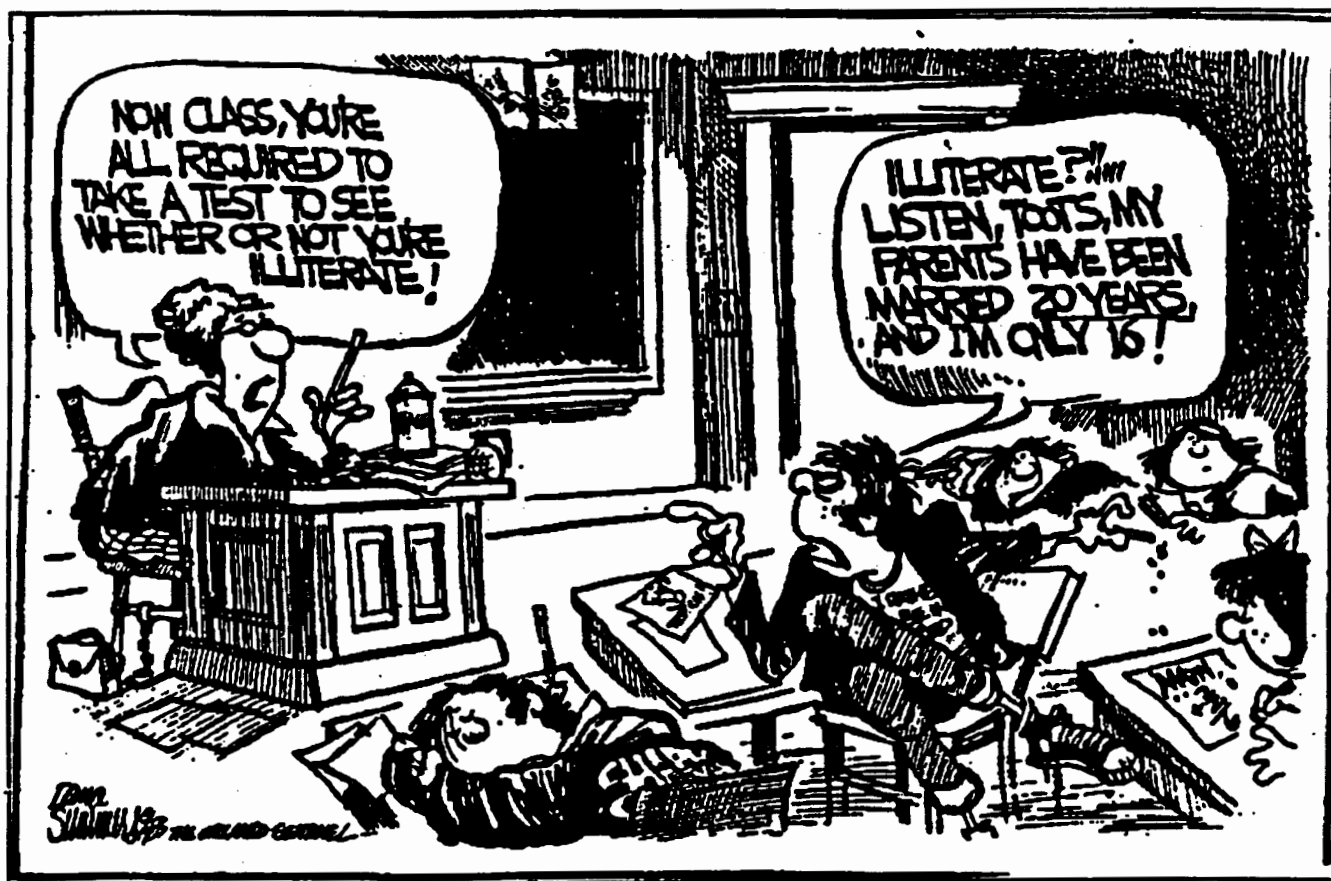
— In the February Guardians of the Heart newsletter, editors Ed and Mary Tarkowski report in their first Special Report on Education, "The International Restructuring of Education," comparisons between the goals of the World Conference on Education for All and those of America 2000. In their March newsletter is Special Report #2: Education, "The International Language of Education," in

which the editors inform that the agendas and language in "The World Declaration on Education for All" and "Framework for Action to Meet Basic Learning Needs" and the "Conference Report" from "Learning for All: Bridging Domestic and International Education" and "America 2000: An Education Strategy" are virtually identical.

— February: The Executive Educator reports that a Rand Corporation study "has found a problem in Vermont's pioneering use of portfolios to assess student skills: Teachers score the portfolios inconsistently, affecting the reliability of results...."

— March 1: Newsweek prints "Psst, Kid, Wanna Buy a...used math book?..." by Jay Mathews who describes the highly successful series of math textbooks developed by John Saxon. The texts are based on traditional education concepts including repetition and drill, and they are opposed by "progressive educators."

— March: In the premier issue of Right to Read Report, the president of the National Right to Read Foundation, Robert W. Sweet, Jr., states: "At present 80 to 90 percent of reading teachers use methods of instruction that are counterproductive, cannot be supported by research and actually, in many cases, contribute to illiteracy...."



Before 1930, there were no more than 3 million illiterates, and they were mostly over age 50 and had never been to school. By 1990, more than 30-35 million U.S. citizens could not read and most of them are under 50 and have attended school for at least 8 years....America need not have a reading problem because we know what works: intensive, systematic phonics."

-- March 10: The San Jose Mercury News includes a news item indicating that President Clinton has appointed Marshall S. Smith as U. S. Undersecretary of Education. The news report quotes AFT president Albert Shanker (Trilateral Commission member) as claiming: "I don't know of anyone who knows more about education and what's wrong with it. I know of no one who's got better judgment about what needs to be done." Smith worked with Bill Clinton on the National Governors' Association Conference on Education in 1990 and 1991. He also advised the National Education Goals Panel and the National Council of Education Standards and Testing. In 1980 he was chief of staff for the first Secretary of Education, Shirley Hufstедler. And since 1986, he has been Dean of Stanford University's School of Education. (Refer to Dean Cubberly at Stanford in the last item for 1915 in this chronology.) Stanford professor Kenji Hakutu is quoted in this news item as saying about Smith: "He wants to see a fair world. He really believes in government as a way of setting what's wrong in the world right....The federal responsibility is far more than just staying out of the way....(It is to) provide leadership and support and address issues of equity, so they're attended to by the states and locals."

