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Training Our Children for the Global Economy

The Mutinational Corporations' Role in Dumbdown, Facist/Socialist Planned Economy

by Charlotte T. Iserbyt & Melanie K. Fields

Democracy... means voluntary choice based on an intelligence that is the outcome of free association and communication with others. It means a way of living together in which mutual and free consultation rule instead of force, and in which cooperation instead of brutal competition is the law of life; a social order in which all the forces that make for friendship, beauty, and knowledge are cherished in order that each individual may become what he, and he alone, is capable of becoming. --John Dewey, "Education and Social Change," *The Social Frontier*, May 1937

Whenever the prevailing economic system is founded upon private property, there will be found private institutions promoting research, welfare, recreation, and education. The status and vitality of these institutions will vary in direct proportion to the degree of privateness existing with respect to property. If private property is to be abandoned in the United States, private schools will disappear... In view of this threat, many educators and, curiously enough, educators who had hitherto been associated with the progressive education movement, have also indicated that professional or moral support should be withdrawn. --Eduard C. Lindeman, "The Future of Private Schools," *Progressive Education*, January 1936

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

We have been propagandized to think that Fascism is dead. But this philosophy of life, and thus the government that results, is as old as man, and never goes away. It is merely reincarnated through the ebb and flow of history, only to resurface having taken on a different form.

Public education has been successful in that most Americans would not recognize Fascism if it hit them in the face. So, what is Fascism, or the essence thereof? *The American Heritage Dictionary* defines Fascism this way:

A philosophy or system of Government that advocates or exercises a dictatorship of the extreme right typically through the *merging of state and business leadership*... [emphasis

added]

Fascism like all other forms of statism or belief in the supremacy of the State is, at its root, out to control the lives of individuals. The State believes all of humanity exists to serve its pleasure. Each form of statism takes a slightly different form, but as one writer put it, that matters little to those who live under dictatorship.

This article discusses the burgeoning public/private partnerships and how those partnerships have helped to implement policies, specifically in education, that are changing our society and dumbing down our children so they can become useful servants of the merging business/state partnership.

FROM INDIVIDUALS TO THE COLLECTIVE

Back in 1934, The American Historical Association in its Carnegie Corporation funded *Conclusions and Recommendations -- Report of the Commission on the Social Studies*, called for a shift from free enterprise to collectivism. Amongst many statements advocating the need to switch to collectivism, the following are of special interest:

Cumulative evidence supports the conclusion that in the United states as in other countries, the age of individualism and Laissez Faire in economy and government is closing and that a new age of collectivism is emerging... As to the specific form which this "collectivism," this integration and interdependence, is taking and will take in the future, the evidence at hand is by no means clear or unequivocal. It may involve the limiting or supplanting of private property by public property or it may entail the preservation of private property, extended and distributed among the masses...

...almost certainly it will involve a larger measure of compulsory as well as voluntary cooperation of citizens in the conduct of the complex national economy, a corresponding enlargement of the functions of government, and an increasing state intervention in fundamental branches of economy previously left to individual discretion and initiative...

A state intervention that in some instances may be direct and mandatory and in others indirect and facilitative. In any event the commission is convinced by its interpretation of available empirical data that the actually integrating economy of the present day is the forerunner of a consciously integrated society in which individual economic actions and individual property rights will be altered and abridged.

Like a lethal noxious gas, the above ideas almost immediately crept into school textbooks (or more likely, were deliberately put there), the Progressive Education Association and later the National Education Association (NEA) being among the primary promoters of this revolution. The ideas were so radical they resulted in legislative investigations. One was in California by their General Assembly and the other in the U.S. Congress. While both legislatures were rightly outraged, in the end, the ideas themselves, though more honed down, remained in the textbooks.

How many American children were educated to this end considering that the first overt appearance of collectivism appeared in the 30's? How long before the education of yesterdays classroom becomes the philosophy of todays government? Read on.

An article entitled "Industrial Policy Urged for GOP" (*Washington Post*, March 3, 1984) said in part:

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

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

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

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

We don't know what Professor Johnson thinks capitalism is, but it is not a Government-Business relationship. The Communist Manifesto happens to call for such a partnership, and Italy under Mussolini was replete with "collaboration" between government and business. In fact, Thomas J. DiLorenzo, a Professor of Economics at Loyola College, who wrote a series of articles in *The Wall Street Journal* on Clinton's Fascist Health Care Plan, explains that the modern synonym for Fascism is "industrial policy."

