

SOMETHING IS DRASTICALLY WRONG with the present restructuring of education. I hope this article will persuade parents and traditional public school administrators and teachers to work together to stop the dismantling of what was once considered the finest educational system in the world. The traditional system's successful administrative structure which allowed elected school boards (working with superintendents, principals, and teachers) to provide our children with an academic education, should not be changed to accommodate the needs of the corporate fascist/socialist (government/business) partnerships and tax-exempt foundations.

One must understand that the situation with low academic test scores and unacceptable behavior of students was deliberately created over a period of 80 years, starting in the 1930s with the Carnegie Corporation's plan to use schools to bring about a Soviet-style (performance-based) planned economic system. See reference to Carnegie Corporation's *Conclusions and Recommendations for the Social Studies* (1934) and Carnegie-Soviet Academy of Science Agreement (1985). The latter agreement was signed the same year Presidents Reagan and Gorbachev signed the U.S.-USSR Education Exchange Agreement. The first experiment with Outcomes/Performance-Based Education (the restructuring system being implemented today) was Carnegie Corporation's "Eight Year Study" (1933-1941).

To get an idea of the enormity and severity of the problems addressed by this article, see the OECD-SSRC Stupski *Next-Gen Data System Workshop* (October 2010) presentation which states the following: **"We will build capacity to leave a dying system and give birth to a new one..."**
<http://www.oecd.org/dataoecd/27/17/46399963.ppt>

Solution—the following government agencies which control local education must be abolished: U.S. Department of Education, its laboratories and centers, and all federally funded state departments of education. Also, legislation must be passed prohibiting outside meddling in state or local education matters by corporations and tax exempt foundations. Such legislation would prevent international, national or corporate entities from administering attitudinal assessments and collecting private data on students, their families, educators and/or members of small businesses.

It is doubtful that major conservative groups would help in this endeavor. Our best hope is to enlist the help of traditional teachers and administrators, and small business owners, who would have to go up against their prospective organization leadership. It might work. It's worth a try.

This article is written for the benefit of parents, our children, and the teachers of our children; it explains the following:

LINK 1: Re-inventing Schools Coalition

<http://www.reinventionschools.org/resources/the-risc-approach-to-schooling/>

LINK 2: Back to Basics Reform or...OBE...Skinnerian International Curriculum and the deliberate dumbing down of america

<http://www.deliberatedumbingdown.com/>

LINK 3: Jed Brown on Behavioral Conditioning

<http://www.youtube.com/user/TheBloomergal#p/u/0/Cfb6yNEs8hs>

LINK 4: Educators Push Back Against Obama's "Business Model" for School Reform

http://www.democracynow.org/2010/9/3/educators_push_back_against_obamas_business

(If a link becomes broken, please do a Google search for the title.)

THE DEATH OF FREE WILL

PART I

BY CHARLOTTE
THOMSON ISERBYT

DECEMBER 2010

***"To extinguish the free will
is to strike the conscience
with death, for both have
but one and the same life."***

— WILLIAM ELLERY CHANNING
(AMERICAN MORALIST, UNITARIAN CLERGYMAN
AND AUTHOR, 1780-1842)

THE LAST NAIL OF SO-CALLED SCHOOL REFORM is being struck in the coffin of traditional American education which made our nation the envy of the Free World and which produced famous scientists, engineers, mathematicians, writers, artists, musicians, doctors, etc.

The reform is not new. It started in the early 1900s when John D. Rockefeller, Jr.'s Director of Charity for the Rockefeller Foundation, Frederick T. Gates, set up the Southern Education Board. In 1913 the organization was incorporated into the General Education Board. These boards set in motion "the deliberate dumbing down of America". In Frederick T. Gates' "The Country School of Tomorrow" *Occasional Papers No. 1* (General Education Board, New York, 1913) was a section entitled "A Vision of the Remedy" in which he wrote:

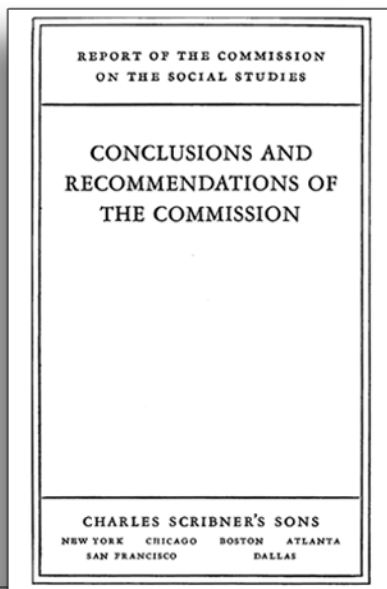
"Is there aught a remedy for this neglect of rural life? Let us, at least, yield ourselves to the gratifications of a beautiful dream that there is. In our dream, we have limitless resources, and the people yield themselves with perfect docility to our moulding hand. The present educational conventions fade from our minds; and unhampered by tradition, we work our own good will upon a grateful and responsive rural folk. We shall not try to make these people or any of their children into philosophers or men of learning or of science. We are not to raise up from among them authors, orators, poets, or men of letters. We shall not search for embryo great artists, painters, musicians. Nor will we cherish even the humbler ambition to raise up from among them lawyers, doctors, preachers, politicians, statesmen, of whom we now have ample supply."

The above quote sounds like something from one of the public/private school-to-work/tax-exempt foundation partnerships involved in the Reinventing Schools Coalition agenda, as well as other innocuous sounding current-day initiatives that are being implemented across the nation.

The above Rockefeller agenda was followed up by the Carnegie Corporation's little volume on education entitled *Conclusions and Recommendations for the Social Studies* (Charles Scribner's Sons: N.Y. 1934)—funded to the tune of \$340,000. This little book called for using the schools to turn the United States into a socialist nation, ultimately to become a member of a socialist/communist world government. Author Francis Gannon wrote that Harold Laski, the philosopher of British socialism, said of this report:

"At bottom, and stripped of its carefully neutral phrases, the Report is an educational program for a Socialist America."

Conclusions and Recommendations for the Social Studies is the most important book I ever laid my hands on. You can find it at: <http://www.americandeception.com> (See sidebar for important quotes from this book.)