-- March 10: Education Week prints Debra Viadero's column in which she relates that Norman Lear's People for the American Way "is hoping to build a network of supporters who can challenge conservative Christian activities where they are occurring: at the state and local levels....PAW president Arthur Kropp said such groups have been particularly active on education issues, targeting, for example, school health and self-esteem programs, opposing certain trade books and textbooks used in schools, and challenging some critical-thinking programs for promoting what they see as 'new age' religious practices." Lear's PAW has targeted New York, California, Colorado, Florida, Iowa, Maine, Michigan, Minnesota, Oregon, and Texas. Last month, it met in Washington, DC, with 100 national organizations (including the NEA, American Library Association, and National PTA) "to explore ways the group can tap into the memberships and resources of those groups in combating challenges from conservative groups."

-- Mar 12: The West County Times (Pinole, California) reports that Richmond High School principal Al

Acuna has placed 10 video games in the school, saying: "They need to unwind. These are kids, that's what we've got to realize, and these are Nintendo-generation kids. These kids have to be entertained." A student playing the Streetfighter II video game is quoted as saying: "Nobody don't want to go to the library anyway." On April 7, The West County Times will report that Acuna "is one of 80 American educators chosen to participate in a national school-reform summit...(who) will showcase successful school-reform efforts and discuss developing a model school for the 21st century....They were chosen from more than 1000 nominees. The conference is sponsored by the RJR Nabisco Foundation's Next Century Schools program."

-- March 24: Education Week in an article by Julie A. Miller informs that the Clinton Administration is preparing to send a "major piece of education-reform legislation to Capitol Hill....The 'Goals 2000: Educate America Act,' based on a bill that died in the last Congress [S-2. Neighborhood Schools Improvement Act], has three components: a section codifying the national education goals, provisions establishing a federal role in developing national education standards and assessments, and a grant program supporting 'systemic reform' efforts at the state and local levels....The Office of Educational Research and Improvement is due to be reauthorized this year, and the E.S.E.A., which contains the vast majority of federal elementary and secondary programs, is set to be reapproved next year....The key bone of contention concerns 'opportunity-to-learn standards,' the Administration's term for measures to gauge students' access to high-quality facilities and programs." These were called "service-delivery standards" by House Democrats last year.

-- March: The Free World Research Report publishes "Community As Parent: The Family Resource Center Agenda," in which is exposed how schools in the future will be transformed into family resource centers: "Evolution of the school into a family resource center is to occur in readily identifiable phases:

Phase I (Isolation): Schools and community-based agencies share information about individual students and conduct referrals from one institution to another. The agencies are autonomous and separated by bureaucratic structures and goals.

Phase II (Cooperation): Community agencies deliver programs and services in school facilities, such as before and after school day care, business apprenticeships, teenage pregnancy prevention programs, etc. The elaborate preparation and groundwork begins with discussion groups, reaching 'consensus,' collaborative planning, and working towards a common 'vision.' This phase is also accompanied by an intensive media campaign to sugar-coat the agenda and create the appearance of consensus and a groundswell of grassroots 'demand for reform.'

Phase III (Collaboration): Joint collaborative planning at the local and state level focuses on the actual IMPLEMENTATION: i.e., delivering services to ALL students. All aspects of transformation are to be up and running in some rudimentary fashion, based on the passage of enabling legislation, waivers, pilot projects, etc. Incentives, such as rewarding teachers with additional pay, are operating in full swing. Pressure (subtle, or not so subtle) is brought to bear on those who resist change. The media campaign intensifies, labelling all opposition as 'extremists.' Target date: 1997.

Phase IV (Transformation): A unified and holistic system of educational and human services delivery. EVERYONE in a local community is tied into the full-service delivery system at some level. The linkages are complete. Not only is education transformed, but society as well. Target date: 2000 A.D. Penalties, and other punitive measures for the non-conformists, are enforced to the fullest extent."

-- April 12: U.S. News & World Report prints "Inside the Ivy League." In attempting to excuse the sorry state of American education today, "progressive educators" say it's because children are coming from poor homes with only one parent there. The fallacy of this argument, however, is demonstrated in this article in U.S. News. It describes a scientific (margin of error of only 2.5%) survey of 3119 Ivy League college and university students, 86% of whom were reared in two-parent (affluent) homes. Half of the students were not able to name their own 2 U.S. Senators; 59% could not name 4 U.S. Supreme Court justices; and 75% did not know it was President Lincoln who described the U.S. as "a government of the people, by the people, and for the people." Relevant to the moral relativism being promoted in the schools of this nation, the survey found that 32% of the freshmen and 64% of the seniors were "fake I.D. users."

-- April 21: President Clinton transmits to Congress his "Goals 2000: Educate America Act," Title I of which codifies into law the 6 national goals, the first of which states that "by the year 2000, all children will start school ready to learn." It is difficult for many to see how the goals will remain "voluntary," when words like "all" and "will" have been codified. Title II of the legislation deals with national education standards and assessments. Title III "establishes a structure and process for developing a State improvement plan." And Title IV establishes a National Skill Standards Board. The bill is perceived by many to be a major step toward nationalizing education, drastically decreasing local control.

-- April 23: USA Today prints "No to National Standards" by the writer of this chronology (Dennis L. Cuddy, Ph.D.). The article, which appears on the editorial

page, is critical of the Clinton administration's new "Goals 2000" education legislation. Relevant to this is the April 19 Wall Street Journal editorial, "Rolling Riley," which stated that the U.S. Department of Education's Undersecretary-designate for Policy, Marshall "Mike" Smith, was recently quoted in one education newsletter as saying, with approval, regarding national "school delivery standards," that one purpose of the "standards" is to invite lawsuits against local schools that fail to meet them.

-- May: The Association for Supervision and Curriculum Development (ASCD) Update reports that "ASCD has joined a national coalition that hopes to provide leadership in the effort to develop civic virtue and moral character in students. The Character Education Partnership (CEP), officially incorporated in February....grew out of a 1992 meeting on K-12 values and character education programs held at the Wingspread Conference Center in Racine, Wisconsin, which ASCD co-sponsored....CEP anticipates a national clearinghouse of education and community programs....CEP will stress consensus building....Thirty representatives of education and youth groups last summer adopted 'six pillars of character' as part of the Aspen Declaration on Character Education. And the CEP is helping to link academic leaders and practitioners in the field. The Aspen agreement, the result of a conference in Aspen, Colorado, is designed to replace the values clarification approach with programs that advocate respect, responsibility, trustworthiness, caring, justice and fairness, and civic virtue and citizenship. The declaration states that such values 'transcend cultural, religious, and socioeconomic differences.' Michael Josephson, president of the Josephson Institute of Ethics, which organized the Aspen conference that produced the declaration, says, 'we're just entering a whole new generation of curriculum development....In the next five years, we're literally going to see hundreds of individual experiments created'....The Child Development Project (CDP), established in 1980, is considered the most well-researched values education program in the country. It blends cooperative learning, literature-based language arts, and a discipline approach that doesn't rely on a system of rewards and punishments in an effort to create 'caring communities.'"

-- May 1: Anita Hoge speaking in Rogers, Arkansas, describes how the local, state and federal monitoring of information about children and families is done. She states: "If you've been told they do not monitor individual (information) on your children, that is just not true. This is the (Standard Educational Records and Report Series) Handbook No. 5 (Revised 1974) in the federal Department of Education, National Center for Education Statistics of how they code individual children. These are the data codes that represent your child's portfolio. You have personal identification; everything about the family;

physical health, sensory, and all related conditions. You have mental, psychological proficiency tests, student characteristics. You have performance, and you have curriculum, transportation, and other special information. So here you have the coded data elements for computer retrieval that actually retrieve all this information, but can also cross-reference the information on the children."

-- May 3-5: The Institute for Development of Educational Activities (IDEA), established by the Kettering Foundation in 1965, holds an institute in Denver for superintendents, school board members, principals, teacher organization leaders and parent organization leaders. The institute is titled "Responding Democratically to Religious Agendas: Right-wing Pressure Groups and School Reform." Speakers include Michael Hudson (People for the American Way) and Robert Marzano (Mid-continent Regional Educational Lab), and the institute focuses on "helping school leaders understand the extreme right and the movement to gain control of public schools." IDEA claims "censorship attacks are coming from ultra-conservative religious groups networking with national organizations such as Eagle Forum, Concerned Women for America, and the National Legal Foundation....Typically, these censorship groups charge schools with such offenses as...promoting 'the religion of secular humanism,'...obstructing parental authority." The only one to receive a standing ovation at the IDEA conference in Denver is The Oklahoma Observer editor Frosty Troy, who said concerning conservative Christians: "You know what a lot of them want? They've nursed it since the day we desegregated the schools....You're talking about the resegregating (of America), not along racial lines, but along class lines....They have a political agenda and they're using a religious rationale to press it. But what's new about that? Look what Hitler and Goebbels did in Germany. They had an agenda...."

-- May 26: The New York Times publishes "Clinton's Math: More Gets Less" by Diane Ravitch former Assistant Secretary of the Office of Educational Research and Improvement (OERI) in the U. S. Department of Education during the Bush Administration. In this article, Ravitch states that "The Clinton Administration's school reform bill would expand dramatically the scope and cost of Federal regulation of local schools....To satisfy Congressional critics, the Administration revised its bill, laying the foundation for an interventionist Federal role in local schooling....At the heart of the bill is a powerful new agency, called the National Education Standards and Improvement Council, which would function like a national school board. It would certify national curriculum standards, state tests and state 'opportunity to learn' standards. All 20 members would be appointed by President Clinton....The bill describes the Federal

'opportunity to learn' standards as 'voluntary,' but litigation would quickly turn them into mandates. Even now, some members of Congress want to make these standards mandatory or to require them as a condition for Federal financing....If passed, the bill would lead to a generation of litigation over distribution of resources."

-- June: The National Center for Education Statistics (NCES) publishes Field Restricted Use Data Procedures Manual defining "individually identifiable information" as including an "individual's education, financial transactions, medical history and criminal or employment history" with some "identifying particular assigned to the individual" (e.g., name, fingerprint, voiceprint, etc.). NCES indicates that the bulk of its data files containing such information on individuals is maintained by Boeing Computer Services. On January 6, 1994 NCES will provide a list of 29 companies, contractors and organizations which have access to restricted use National Assessment of Educational Progress (NAEP) data bases that contain individually identifiable information. Some of them are Rand, Inc., CTB/MacMillan/McGraw-Hill, Economic Policy Institute, Westat, National Computer Systems, Educational Testing Service, North Central Regional Educational Laboratory, Texas Education Agency, University of Michigan School of Education, Montana State Attorney-General, etc.

-- June 4-6: A conference, "Bringing the World Home: Educating Americans in a New Global Community," is held in Indianapolis, Indiana, with learning and networking opportunities for elementary, secondary, undergraduate and teacher educators. Co-sponsors are: The American Forum for Global Education, The Indiana International Forum and The Indiana Humanities Council, along with cooperating organizations, such as, American Association of School Administrators, Association for Supervision & Curriculum Development, Council of Chief State School Officers, Mershon Center of The Ohio State University, National Association of Elementary School Principals, and National Council for the Social Studies. At a Pre-Conference Clinic, Global Educators are shown how they can model an integrated curriculum in their classrooms; and at another clinic, presenters address "building international/multicultural curricula and programs. Included: developing a comprehensive strategy; approaches in internationalizing the curriculum; pursuing external funding; and international enrichment for faculty, staff, students and community."

-- June 7: Forbes magazine publishes "The National Extortion Association?" by Peter Brimelow and Leslie Spencer regarding the National Education Association, which is characterized as an "undemocratic labor union." The authors write that "as the National Education

Association has gained in monopoly power, the cost of education has increased while its quality has deteriorated."