Important and revealing excerpts from *Conclusions and Recommendations for the Social Studies*

"The Commission was also driven to this broader conception of its task by the obvious fact that American civilization, in common with Western civilization, is passing through one of the great critical ages of history, is modifying its traditional faith in economic individualism [*free enterprise*], and is embarking upon vast experiments in social planning and control which call for large-scale cooperation on the part of the people..." (pp. 1-2)

"... Cumulative evidence supports the conclusion that in the United States and in other countries the age of 'laissez faire' in economy and government is closing and that a new age of collectivism is emerging." (p. 16)

In 1951, *Human Relations in Curriculum Change* was published (Ed. Kenneth D. Benne and Bozidar Muntyan, The Dryden Press, Inc., NY). The book contains “Selected readings with an emphasis on group development.” Most works—written by social scientists and philosophers of-the-day—appeared in publications during the 1940s decade; some included references dating from the 1930s decade. *Human Relations in Curriculum Change* discusses “social engineering” (theory, methods); “re-education of personnel in knowledge, skills, and attitudes”; schools as potential laboratories for “experimental social science”; “human engineering”; “group thinking”; “change agents”; Kurt Lewin’s “change process” theory; “consensus”; and more.

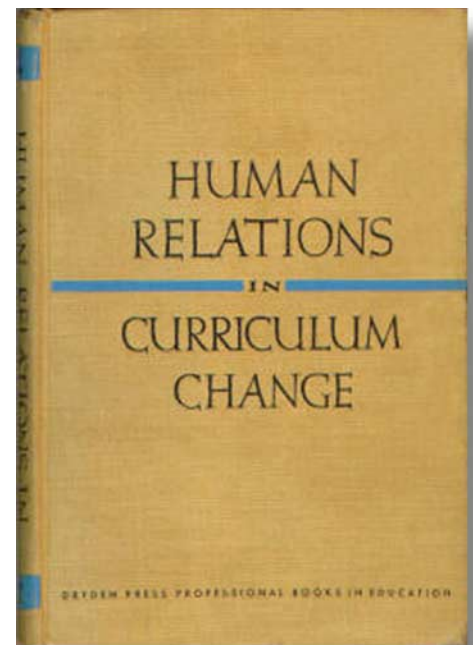
In *Critical Theory, Marxism, Dialectical Method and Total Quality Management* (2002), author Judy McLemore explains that the editors of *Human Relations and Curriculum Change* selected for inclusion “the research experiments and writings on group development and human engineering by various transformational Marxists to create a blueprint for the ‘re-education’ or brainwashing of the masses and subsequent transformation of America. It is a master plan for ‘inducing and controlling changes in social systems,’ that is, changes in the individuals within schools, government, universities, industries, etc. by way of the ‘group’ (Benne Preface, 24). . . . The plan includes a dialectical method of ‘resolving’ personal individual beliefs and dispositions of traditional Americans into a ‘common social outlook’ defined by these Marxists (336). By common they mean of the same mind, feelings, habits, knowledge, motivation, beliefs and values. In effect they mean to mold each individual personality to conform to a facilitated group adaptable to change.”

Conclusions and Recommendations for the Social Studies (1934) and the old progressive theories and practices that appeared in *Human Relations in Curriculum Change* (1951) are accommodated by school/workforce reforms today that promote so-called global competitiveness and global citizenship. (Note: the term *progressive* was “in the middle of the last century, what socialists and communists used for themselves because they believed they had the key to the future.”[1])

Please use this article “The Death of Free Will” to fight state implementation of the federal Common Core Standards. Use this article to fight the totalitarian Pavlovian/Skinnerian performance-based workforce training agenda that will dumb down students as well as teachers . . . which will pay teachers for students’ good grades (teach to the test/what are they testing?) and very likely also pay children as well for good grades.

This agenda MUST be stopped or all of us will suffer: our children, their teachers, and our free political and economic system of government. Once FREE WILL is destroyed, there is no protection from descending to the level of animals, subjected to “training”. Only human beings can be educated. Why have we opted for animal training, with or without the computer, rather than continuing to educate our children in the traditional way for upward mobility?

This is the ultimate war for our children’s minds and souls. No other war has ever been more important. If you don’t have time to read this entire article, please at least click on the links at the beginning of this article as well as their associated links. Descriptions of the links follow.



“Human Relations in Curriculum Change describes the process of behavior modification, the process of socialization, conscientization, democratization, etc. Using group dynamics, the pressure of peer rejection or approval, to generate tension between what one believes, his prior standards, and his desire to participate in group activities. This ‘oppressed knowledge’ is given permission to be expressed, ‘liberation’ before the group, and once expressed, if approved by the group, through dialogue, producing a ‘dialogical consciousness.’ Trust in ‘oppressed knowledge’ liberates each individual from their prior cultural standards, re-educating them to the group life, group think experience, called brainwashing.”

– DEAN GOTCHER

[1] Project MUSE - *Sewanee Review*, Vol. 118, No. 2, Spring 2010, The John Hopkins University Press. Accessed 10/2010. <http://muse.jhu.edu/login?uri=/journals/sewanee_review/v118/118.2.richardson.html>

<http://www.reinventingschools.org/resources/the-risc-approach-to-schooling/>

The Re-inventing Schools Coalition (RISC) website has an “official” plan to restructure American education. In the plan, K-12 academics will change into a non-competitive, individualized, non-graded, “take as long as is necessary to graduate (at 14 or at 21!) workforce and values retraining.

At the RISC website I discovered that the “restructuring” plan was being implemented in the elementary school in my tiny Town of Dresden, Maine. Evidently Maine accepted this non-traditional “outcomes-based”



RISC

Re-Inventing Schools Coalition

program, which uses the business model of Total Quality Management, as “the way to go”. (Didn’t Americans want to throw out the Outcomes-Based Education (OBE) agenda of Presidents Reagan, Bush I, Clinton and Bush II?)