-- June 7: The Supreme Court refuses to hear (allows to stand) Jones v. Clear Creek Independent School District, which allows student-initiated prayer at a graduation ceremony. In Lamb's Chapel v. Center Moriches Union Free School District, the Supreme Court rules that religious groups must be allowed access to public school facilities if community organizations have access.

-- June 28-30: The International Center for Leadership in Education (ICLE) headquartered in New York holds a conference, "Model Schools for the 21st Century." Held in Raleigh, NC, it is attended by superintendents, principals and other educators from 34 states as well as foreign countries. Model schools from the U.S. as well as from Russia, China, Japan, England, Canada and Germany are presented. ICLE Director Willard Daggett will hold conferences around the nation.

-- July 2-5: At the NEA's annual convention in San Francisco, delegates approve resolutions supporting "multicultural/global education," abortion-rights, and "comprehensive school-based clinics." Resolutions are also passed advocating that teachers "be legally protected from censorship and lawsuits" related to sex education, including education regarding sexual orientation. Resolution B-1 states that "The NEA supports early childhood education programs in the public schools for children from birth through age eight." And concerning home schooling, Resolution B-58 indicates that "instruction should be by persons who are licensed by the appropriate state education licensure agency, and a curriculum approved by the state department of education should be used."

President Clinton addresses the delegates and thanks the NEA for "the gift of our assistant secretary," referring to long-time NEA activist and staffer Sharon Robinson, who has become U.S. Assistant Secretary of Education for the Office of Educational Research and Improvement (OERI), and who sits next to Hillary Rodham Clinton on the front row of the NEA convention. President Clinton goes on to say that he believes his goals for America closely parallel those of the NEA, further stating: "And I believe that the president of this organization would say we have had the partnership I promised in the campaign of 1992, and we will continue to have it.... You and I are joined in a common cause, and I believe we will succeed."

-- July 11-15: The Goddard Institute on Teaching and Learning, in collaboration with The Global Alliance for Transforming Education (GATE), presents "Transforming Education: A Holistic Perspective." The Institute (at Goddard College, founded in 1938 on the "progressive philosophy" of John Dewey) seeks to integrate education for

personal development and education for multicultural understanding, peace, social and environmental reconstruction. One course offered July 11-15 is "Designing an Integrated Holistic Curriculum," led by Ed Clark (a founding member of GATE) and based upon the guidelines of the document Education 2000: A Holistic Perspective. The other course is "The Mysteries: a Holistic Development Curriculum for Adolescents," which introduces participants to the Mysteries Program, a human development curriculum acknowledging "spiritual development," focusing on visualization, self-esteem and other methods, which can be integrated into any K-12 classroom.

-- July-September: Young World Federalist News describes a Student Program Working Group on "Curriculum" as "creating a list of recommended curriculum material which can be sent to World Federalist educators, and figuring out ways for World Federalist ideas to be incorporated into curriculums being developed and distributed by other organizations."

-- Summer: Among the faculty scheduled to hold workshops at the Omega Institute For Holistic Studies (NY) are: John Taylor Gatto ("New York State Teacher of the Year"-1991, who afterward resigned and has now devised a "guerrilla curriculum" of daily involvement in communities); Sidney Simon (author of Values Clarification and more recently Getting Unstuck) with his son John Simon a former teacher, and his (Sidney's) daughter Julianna a counselor; Jaron Lanier (OMNI magazine calls him "the unquestioned guru" of Virtual Reality; and in his workshop he explores the history of Virtual Reality and scenarios for its future uses in education, medicine, cognitive science, architecture, and the arts); along with many New Age networkers such as Jean Houston, Ken Keyes, Jr., Peter Russell, Ram Dass (has spent 20 years integrating Eastern philosophy into Western thought), Matthew Fox and Friends of Creation Spirituality (5-Day Retreat, "weaving the perennial wisdom of the world's great religions with medieval mysticism, earth-honoring spiritualities, transpersonal psychology, ecology, feminism," etc.), Z. Budapest (trains women "to awaken the Wild Woman's presence within...through ritual, working with clay, masks, scents, and color, exploring our spiritual warrior, and the casting of spells...skills for empowerment"), and many others.

-- September 9: The U.S. Department of Education's National Center for Education Statistics reports that almost half of U.S. adults have very limited reading and writing skills.

-- September 14: The Clinton Administration unveils its proposal to reauthorize the Elementary and Secondary

Education Act of 1965. The proposal calls for the federal government to withhold Chapter 1 money from any state that does not submit to the U. S. Department of Education acceptable plans outlining content and performance standards of what children are expected to know and be able to do. The bill (H.R. 6) will pass March 24, 1994, and the Senate version (S. 1513) is expected to pass, also.

-- September 21: Cox News Service reports that Dr. Mark Rosenberg of the Centers for Disease Control and Prevention says that violence in America's schools has reached epidemic proportions.

-- Inside American Education: The Decline, The Deception, and The Dogmas by Dr. Thomas Sowell, Senior Fellow at the Hoover Institution, is published in which he states: "Science is not the only field in which American students are lacking in knowledge and---more importantly---in the ability to tie what they know together to form a coherent chain of reasoning. Many American students seem unaware of even the need for such a process. Test scores are only the tip of the iceberg. Professor Diane Ravitch reports that 'professors complain about students who arrive at college with strong convictions but not enough knowledge to argue persuasively for their beliefs.' As Professor Ravitch concludes: 'Having opinions without knowledge is not of much value; not knowing the difference between them is a positive indicator of ignorance.' In short, it is not merely that Johnny can't read, or even that Johnny can't think. *Johnny doesn't know what thinking is*, because thinking is so often confused with feeling in many public schools."

-- October: The International Journal of Educational Reform publishes "The Attack by the U.S. Religious Right on 'Government Schools' or 'Who Was That Masked Man Who Stole Our School Reform?'" by Richard Manatt and Joe Drips. In this article, Drips details a strategy for dealing with those who are opposing current school reform (e.g., OBE). There are given 8 strategic points: (1) Redefine democracy ("ameliorates the extremes of society"); (2) Diffuse the attack; (3) Agree to ground rules ("are you people of 'good will' working for the 'common good'"); (4) Redefine tolerance (one working for the "common good" rather than "extreme" religious principles); (5) Do your homework; (6) Beware of backfire (too much "involvement" by the Religious Right after the school system has asked for more "parental involvement"); (7) Peer pressure; (8) Manage the consensus (Drip describes the conclusion of a school meeting as "All statements led to consensus, including, 'We will not tolerate graduation of a student not meeting district outcomes.'). For more information on this, see the February 1994 issue of Free

World Research Report, "Finding Common Ground: A New Strategy" by Sarah Leslie.

-- October 30: The Texas Education Summit is held. Texas Eagle Forum is the sponsor and Phyllis Schlafly is the keynote speaker, talking on "Self-Esteem in the Classroom."

-- November 19-20: The Family Concerns Conference is held in Atlanta, and speakers include Anita Hoge, talking on "Outcome-Based Education: Educating for the New World Order."

-- November 29: The Wall Street Journal publishes a news story titled, "Low SAT Verbal Scores? Blame Simple Textbooks," in which it states: "To find out why scores on the SAT's verbal portion have been low since the 1960s, Cornell University sociologist Donald Hayes measured the reading difficulty of 766 schoolbooks used between 1860 and 1991. He used a computerized scoring system...(and) found that the reading difficulty of elementary-school textbooks dropped after World War II in an attempt to make it easier for kids to learn to read. First-grade readers were 12 points lower than first-grade readers used in the 1930s....'The texts for the fourth through eighth grades have been declining since 1965 and now are the simplest they've ever been.' Today's sixth-grade texts are as simple as the McGuffey reader used by fourth graders in 1896, he says. Prof. Hayes notes that the drop in scores on the general knowledge and vocabulary SAT in the 1960s coincided with the first wave of baby boomers, who used the simpler textbooks, beginning to take the test."

-- December 6: Headed by William Brock (former Senator and former Labor Secretary) about 15 members of the Wingspread Group on Higher Education release a report, "An American Imperative," calling the current state of the nation's undergraduate education system "a prescription for American decline." The following is excerpted from the report: "A disturbing and dangerous mismatch exists between what American society needs of higher education and what it is receiving. Nowhere is the mismatch more dangerous than in the quality of undergraduate preparation provided on many campuses....The failure to cultivate our students is evident in a 1992 analysis of college transcripts by the U.S. Department of Education which reveals that 26.2 percent of recent bachelor's degree recipients earned not a single credit in history; 30.8 percent did not study any math; 39.6 percent earned no credits in either English or American Lit. and 58.4 percent left college without any exposure to a foreign language." The Wingspread Group is financed by The Johnson Foundation, Inc., The Pew Charitable Trusts, Lilly Endowment, Inc., and The William and Flora Hewlett Foundation.

-- December 16: A Federal District Court in Michigan Rules that the federal Protection of Pupil Rights Amendment allows students and their parents to sue school officials who violate it.

-- December 17: The Annenberg Foundation announces that it will give \$500 million to improve education and reduce school violence. Of this amount, \$15 million will go to the Education Commission of the States. Another \$50 million will go to the New American Schools Development Corporation to test education innovations. And another \$50 million will go to Theodore Sizer's National Institute for School Reform, today renamed The Annenberg National Institute for School Reform.

-- Cradle to College by Brannon Howse is published and includes important chapters on such subjects as Goals 2000, the Parents As Teachers program, Outcome-Based Education, Values Clarification, Sex Education, Quest International and the Impressions Reading program.

1993-94

-- December 1993/January 1994: This entire issue of ASCD's Educational Leadership is on "Can Public Schools Accommodate Christian Fundamentalists?" It is generally critical of conservative Christians' growing involvement in the public schools.

1994

-- January 27-29: The Constitutional Coalition sponsors Educational Policy Conference V in St. Louis. Scheduled knowledgeable speakers on various aspects of education include: Dr. William Coulson "America's Love Affair with Self-Esteem," Dr. Jacqueline Kasun "The Classroom War on Population," Calvin Beisner "Environmentalism and the Classroom," Berit Kjos "Brave New Schools, New Age, Globalism and Religion," Catherine Millard "Revisionist History and Museum Instruction" and "The Testing of Revisionist History," Sam Blumenfeld "OBE and Whole Language" and "Education in the 20th Century, Who is Who?" Dr. Karen Effren, M.D. "Sex-Education, Aids and Condoms," Nancy Pearcy "The Hijacking of Science," Dr. Francis Shands "OBE, the 'PC' Controller," Barbara Sheldon and Barbara Anderson "Teacher/Administrator Indoctrination," David Barton "Lessons of the Past Provide Freedom for the Future," Donna Shedd "Update on Kentucky's Reform," Phyllis Schlafly "The Why and How of Teaching Reading Correctly," Norma Swanson "A Success Story from Inner-city D.C.," Dr. Donald Chittick "Why Man's Origins IS Important," Dr. George Grant "Ideas Have Consequences, Words ARE Important," and many other well-informed

speakers, especially about education legislation in their states. The closing talk, "The Strongest of All Warriors...", is by CC's executive director, Donna Hearne.

-- February 3: The Los Angeles Times Syndicate article "Adventures in Education" by Paul Greenberg is printed in the Greensboro (NC) News and Record. The article is critical of outcome-based education and its proponents, saying in part: "Right now OBE seems more like an article of faith than an educational method....There is a lot going on here besides an academic squabble. The country is caught up in yet another culture war....This time it's the religious right versus secular humanism, traditional values vs. the commodized culture, content vs. method, self respect vs. self-esteem, grades vs. social development and uniform standards vs. some hazy new theory of educational relativity. Call it deconstruction. Let's not pretend that only one side in this fight over the schools has an ideology....The secular humanists...seem unaware that they are pushing an ideology at all....When double-talk intrudes, and an agenda is papered over with pseudo-professional jargon, it's natural to suspect that somebody is trying to put something over. This country's educational establishment long has been the chief perpetrator of 'educanto' but, if it doesn't know just what it's pushing this time, it may also wind up the chief victim."