Richard DeLorenzo is the co-founder of the Reinventing Schools Coalition. He has been promoting his agenda at meetings across the State of Maine. A 4/16/02 *Washington Post* article by David Broder entitled “Remote school district lights path to success” discusses Richard DeLorenzo’s agenda. Broder’s article says in part:

“In the [RISC] plan, K-12 academics will change into a non-competitive, individualized, non-graded, take as long as is necessary to graduate (at 14 or at 21!) workforce and values retraining.”

“Last week, the Chugach (Alaska) superintendent, Richard DeLorenzo, stood before a ballroom full of high-powered executives, explaining how little Chugach (Alaska) had won the Malcolm Baldrige National Quality Award, an honor that in the past has gone to companies such as Cadillac and Ritz-Carlton as a signal of their success in providing customer satisfaction ... All three (schools) represent remarkably successful collaborations among local communities, educators and businesses in setting common goals and relentlessly measuring where they stand in achieving them. But it is the Chugach story that carries the strongest message to districts that take seriously President Bush’s challenge to “leave no child behind.”. . . “This was not accomplished, DeLorenzo stressed, by ‘teaching to the test’.”

To the contrary, the Chugach curriculum goes beyond the basics to include technology (a laptop is provided every student), science and social studies. Special emphasis is placed on service learning involving students in community projects, personal health (to offset alcoholism, which is widespread in the villages), cultural awareness (to broaden horizons) and career development (to ease the transition to work).

The district provides performance pay bonuses and scholarship benefits to its teachers and offers them an unusually robust 30 days a year of in-service training. . . . But the key to success, DeLorenzo said, was the application of “Baldrige principles” to the whole process. It began with structured discussions with the ‘customers,’ the parents and other villagers, local businesses and the students themselves, to identify their needs and goals. The whole system was then redesigned to achieve those results. ... Instead of measuring “seat time” in the classroom and promot-

ing students from grade to grade, whatever their skills, an individual work plan is developed for each student, who then proceeds at his or her own pace. Teachers monitor pupils' progress constantly and report to their families on how they are doing. Some students meet all the graduation requirements by 14; others have stayed in school until 21. Subjecting familiar bureaucratic structures and methods to rigorous scrutiny in pursuit of measurable improvements in customer satisfaction is the defining characteristic of the Baldrige approach, whether it be in check-printing companies or fast food chains (two other winners this year) or in schools. This systemic approach to education reform, championed by organizations such as the National Alliance of Business, is being tried in a growing number of districts across the country, and DeLorenzo recently lobbied Secretary of Education Rod Paige to embrace it as the best bet to achieve Bush's goals."

Isn't the above agenda used in communist/socialist countries that have "planned" economies? What does this kind of education have to do with reading, writing, and math skills, understanding of history, the United States Constitution and our republican form of Government? What room is there in DeLorenzo's agenda for art, music, foreign languages, and sports? Will the use of this international business model (Total Quality Management) in our schools allow for the encouragement in our children of ingenuity, imagination, intellectual curiosity, individuality, the pursuit of their hopes and dreams? Our children are human beings, not animals to be trained. They have been created by God, with a soul, intellect, conscience, imagination. Education must consider these factors.

The Reinventing Schools Coalition's plan is the opposite of the system heretofore used in U.S. schools. School/business partnerships in some areas are now determining a child's future according to the needs of the local economy (how many and what jobs are required to be filled in the local economy). This is referred to as a "quota system". This determination is made at an early age, usually in elementary school. This is not the American Way which created upward mobility for millions of Americans and due to its success influenced millions of foreigners to come to our nation to experience the American Dream.

The final, complete restructuring of education (destruction of academic focus in the U.S.) is taking place as I write. You may read about it in your local papers. Look for key words (*see sidebar "Education change agent jargon"*) which are also included in the Reinventing Schools Agenda. None of this jargon is new to education. These terms have been used, albeit in different wording, in "learned" discussions for almost a century!

When parents, teachers, and taxpayers catch onto the real meaning of a program or method, the name is changed. For example: "mastery learning" was re-packaged as "outcomes-based education" as a result of the outcry over the Chicago Mastery Learning disaster. The Chicago Mastery Learning Program was described as "a tragedy of enormous proportions with almost one-half of the 39,500 public school students in the 1980 freshman class failing to graduate, and only one-third of those graduating able to read at or above the national 12th grade level." (*Education Week*, 3/6/85) This is why "mastery learning"—necessary for school-to-work training—is not mentioned in the Reinventing Schools Coalition agenda.

Education change agent jargon:

Restructuring, Standards-based Instruction, Common Core Standards, National Testing, Shared Leadership, Shared Vision, Continuous Improvement, Student-centered Classroom; "Effective, i.e., Skinnerian 'What Works' Training, Teaching and Learning, Charter Schools, Pay for Performance, Merit Pay, Community Service, Service Learning, School/Business/Community Collaboration/ Partnerships, Global Education, Lifelong Education, Outcomes/Performance/Results-Based Education, Individualized Education, Individual Education/ Work Plans (Student Proceeds at Own Pace), Cooperative Learning, Benchmarks, Expected Behaviors for Students and Teachers, Total Quality Management, The Baldrige Award, Measurable Improvements in Customer Satisfaction, Systemic approach to Education Reform, Career Development, Best Practices that Relate to Standards-based Grading, School Consolidation, "Clusters of standards" which will be scored as in elementary schools with EXCEEDING, MEETING, PARTIALLY MEETING OR NOT MEETING THE STANDARDS, formative assessments, summative assessments, in-service training, goals, "measurable" everything (Skinnerian terminology), Direct Instruction/ direct instruction, Critical Thinking, Non-graded Schools, Computer Technology, Computer-Assisted-Instruction, Block Scheduling, Year-round Schools, Outcomes/Results/ Performance-based Education, International education, Partnership for 21st Century Skills, process, critical literacy, etc.

What kind of education?

Traditional definition of education:

“The drawing out of a person’s innate talents and abilities by imparting the knowledge of languages, scientific reasoning, history, literature, rhetoric, etc.—the channels through which those abilities would flourish and serve.” – *The New Century Dictionary of the English Language* (Appleton, Century, Croits: New York, 1927)

What does the Reinventing Schools Coalition agenda have to do with the traditional definition of education? Very little.