-- February 3-6: William Spady's High Success Network holds a conference on "Implementing Outcome-Based Restructuring in a Rapidly Changing America" in Washington, DC. This follows conferences on the same subject in Austin and Atlanta, and precedes conferences in Tampa (April 14-17) and Anaheim (April 28-May 1). Besides William Spady, speakers at some of the conferences include Willard Daggett and Henry Levin.

-- February 4-5: The Florida Pro Family Forum, Inc. sponsors its annual conference, "Unmasking The Deception Of Educational Reform." Speakers are Anita Hoge, subject of the book Educating For The New World Order, Carol Belt, Dr. Shirley Correll and Carole Griffin. Anita Hoge presents the concept of her "Five Important Questions" to ask regarding restructuring and her Talking Papers. The Talking Papers are a set of documents and an audio tape, which explains each document's importance in restructuring. (Order by calling 1-800-886-8852) This followed a February 4th two-hour television special (on the Christian Television Network) on Outcome-Based Education, featuring the same panel.

-- February 10: Old Dominion University's Office of International Programs sponsors A National Teleconference, "Global Interdependence: The United States and the Third World," which "presents a strategy for enhancing the Global Education of students." The presenter is John

Maxwell Hamilton, who has served in the U.S. Agency for International Development during the Carter administration, on the House Foreign Affairs Committee, and at the World Bank. Hamilton is also a news reporter and author.

-- February 10 and 11: The Center for the Study of The Spiritual Foundations of Education at Columbia University's Teachers College presents "Exploring the Spiritual Foundations of Education, Part III, Education for the 21st Century: Toward the Renewal of Thinking." The Center is supported by the Fetzer Institute. Among the main speakers for Part III are David Elkind (a consultant to state education departments, clinics and mental health centers, as well as to government agencies and private foundations) who will speak on the topic "Towards a Postmodern Education" and Henry Barnes (Chair, Board of Trustees, Association of Waldorf Schools of North America, and also was a teacher at the Rudolph Steiner School in New York City) whose topic will be "Toward the Renewal of Thinking." On March 11 and 12, the Center will present "Education for a Living Planet: The Renewal of Thinking and the Future of the Earth," with main speakers such as James Morton (Dean of the Cathedral of St. John the Divine) and Paul and Julie Mankiewicz (co-directors of the Gaia Institute at the Cathedral of St. John the Divine in New York City).

-- February 15: U.S. Secretary of Education Richard Riley delivers the first State of American Education address at Georgetown University, where he mentions the influence of Professor Carroll Quigley upon Bill Clinton when the latter was a student there. [In Tragedy and Hope (1966) Quigley reveals an elitist global network's Socialist plan for world domination.] As will be announced in the March 1994 issue of the U.S. Department of Education's "Goals 2000 Educate America COMMUNITY UPDATE" newsletter, those interested may get on the COMMUNITY UPDATE mailing list and may obtain (free) the complete text of Secretary Riley's State of American Education address by telephoning 1-800-USA-LEARN.

-- February 16: Education Week publishes "Distance-Learning Network Launched" by Peter West, in which he writes: "The founding of the satellite-based Interactive Distance Education Alliance Network, or IDEANET, was slated to be announced at a press conference...at the annual meeting of the American Association of School Administrators. The network will serve schools in 33 states and the District of Columbia when it begins broadcasting in the fall." It will provide instructional and staff development programs to 2,000 schools nationwide.

-- February 18: The Carnegie Foundation for the Advancement of Teaching along with the National Association of Secondary School Principals (NASSP)

announce that they will appoint a 13-member group to study school reforms to develop a "holistic" plan/blueprint for how U.S. high schools ought to be designed in the future. Regarding the "holistic" blueprint, NASSP executive director Timothy Dyer says, "I'm convinced people will follow once they're given a clear picture."

-- February 24-26: Free World Research sponsors its first annual national FWR Symposium, "The Education Reform Agenda For The 90's: Outcome-Based Education," in Des Moines, Iowa. Among the speakers, researchers and authors addressing the Symposium on "stimulating new topics on education restructuring" are: Samuel Blumenfeld, Dr. William Coulson, Charlotte T. Iserbyt, Berit Kjos, Marla Quenzer, Pam Beasley, Wayne Wolf, Kathy Finnegan, Dean Gotcher, Bonnie Newhouse, Judith Tank, Clint Sterry, and Paul Zylstra. FWR publishes its first edition of the Free World Research Journal, "Freedom Issues for the 21st Century" (Spring 1994).

-- March: Among several significant books on education being published this month are: THE UNIVERSAL SCHOOLHOUSE: Spiritual Awakening Through Education by James Moffett, pertaining to the development of "the whole child," about which New Age networker Marilyn Ferguson says "It is a paradigm-breaker"; and FULL-SERVICE SCHOOLS: A Revolution In Health And Social Services For Children, Youth, And Families by Joy G. Dryfoos, about whose book Senator Edward M. Kennedy says "Full-service schools are the schools of the future. As Joy Dryfoos makes clear, more services under the school roof means better education too...." The author, whose long-term Youth-At-Risk Project was supported by the Carnegie Corporation, indicates that the vision of a full-service school --- a new environment that brings together in one place innovative schooling and "everything else" that children, youth, and families need to make it --- is currently gaining momentum through grassroots efforts and federal legislative initiatives.

-- March 21: USA TODAY prints "Keep school control local" by the writer of this chronology (D. L. Cuddy, author of The Grab for Power: A Chronology of the NEA, 1-800-210-1620) in which he describes the movement by states to eliminate local funding of education, and assume that share themselves, as a step toward redistribute-the-wealth Socialism which could result in the federal government redistributing tax dollars from some states to others as part of an equalization scheme.

-- March 26: The U.S. Senate passes President Clinton's "Goals 2000: Educate America Act" (the U.S. House passed it earlier). This legislation is based largely upon 8 National Education Goals, with objectives that often include words like "all" and "will." For example, it states

that "all students will be involved in activities that demonstrate community service." This can be interpreted as involuntary servitude for all students, no matter how young. The law also provides for a National Education Standards and Improvement Council, which will certify "what all students should know and be able to do"---the widely objectionable "outcome-based education." Because the 8 goals are codified under this law, it is a major power move by the federal government toward nationalizing American education, despite proponents' assurance that the law says participation is voluntary. When Congress provides about \$1 billion for "Goals 2000" over the next 3 years, it will be an offer that many states and local education agencies cannot refuse.