Should we not question the kind of education/training planned and implemented gradually over a period of 80 years (The National Alliance of Business calls for Kindergarten through Age 80 education/training) and presently being presented to Americans as the solution to all our problems (economic, political and social)? Is this the kind of education which gave the United States its celebrated writers, musicians, artists, scientists, mathematicians, engineers, doctors, inventors, etc.,—individuals whose accomplishments made our nation the envy of the world?

The type of so-called education being promoted throughout the United States is not truly “education”. It is a system of Skinnerian/Pavlovian group-oriented, collectivist, brainwashing/training in lower level skills and the necessary attitudes and values for the workforce, using the computer (the operant conditioning machine) in conjunction with “programmed” learning (mastery learning/direct instruction) software.

This kind of “learning” does NOT transfer; it bypasses the brain. That is a key feature of operant conditioning: IT WORKS! Not to “educate” your children, but to “train” them. Operant conditioning does not allow for any real thinking processes to take place. It works to the same extent that animal training works. Stimulus/response; rewards/punishments.

What kind of a country will we have after 100 years of such conditioning/training where students and teachers respond to bells and whistles, are not allowed to deviate from the script, and are conditioned to think, act, and behave as the school/business partnerships want?

There will be no mention of Skinnerian/Pavlovian “mastery learning” in the efforts to get Americans on board the “reinventing education” agenda. The socialist change agent educrats (working with the business community TQM gurus, tax-exempt foundations, Bill Gates, *et. al.*) don’t want you to connect what they are doing with the detested Outcomes-based Education of Presidents Reagan, Bush I, Clinton, and Bush II.

This is the same Skinnerian Outcomes-Based Education rat lab program—The Far West Laboratory’s “Excellence in Instructional Delivery Systems: Research and Dissemination of Exemplary Outcome-Based Programs”—that was funded by my old office in the U.S. Dept. Of Education. The program was carried out by the major guru of Mastery Learning, William Spady—the educator referred to as “the one parents most love to hate.” Spady is listed as one of the Resources for the Reinventing Schools Coalition. Spady served as “Senior Research Consultant to the Washington D.C. schools during 1977-1978—the same time the D.C. schools implemented mastery learning.

A *Washington Post* article dated August 1, 1977, entitled “Competency Tests Set in 26 Schools, states that Thomas Sticht—a close associate of Spady’s, later named to the Secretary’s Commission on Achieving Necessary Skills (SCANS)—also served as an associate director at the

“... a key feature of operant conditioning: IT WORKS! Not to ‘educate’ your children, but to ‘train’ them. Operant conditioning does not allow for any real thinking processes to take place. It works to the same extent that animal training works. Stimulus/response; rewards/punishments.”

National Institute of Education (NIE) at the same time mastery learning was implemented in the D.C. schools. The Post article quoted Sticht extensively, verifying that he and Spady were deeply involved in the implementation of the new mastery learning curriculum. Later in 1982, The *Washington Post* again paraphrased Sticht as follows:

“Many companies have moved operations to places with cheap, relatively poorly educated labor. What may be crucial, they say, is the dependability of a labor force and how well it can be managed and trained, not its general educational level, although a small cadre of highly educated creative people is essential to innovation and growth. Ending discrimination and changing values are probably more important than reading in moving low income families into the middle class.”

THE ABOVE QUOTE EXPLAINS HOW AND WHY YOUR CHILDREN WILL BE TRAINED IF YOU DON'T KEEP THE RE-INVENTING SCHOOLS COALITION OUT OF YOUR LOCAL SCHOOL!

The Reinventing Schools Coalition calls for each student to have a laptop computer. The computer, in conjunction with powerful values-changing software, will be used to accomplish the agenda. The ability of the computer to teach values (an unfortunately large part of modern American education) is discussed in an article entitled “Can Computers Teach Values” by Joseph A. Braun, and Kurt A. Slobodzian, Assistant Professors in the Department of Curriculum and Instruction of the Northern Illinois University School of Education in Dekalb, Illinois, published in the April 1982 issue of *Educational Leadership*. Some excerpts follow:

“A student using computer-assisted-instruction (CAI) in the examination, evaluation, and acquisition of values would be able to do so with mature guidance in an environment free from potential rejection or scorn...

“Another pitfall for teachers of values education is the invasion of a child's right to privacy. Well-intentioned teachers often expect self-disclosure beyond a student's limit of psychological safety (Lockwood, 1977) by demanding deeply personal revelations from participants who are not prepared to discuss their more private thoughts. The computer, in contrast, has no misguided need to get to know “the real you. The computer, then, is ideally suited to the role of facilitator in values education...”

Behavioral psychologist, B.F. Skinner, said “I could make a pigeon a high achiever by reinforcing it on a proper schedule” and called the computer “his box”. Duston Heuston of Utah's World Institute for Computer-Assisted Teaching (WICAT) said:

“We've been absolutely staggered by realizing that the computer [Skinner's “Box”—Ed.] has the capability to act as if it were ten of the top psychologists working with one student . . . You've seen the tip of the iceberg. Won't it be wonderful when the child [“your child, parent!”—Ed.] in the smallest county in the most distant area or in the most confused urban setting can have the equivalent of the finest school in the world on that terminal and NO ONE CAN GET BETWEEN THAT CHILD AND THAT CURRICULUM? We have great moments coming in the history of education.”

“We want one class of persons to have a liberal education and we want another class of persons, a very much larger class of necessity in every society, to forego the privilege of a liberal education and fit themselves to perform specific difficult manual tasks.”

— WOODROW WILSON, THEN-PRESIDENT OF PRINCETON UNIVERSITY, ADDRESS TO THE FEDERATION OF HIGH SCHOOL TEACHERS (QUOTE PUBLISHED IN “CONSUMER ADVOCATES IN THE CLASSROOM” BY JEAN PATTON, T.I.S. PUBLICATIONS, P.O. BOX 1998, BLOOMINGTON, IN 47402).