In fact, Secretary of Education Richard Riley will be recorded in The New York Times (March 30, 1994) as saying that although the academic standards are voluntary, most states would adopt them, if for no other reason than economics. In the same newspaper article, titled "New Education Legislation Defines Federal Role in Nation's Classrooms," Carnegie Foundation for the Advancement of Teaching president, Ernest Boyer, is quoted as stating: "If I had ever whispered national standards (as U.S. Commissioner of Education), I think I would have lost my job. We bent over backwards 15 years ago so that no one would think we were interfering. Within a decade, we have gone from this preoccupation of local control to national standards. There is no turning back." National standards will be set not only in subjects such as math, but in the arts as well. What if a standard is appreciating such various forms of art as Andres Serrano's presentation of a crucifix in a container of urine, or as Robert Mapplethorpe's sado-masochistic art, both funded by the National Endowment for the Arts? The legislation will become law on March 31 when President Clinton signs it, and it will take effect on July 1.

Relevant to this subject, see "Beware this power grab" (editorial page, USA TODAY, March 28, 1994) by the writer of this chronology.

-- July 11-16: Sponsored by Global Education Associates, a Symposium, "The UNITED NATIONS In An INTERDEPENDENT WORLD: Past-Present-Future," is held at Fordham University. Participants include educators; civic and religious leaders; members of nongovernmental organizations; health, social service, and economic-development professionals; persons affiliated with U.N. programs; and others. Participants can earn graduate credit or professional development units if desired.

Co-Sponsors: UNICEF, UNESCO, U.N. Center for Disarmament Affairs, U.N. Environment Programme, U.N. Population Fund, New York City Board of Education, Educators for Social Responsibility, Friends of the United Nations, International Institutes for Peace Education,

Society for International Development, United Nations Association-USA, World Conference on Religion and Peace, World Federalist Association, World Order Models Project.

-- July 24-26: The World Future Society holds its Annual Conference, "Toward the New Millennium: Living, Learning, and Working," in Cambridge, Massachusetts. Among speakers are Barbara Marx Hubbard, Harlan Cleveland, Rushworth Kidder, and Hazel Henderson. Speakers on education will be: Bruce Lloyd - "Lifelong Learning"; Suzanne Dance (moderator), Patrick Farenga (pres./publisher, Holt Associates, Inc.), and Jerry Mintz - "Home-Based Learning"; John F. LeBaron, Inabeth Miller - "Technology and Distance Learning"; Judith Zorfass - "Alternative Education Techniques"; Nathan Rutstein - "Education and Multiculturalism"; and Theodore J. Gordon - "United Nations University Millennium Project."

-- Summer: Microchipped: How the Education Establishment Took Us Beyond Big Brother by B. K. Eakman is published.

-- October: PROJECT GLOBAL 2000 (a partnership of 17 international NGOs and U.N. agencies), launched in 1990 in Vienna, and with Six Program Councils (Religion, Education, Youth, Health, Communications, and Business) developed at a second meeting in 1991, has as its coordinator and secretariat -- Global Education Associates. In GEA's publication, Breakthrough News (Winter/Spring 1994 issue), was an announcement that the Education Council "is preparing expert input for the World Congress on Education being sponsored by UNESCO in October 1994" submitting recommendations for revising the UNESCO document on Education for International Understanding, Cooperation and Peace....The existing document, adopted in 1974, "has been the cornerstone of UNESCO's education work for the last 20 years. Its revision at the 1994 Congress will frame UNESCO's education mandate going into the 21st century." The Council works with educators to integrate world order perspectives and the work of the United Nations in curriculum and teacher education. The Education Council is co-chaired by Drs. Betty Reardon and Carol Zinn.

-- October 14-16: Global Alliance for Transforming Education (GATE) presents the First International Conference on Holistic Teacher Education (for teacher-educators, parent-educators, teachers, and other members of the education community). It "explores practical means for implementing a holistic vision in public and private education." Among the Faculty are: John Taylor Gatto, Ed Clark, Phil Gang, occultist Dorothy Maver, Helen Wallace (school board member, Ashland, Oregon, and retired assistant school superintendent in California), and others.

2000

-- "Let us imagine the life of an average American in the year 2000" is part of a concluding analysis in And Madly Teach (1949) by Mortimer Smith. Concerning this year, the author states regarding the average American: "Aside from producing him, his parents will be a negligible factor in his life, for the upbringing of citizen-robots can hardly be left to the whims of individuals. Private schools by then will have been abolished as antisocial, and the child will perforce go to a public school...preparing him 'for the realization of his best self in the higher loyalty' of serving the state. His high school and college training will be strictly utilitarian, devoted to learning a specialty assigned to him by the state....The state is supreme....The clergy will be licensed by the state." Elsewhere in the book, Smith stresses: "a healthy society is based on the family, operating as a free and responsible agency, and each time the family relinquishes any of its functions to the social group or the state, our free society is thereby weakened." He speaks of the "future when the school building is used all day for youth and all evening for adults," saying "our schools under the political power have aggregated unto themselves more and more functions. Today our schoolman with his determination to educate 'the whole child' finds the home and parents simply embarrassments to the accomplishment of his purpose." Later Smith writes: "If there is any unity in our discordant world of today it consists in a devotion to this socialistic principle; there may be violent disagreements over the details of the blueprint for the new world, but there is a general and widespread feeling that such a world can only be realized by narrowing the areas of individual freedom and enlarging the areas over which the authority of the social whole is supreme....The wisest element among those who founded our American system of government believed that the healthiest society was one where power was as widely diffused as possible. Individual power can easily degenerate into evil; collective power does so almost inevitably."

Among his other books concerning education, Smith also wrote The Diminished Mind: A Study of Planned Mediocrity in Our Public Schools (1954). In the chapter titled, "Educational Brain-washing, Democratic Style," the author refers to Theodore Brameld's reconstructionist "scheme of things" in which the individual is "merged into the 'group mind'." Smith goes on to say

that "the criterion of Social Reconstruction 'makes the school a positive force in social change and requires that the subject matter relate not only to social problems but also to collective social goals. The criterion requires, among other things, that the instructional program focus upon the reconstruction of beliefs and social norms'." Summing this up, Smith states that the Social Reconstructionists "mean that any group of parents or any local school system opposed to the tenets of modern education, including Social Reconstruction, is wrong because it is out of step with the majority of professors of education, the National Education Association, the U.S. Office of Education, and the rest of the controlling combine of educationists."

-- December 26: This is the date given at the beginning of Theodore Brameld's The Teacher As World Citizen (actually published in 1974), commemorating Edward Bellamy's Looking Backward. Leading collectivist educator Brameld predicts a Declaration of Interdependence, the World Community of Nations (WCN) for 1990 (curiously, the same year President Bush adopted the "New World Order"). Brameld's book portrays the WCN as a transnational government with a World Order Party based on the ideals of "humanistic socialism" with a peace-keeping force of 50,000 men and women. It is the Age of Eros and sexual freedom. Children are reared in kibbutzim from the nursery through high school under the auspices of a World Education Authority. In an earlier book, Education as Power (1965), Brameld declared: "Sovereignty as we have known it in history is completely outmoded, insidiously deceptive, and utterly dangerous. The United States, no less than any nation, will have to abrogate its traditional sovereignty with regard to all policies effecting the maintenance of world order and prosperity in favor of the one available alternative---international sovereignty....It becomes essential for us now to take another giant step forward in the evolution of political relations. This step is world government...(which) in its supreme coercive power would be as much greater in its enforceability over individual nations as federal power in our country is indisputably and legitimately greater than that of any single one of our fifty states." (This is in The Network of Power and Part II of the New World Order: Chronology and Commentary by Dennis Laurence Cuddy and Robert Henry Goldsborough, 1993.)

Concluding Remarks

Even with the periodic renorming of nationally standardized tests, growing numbers of Americans are becoming aware of just how bad education in this country is. SAT scores are nowhere near where they were 30 years ago, and high schools are graduating functional illiterates. The response of government at the national and state levels has often been to just form commissions to study the problem. Unfortunately, those commissions are usually populated by people who have been in educational leadership positions during the time of educational decline. If you had a corporation that had been going downhill for the past 30 years, would you be seeking advice from those who had been in leadership positions in the corporation during that period? Of course not.

There is a great deal of talk today about "change," but it is being defined by the "progressive educators." They were the ones a dozen years ago who were saying there was nothing wrong with American education (that more money wouldn't fix). Once the sorry condition was apparent to enough people, however, these same "experts" agreed that we needed to emphasize the "basics," which they proceeded to define as the "new basics," including computer science, art, dance, and other non-traditionally academic subjects. They also advised that "change" meant "site-based management," which actually meant that power was to be shifted from locally elected school boards to the union leaders in each school. "Change" also meant more innovations like "Duso" and "Pumsy," which are really based upon the same old "progressive" philosophy of education. "Change" has definitely not meant a return to the traditional academic emphasis and successful teaching methods of years past.

What is really going on today was alluded to in the Introduction to this chronology, and that is a battle between the principles of the American Revolution and those of the French Revolution. In terms of our society and schools, the American Revolution was based upon Judeo or Christian values, free enterprise capitalism, and educational excellence with higher literacy. The French Revolution was based upon the high-sounding ideals of liberty, equality and fraternity. However, liberty in society meant "license," and in schools it meant "don't impose morality." Equality in society meant redistribute-the-wealth Socialism, and in schools it meant "leveling down." Fraternity in society meant a syncretistic "brotherhood of man" based upon what all ethical systems have in common, and in schools it meant secular humanism. Each one of these terms applies today to what "progressive educators" are teaching in schools and

are trying to promote in society at large. They are the opposite of the principles upon which the American Revolution was based. The religion of secular humanism, along with "license," is like "the synagogue of the Libertines" (Acts 6:9) which led to the martyrdom of the disciple Stephen, and could be considered symbolic of secular humanists' attack upon Christians today.

Regrettably we seem far along on the road to a New Age New World Order Socialism via an international "progressive education" curriculum. Before that can occur, though, the "progressives" will have to persuade Americans that they need a national curriculum, based upon the already defined 8 National Education Goals (or standards), with a national test. Perhaps the best means of countering the nationalization of American education is to remind the general public of the disastrous "new math" of the 1960s that "progressive" educational leaders wanted to impose on most students. Had there been a national curriculum at that time, then most students would have been seriously harmed instead of only a few.

Fortunately, there have been over the years and still are a number of organizations and courageous individuals battling the "progressives": The Mel Gablers and Pro Family Forum (Lottie Beth Hobbs) (both headquartered in TX), Florida Pro Family Forum (Dr. Shirley Correll), Maryland Coalition of Concerned Parents (Malcolm and Jacqueline Lawrence), WATCH - "Watching Education" (Judith Ammenheuser and Peggy Grimes of MD), Michigan Alliance of Families (Bettye Lewis), GEM (Guardians of Education For Maine), the Constitutional Coalition (Donna Hearne - MO), Family Advisory Council on Education (NC), National Right To Read Foundation (Robert W. Sweet, Jr.-VA), and Concerned Citizens of Southern Indiana; and individuals such as Barbara M. Morris and Berit Kjos (CA), Charlotte Iserbyt (ME), Ann Herzer and Judith Pinalto (AZ), Billy Lyon (TX), Dale and Wilma Leftwich (OK), Ruth Feld (WI), Beverly K. Eakman (MD), Anita Hoge and Peg Luksik (PA), Ann Frazier (NC), Dee Carnrite and Cris Shardelman (WA), Sarah Leslie and Marla Quenzer (IA), Michael Brunner (ID), Diana Burbridge (AR), For the Love of Children/FLOC (Brenda Fischer, Carol Hoikkala, and Sharon Kondes-MN), Greg and Kathy Finnegan (NJ), Debi Biffert (ND), among many others. But they need the help of many, many other concerned Americans if the "progressive educators" are to be defeated. Our Nation's future and the minds and souls of our children and grandchildren are at stake.

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