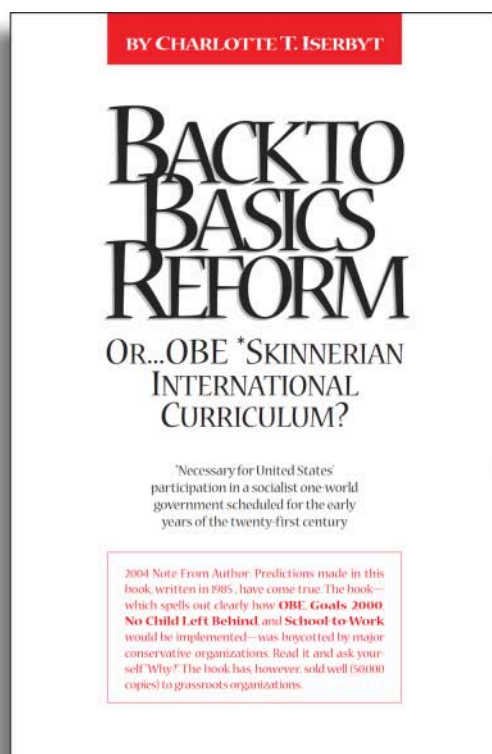
BACK TO BASICS REFORM OR . . . OBE . . . SKINNERIAN INTERNATIONAL CURRICULUM AND THE DELIBERATE DUMBING DOWN OF AMERICA

<http://www.deliberatedumbingdown.com/>

Professor Benjamin Bloom—father of Skinnerian Outcome-based Mastery Learning—defined the purpose of education and teaching:

“ . . . the purpose of education and the schools is to change the thoughts, feelings and actions of students.” ^[1]

“[Good teaching is] challenging the students’ fixed beliefs.” ^[2]



The second link contains my little 39-page book *Back to Basics Reform or...OBE...Skinnerian International Curriculum* (*Necessary for United States participation in a socialist one world government scheduled for the early years of the twenty-first century). This little booklet is listed as one of many pdfs on the home page of my big book *the deliberate dumbing down of America* website. It was written in 1985, after I was fired from my job in the U.S. Dept. of Education for leaking to the media an important technology grant entitled “Project BEST: Better Education Skills through Technology”.

Project BEST put federally-funded and developed computer software (curriculum) into every school of the nation. The following was stated in the Grant Proposal’s “PROJECT DESIGN FEATURES”:

“What we can control or manipulate: state participation/selection process; role of advisors; content of program; training of state leaders; resource people utilized; basic skills content areas emphasized; perception of need to use technology.”

So much for local control! *Back to Basics Reform* exposed the plans of the Marxist educators in the U.S. Dept. of Education to implement the Skinner method (OBE, mastery learning/direct instruction) in conjunction with the computer. Since my exposure of the implementation of the Skinnerian “Effective School Reform” agenda took place on so-called “conservative” President Reagan’s watch, it was decided by the major conservative leadership in the USA to BOYCOTT my book. Rumors were spread that “Iserbyt is sour grapes since she got fired from her job” or claims that “the book is difficult to understand”, etc. Read it for yourself and come to your own conclusion. As the author of *Back to Basics Reform*, I believe that if this book had been read widely—by millions of parents and educators throughout the U.S. and Canada—we would not be looking at a takeover of our schools by the business community. Nor would we be facing the loss of FREE WILL through the unhindered use of the computer to train in so-called workforce skills and to change values.

The Pavlovian/Skinnerian method of Operant conditioning bypasses the brain with all the important functions which distinguish man from an animal: memory, conscience, imagination, insight, and intuition, functions by which human beings know absolutes and truths and are able to know God.

[1] Benjamin Bloom, *All Our Children Learning* (1980), New York, McGraw Hill

[2] Benjamin Bloom, *Taxonomy of Educational Objectives* (1956)

The second link also contains my 700-page book *“the deliberate dumbing down of America”*. The book contains an important article by Ann Herzer, a former public school reading specialist. I believe she was the first teacher to publicly oppose the manipulative Skinnerian method that she encountered during a required in-service teacher training for the Exemplary Center for Reading Instruction (ECRI). Her article entitled “Our Children: The Drones” is found on A-143-149 of my 3D book. Ann provides much good research when she describes what she went through during the in-service training for ECRI.

Ann rebelled and ended up resigning as a teacher, all the while she fought the method. Ann was instrumental in getting the Arizona affiliate of the American Federation of Teachers (AFT) to unanimously oppose the use of federally-funded operant conditioning programs on teachers and students in America.

The late Al Shanker, former President of the AFT, kept the resolution from being considered at the 1984 annual AFT Convention. Shanker, later, was deeply involved in implementing the Reagan/Bush/Clinton Administration plan school-to-work agenda that requires the Skinnerian operant conditioning method for training purposes! A *Bangor Daily News* article of July 18, 1989, carried an AP item entitled “Long-Awaited National Teaching Certificate Detailed” which described in a nutshell the so-called “voluntary” national teacher certification system first called for in 1986 by the Carnegie Forum on Education and Economy report: *“A Nation Prepared: Teachers for the 21st Century”*. The last paragraph stated:

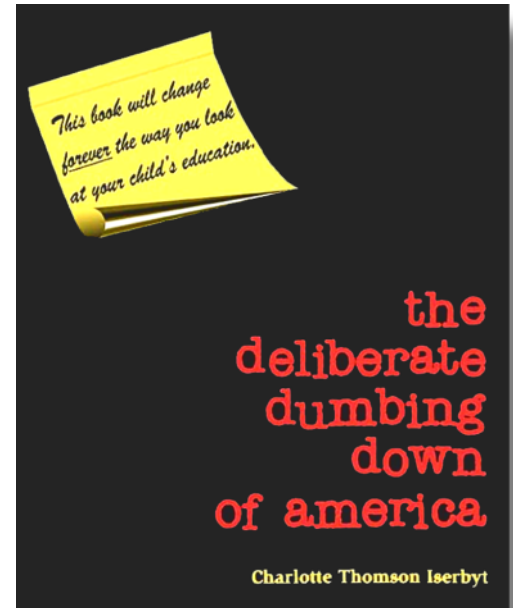
Albert Shanker, president of the American Federation of Teachers and a longtime backer of national teacher certification, said the criteria laid out Monday prove the skeptics wrong. “They said it couldn’t be done, but we did it,” Shanker said. “We can be proud that we have come so far.”

The ECRI program is the sister program to Engelmann’s Direct Instruction DISTAR (being supported by the conservative leadership who were instrumental in passage of The Reading Excellence Act. This Act put in place the use of the Skinner scientific, research-based method to teach reading). ECRI calls for the use by teachers of stopwatches to time children. Ann Herzer provided me with copies of letters from medical doctors who stated that the ECRI methods caused children to become ill. The 100-page ECRI teacher training pre-service manual is devoted to the training of teachers in stimulus-response operant conditioning techniques. The teacher and source materials listed for ECRI include the:

“Adaptation of Birds”; “Monitoring Forms Before and After Instruction” (observation data sheet records).
 “How to Teach Animals” by B.F. Skinner, “How to Teach Animals: A Rat, A Pigeon, A Dog” by Kathleen and Shauna Reid, etc.

The late Dr. Jeanette Veatch, internationally known in the field of reading, called the ECRI program “A more modern version of breaking children to the heel of thought control.” She added, “it is so flagrantly dangerous, damaging and destructive I am appalled at its existence.” And yet, regardless of influential voices in opposition to this rat training method, its sister program, DISTAR, is presently being used across the country to teach reading, with teachers using bells, whistles, clickers, and snapping their fingers to control their students’ behaviors.

(A downloadable pdf of *the deliberate dumbing down of america* is available at <http://www.deliberatedumbingdown.com>)



**... Dr. Jeanette Veatch
 ... called the ECRI program
 “A more modern version of
 breaking children to the heel
 of thought control.” She added,
 “it is so flagrantly dangerous,
 damaging and destructive
 I am appalled at its existence.”**



EDUCATORS PUSH BACK AGAINST OBAMA'S "BUSINESS MODEL" FOR SCHOOL REFORM

http://www.democracynow.org/2010/9/3/educators_push_back_against_obamas_business

The following words of a concerned teacher, Lois Weiner, surely reflect the views of those of us who have carefully researched the restructuring movement as it relates to the “method”, “school choice/charter schools”, etc. In an interview, Weiner says in part:

JUAN GONZALEZ:—the right-wing foundations, the Walton Foundation, the Eli Broad Foundation, as well as all of the hedge fund and Wall Street people that have gotten involved in funding schools and creating charter networks. What do you analyze is behind this?

LOIS WEINER: Well, I mean, their effect has been, really, all-encompassing and quite pernicious. And we have a great deal of research about what's going on with this, if we want to take a look at it. It's never—it's never mentioned in the popular media, in the corporate mass media. And they are controlling the education agenda. They are controlling these new core curriculum standards. And if people really looked at these core curriculum standards, I think they would be aghast. You know, vocationalization of the curriculum is beginning in first grade. They're doing career education in first grade, if you look at these standards. What is that about? That we're preparing kids for the workforce when they're in first grade? And the foundations, the right-wing foundations, including the Gates Foundation, they are absolutely driving this. They're funding it. They're funding the media campaign to persuade people that this is necessary. And they are funding the—

KAREN LEWIS: Research.

LOIS WEINER: They're funding the research. (End Excerpt)

Some readers may think: “I’ve never heard of what Charlotte’s talking about; my school doesn’t use such a ‘sick’ method to teach my children.” My answer is: “If your school is not located in an inner city or doesn’t have a large number of disadvantaged students covered by Title I, then your school may not be using the Skinner method.” The federal Title I program is what spread this method across the country.

Siegfried Engelmann, the developer of the DISTAR (direct instruction) method to teach reading, has received federal tax monies from the U.S. Office of Education—now known as the U.S. Department of Education—since the late 1960s. These programs were part of the **Follow Through experiments**. (See sidebar next page.)

First, hide it by implementing it only in the inner city schools, for minority and underprivileged children. That is what “change agents” from the U.S. Office of Education did in the late sixties after passage of the Elementary and Secondary Education Act (ESEA) — now called “No Child Left Behind”. The ESEA basically changed the teacher from a dispenser of knowledge to a little psychiatrist, using The Behavior Science Teacher Preparation program to brainwash teachers into switching from true teaching to “operant conditioning/performance-based training”. Edu-

LINK 3



JED BROWN ON BEHAVIORAL CONDITIONING (1994)

<http://www.youtube.com/user/TheBloomergal#p/u/0/Cfb6yNEs8hs>

This powerful video of the late O. Jerome (Jed) Brown discusses Skinner’s behavioral psychology and how it works in the training of rats (your children?). Jed was an educator who opposed the Skinnerian Outcomes Based Education (mastery learning/direct instruction) being rammed down our throats in the eighties and nineties and now being pushed under new labels, such as “The Reinventing Schools” label.

Jed majored in behavioral psychology and, in order to become expert in his understanding of the method, had his own pet rats who he trained to “perform”.

Jed ran for Superintendent of Schools in the state of Washington. He didn’t win since he ran up against the very powerful forces in education and business (same ones Ann Herzer encountered in

Arizona) who need this method for the training of our children in perfunctory skills in the global service economy. (Refer back to Thomas Sticht quote.)



Left: O. Jerome (Jed) Brown. Visit website

“Remembering Jed: A Traditional Educator”:

<http://jedbrown-traditionaleducator.blogspot.com/>

cation Week, March 6, 1985, carried an article entitled **“Half of Chicago Students (18,000) Drop Out, Study Finds: Problem Called Enormous Human Tragedy”**.

Click on Link # 2 and scroll down to pdf entitled **“Experimentation on Minorities”**, an article I wrote which explains how the inner city children were used as guinea pigs to pilot the Skinner system, necessary for “across the board — all students” school-to-work training in the service economy now in 2010 being implemented nationwide. Most jobs are and will be in the service economy and will not require the truly challenging academic education once found in our nation’s public schools.

The reader may wonder why anyone in their right mind would spend thirty years of his/her life trying to get people to listen to her regarding an education program/method. Ordinarily I wouldn’t continue to bother, even to explain to parents the dangers of all the values-changing programs that have been foisted on our children since 1965. I fought them as a local school board member. The reason I will go to my grave trying to educate people about this animal training method follows:

It is so powerful, in conjunction with the computer, that your children’s values *will change*. Even if schools used computers to instill “absolute” values, I would be equally opposed since the student has no defense against the power of the software in conjunction with the computer. His/her free will to select what he or she agrees with or not is effectively shut down. Children will be unable to resist the virtual elimination of their free will since it bypasses the brain and works on the nervous system to elicit “correct” responses. At least with the destructive values changing programs of the sixties, seventies, eighties and nineties your child was still able to use his brain (intellect) and conscience to accept or reject whatever the school was trying to present to him as a “new” way of looking at things.

Please read the following quote taken from the May 1985 issue of *The Effective School Report* and found on page 32, “Back to Basics Reform...” This quote illustrates perfectly how the power of Skinnerian “Effective school” research (without even using the computer) is being applied in conditioning the classroom teacher and in turn guaranteeing the teacher Merit Pay/Pay for Performance:

“The principal expects specific behaviors from particular teachers which should then translate into achievement by the students of these teachers; because of these varied expectations, the principal behaves differently toward different teachers, i.e., body language, verbal interactions and resource allocations. This treatment also influences the attitudes of the teacher toward the principal and their perception of the future utility of any increased effort toward student achievement. If this treatment is consistent over time, and if the teachers do not resist change, it will shape their behavior and through it the achievement of their students...With time teachers’ behavior, self-concept of ability, perceptions of future utility, attitude toward the principal, and students’ achievement will conform more and more closely to the behavior originally expected of them.” (Note the word “treatment” which is classic Skinnerian behavior modification operant conditioning terminology.)

“Project Follow Through was the largest and most expensive federally funded experiment in education ever conducted. The most extensive evaluation of Follow Through data covers the years 1968-1977; however, the program continued to receive funding from the government until 1995 (Egbert, 1981, p. 7). Follow Through was originally intended to be an extension of the governments Head Start program, which delivered important educational, health, and social services to typically disadvantaged preschool children and their families. The function of Follow Through, therefore, was to provide a continuation of these services to students in their early elementary years.”

—THE FOLLOW THROUGH EVALUATION.

PSYCHOLOGY WIKI (ACCESSED 10/2010)

http://psychology.wikia.com/wiki/Project_Follow_Through

“We must change the people who manage the school program, it is frequently said, if we are to change the ‘curriculum’. Thus [Alice] Miel has remarked, ‘To change the curriculum of the school . . . means bringing about changes in people — in their desires, beliefs, and attitudes, in their knowledge and skill. . . . In short, the nature of curriculum change should be seen for what it really is — a type of social change, change in people, not mere change on paper.’ ”

— HUMAN RELATIONS IN CURRICULUM CHANGE,
ED. KENNETH D. BENNE AND BOZIDAR MUNTJAN,
THE DRYDEN PRESS, INC., NY, 1951, PG. 7.

THE DEATH OF FREE WILL

PART II

BY CHARLOTTE
THOMSON ISERBYT

DECEMBER 2010

THE SAME OLD SNAKE OIL PEDDLERS—opposed by parents and researchers for the past four decades—are listed as resources for “Reinventing Schools Coalition”. Is it possible “they” who are imposing this performance-based curriculum on our teachers and children really believe that we could ever forget these evil people who have been in charge of destroying not only our children’s religious values, but what was once known as the finest education system in the world, in order to set in place the education system necessary for a totalitarian international socialist world?

I guess they figured that we would die or go away and leave them alone as they return to hammer the last nail in the coffin. The most well-known names listed at the Reinventing Schools Coalition website follow: Robert Marzano, William Glasser, Madeline Hunter, William Spady, who was in charge of the infamous 1984 U.S. Department of Education Utah Outcomes-Based Education project/grant which promised and succeeded in “putting outcomes-based education in all the schools of the nation”. In my testimony at the 1984 U.S. Dept. of Education hearings supporting the Protection of Pupil Rights Amendment (Hatch Amendment), I called for the firing of these and numerous other federally funded “change agents”.

Have you noticed how the conservative leadership is silent about the role of the U.S. Department of Education (US DOE) in the “deliberate dumbing down” of our schools, our children and their teachers? Ever since former President Reagan failed to carry out his promise to abolish the US DOE—from whence come all the destructive non-academic programs mentioned in this article and more—conservatives and the controlled media have only attacked the two teachers unions, the NEA and the AFT. Rarely is there mention of the unconstitutional Marxist monstrosity at 400 Maryland Ave. (Washington, D.C.) that is in bed with the UNESCO, World Bank, IMF, OECD (Organization for Economic Cooperation and Development), national and international corporations, etc.

I am not in the habit of defending the agenda of the teachers unions or their leadership. However, I find it strange that teachers unions are getting all the bashing. For the past 25 years, teachers have become the scapegoats for the conservative leadership/media. Is it possible that conservative leaders might want to keep the U.S. Department of Education so it can—with the business community and, interestingly enough, with the “select” leadership of the two unions—use the U.S. Department of Education to implement this international retraining of our children and teachers, using choice/charter schools as part of the global economic agenda?

(See “The Seven Cardinal Principles Revisited” published in the NEA’s *Today’s Education*, 65, 3, Sept./Oct. 1976; read excerpts in “the deliberate dumbing down of America” p, 140-141. The agenda spelled out in this article includes the involvement of very important members of the international business community, including David Rockefeller and the late McGeorge Bundy of the Ford Foundation. The members of the Preplanning Committee read like a “Who’s Who of Leading Globalists” the over-all global economic agenda? Isn’t the Department of Education in essence a Ministry of Education as found in foreign countries? Isn’t it necessary for school-to-work training at the international level? How otherwise could the United States participate in the necessary school-to-work/employment data collection taking place at the international level?)

Those who “bash” teachers should read the teachers’ critique of Skinnerian Outcomes-Based Education being implemented right now by the Reinventing Education Agenda—supported by the leadership of the left and the right. The Philadelphia Federation of Teachers—an affiliate of the American Federation of Teachers—stated its opposition to Outcome-Based Education (OBE) in a November 20, 1992 letter to Pennsylvania state senators (*see excerpt at right*).

The good teachers who wrote the resolution understood what was happening in their profession. And the school/business gurus have the nerve to serve this nasty OBE Pavlovian multi-coursed dinner to us EIGHTEEN YEARS LATER under the title “Reinventing Schools”!!!

* * * * *

The noted writer and philosopher C.S. Lewis states very clearly the serious philosophical implications inherent in the substitution of workforce training for traditional academic/classical education. This is explained in “C.S. Lewis on Liberal Arts Education” by Gregory Dunn which was published in the newsletter *On Principle* from the John M. Ashbrook Center for Public Affairs (April 1999, Vol. VII, No. 2). Excerpts from Dunn’s article follow:

The first reason we study the liberal arts has to do with freedom. That freedom is an integral part of the liberal arts is borne out of C.S. Lewis’ observation that “*liberal* comes of course from the Latin *liber*, and means free”. Such an education makes one free, according to Lewis, because it transforms the pupil from “an unregenerate little bundle of appetites into “the good man and the good citizen.” We act most human when we are reasonable, both in thought and in deed. Animals, on the other hand, act wholly out of appetite. When hungry, they eat, when tired, they rest. Man is different. Rather than follow our appetites blindly we can be deliberate about what we do and when we do it. The ability to rule ourselves frees us from the tyranny of our appetites, and the liberal arts disciplines this self-rule. In other words, this sort of education teaches us to be most fully human and thereby, to fulfill our human duties, both public and private.

Lewis contrasts liberal education with “vocational training,” the sort that prepares one for employment. Such training, he writes, “aims at making not a good man but a good banker, a good electrician. . . or a good surgeon.” Lewis does admit the importance of such training — for we cannot do without bankers and electricians and surgeons — but the danger, as he sees it, is the pursuit of training at the expense of education. “If education is beaten by training, civilization dies,” he writes, for the

***The Philadelphia Federation of Teachers
— excerpt from a November 20, 1992 letter
to Pennsylvania state senators***

“OBE should be a pilot project at best, and tested in several schools as a welcome addition to the existing Carnegie Units. It should not be implemented state-wide because it could be a costly disaster. OBE has no grade designations. OBE has minimal “benchmark” designations. There are no time designations. For example, a student completes all English requirements in one and one-half years. This student is not required to further develop English skills in the remaining two and one-half years of his/her high school career. There are NO safety nets for students. OBE is really non-graded schools and non-graded classrooms. It is a very dishonest approach to slipping this whole structure into place. Parents, teachers, and students have a right to honestly discuss these very important educational plans. We would appreciate your support in the closing days of this legislative session to block any implementation of Outcomes-Based Education here in the Commonwealth of Pennsylvania.”

***That freedom is an
integral part of the liberal arts
is borne out of C.S. Lewis’
observation that “liberal comes
of course from the Latin liber,
and means free”. Such an
education makes one free,
according to Lewis, because it
transforms the pupil from “an
unregenerate little bundle of
appetites into “the good man
and the good citizen.”***

— GREGORY DUNN, “C.S. LEWIS ON
LIBERAL ARTS EDUCATION”, APRIL 1999.

“If education is beaten by training, civilization dies,” he [Lewis] writes, for the “lesson of history” is that “civilization is a rarity, attained with difficulty and easily lost.” It is the liberal arts, not vocational training, that preserves civilization by producing reasonable men and responsible citizens. . .

— GREGORY DUNN, “C.S. LEWIS ON LIBERAL ARTS EDUCATION”, APRIL 1999.

“lesson of history” is that “civilization is a rarity, attained with difficulty and easily lost.” It is the liberal arts, not vocational training, that preserves civilization by producing reasonable men and responsible citizens. . .

A third reason we study the liberal arts is because it is simply our nature and duty. Man has a natural thirst for knowledge of the Good, the True, and the Beautiful, and men and women of the past have made great sacrifices to pursue it in spite of the fact that, as Lewis puts it, “human life has always been lived on the edge of a precipice.” In his words, “they propound mathematical theorems in beleaguered cities, conduct metaphysical arguments in condemned cells, make jokes on scaffolds.” So, finding in the soul an appetite for such things, and knowing no appetite is made by God in vain, Lewis concludes that the pursuit of the liberal arts is pleasing to God and is possibly, for some, a God-given vocation. . . .

. . . Truly, we ignore the liberal arts only at our peril. Without them we will find ourselves increasingly unable to preserve a civilized society, to escape the errors and prejudices of our day, and to struggle in the arena of ideas to the glory of God.



ABOUT THE AUTHOR

CHARLOTTE THOMSON ISERBYT is the consummate whistleblower! Iserbyt served as Senior Policy Advisor in the Office of Educational Research and Improvement (OERI), U.S. Department of Education, during the first Reagan Administration, where she first blew the whistle on a major technology initiative which would control curriculum in America's classrooms. Iserbyt is a former school board director (Camden, Maine) and was co-founder and research analyst of Guardians of Education for Maine (GEM) from 1978 to 2000. She has also served in the American Red Cross on Guam and Japan during the Korean War, and in the United States Foreign Service in Belgium and in the Republic of South Africa. Iserbyt is a speaker and writer, best known for her 1985 booklet *Back to Basics Reform or OBE: Skinnerian International Curriculum*. Her articles have been published in *Human Events*, *The Washington Times*, *The Bangor Daily News*, and her testimony is included in the record of Congressional hearings.

E-MAIL: dumbdown00@yahoo.com

WEBSITE: <http://www.deliberatedumbingdown.com>

“This history of the restructuring of education from academics to the socialist/fascist/communist polytechnical system of workforce training would never have happened without the help of Debbie Niwa. I want to extend my deepest appreciation to Debbie for the superb job she did editing and adding her own research to my original work. It is due to her talent and diligence that this information is being brought to the attention of the American public at this very critical juncture in our nation's history.”

— CHARLOTTE THOMSON ISERBYT