EDUCATION SERVES THE STATE -- IDEAS BECOME REALITY

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

In the Communist ideology the function of universal education is clear, and easily understood. Universal education fits neatly into the authoritarian state. Education is tied directly to jobs -- ***control of the job being the critical control point in an authoritarian state***. Level of education, and consequently the level of employment, is determined first, by the level of achievement in school. ***They do not educate people for jobs that do not exist. No such direct, controlled relationship between education and jobs exists in democratic countries.*** [emphasis added]

Education reform agenda items like GOALS 2000, School-to-Work, Secretary's Commission on Achieving Necessary Skills (SCANS), and U.S./State Chambers of Commerce/Business Partnerships are the primary mechanisms to bring the above referred to control to our once great nation. They represent the nails in the coffin of a once highly-educated free people. That this kind of "deliberate dumb down" is necessary for a planned economy is documented in the following two quotes:

Thomas Sticht and Willis Harman said in a *Washington Post* article, (8/1/87) "Experts Say Too Much is Read Into Illiteracy Crisis:"

Many companies have moved operations to places with cheap, relatively poorly educated labor. What may be crucial, they say, is the dependability of the labor force and how well it can be managed and trained -- not its general educational level, although a small cadre

of highly educated creative people is essential to innovation and growth. Ending discrimination and changing values are probably more important than reading in moving low income families into the middle class.

The significance of this is that Thomas Sticht and Bill Spady (father of OBE) were consultants to the Washington D.C. schools in 1978 when they implemented Mastery Learning (now called Outcome-Based Education, or OBE). A 1978 Washington Post article discussed this important change in schools, referring to Mastery Learning as Skinnerian pigeon-training, etc. Look at the D.C. schools now!

Secretary of Labor Lynn Martin later named Thomas Sticht to the Department of Labor's Secretary's Commission of Achieving Necessary Skills (SCANS) *Teaching the SCANS Competencies* identifies him as President and Senior Scientist, Applied Behavioral and Cognitive Science, Inc., San Diego, California.

Harvard Professor Anthony Oettinger, member of the Council on Foreign Relations, is quoted in *The Innisbrook Papers -- The edited proceedings of a Northern Telecom senior management conference on issues and perspectives for the 1980's*, in a speech entitled "Regulated Competition in the United States," February 1982, as follows:

The present "traditional" concept of literacy has to do with the ability to read and write. But the real question that confronts us today is: How do we help citizens *function* well in their society? How can they acquire the skills necessary to solve their problems? Do we really want to teach people to do a lot of sums or to write in "a fine round hand" when they have a five-dollar hand-held calculator or a word processor to work with? Or do we really have to have everybody literate -- writing and reading in the traditional sense -- when we have the means through our technology to achieve a new flowering of oral communication? It is the traditional idea that says certain forms of communication, such as comic books, are "bad." But in the modern context of *functionalism* they may not be all that bad. [emphasis ours]

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

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

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

In education, we truly "ain't seen nothing yet." We are rapidly moving into a new era that

demands international understanding, global awareness and a knowledge and working use of the information explosion and its tools. In education, we are sometimes far too inclined to cling to the past, the old, comfortable, and outmoded way.

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

MORE DELIBERATE DUMB DOWN

On October 31, 1979 the Georgia Department of Education received \$146,926 in ESEA, Title II funds for its "Georgia Basic Life Process Skills Plan", to be used over a period of four years. The project was jointly funded by the U.S. Office of Education and Exxon (one of the multinational corporations that complains that students and workers are not literate!). This project is truly unbelievable, having reduced the time for instruction in the basic 3 R's to the following:

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

The emphasis in the project was on life process skills, citizenship and humanities studies, science and technology and career education and health and physical ed. Of course, one also must be aware how these areas no longer represent what their label would traditionally imply. As the Pennsylvania State Assessment put it, study of citizenship as determined by national objectives did *not* include "knowing structure of government."

The above Georgia project reflects clearly the recommendations of the NEA in 1976. Catherine Barrett, President of the NEA, said in part in a speech,

We will need to recognize that the so-called "basic skills" which currently represent nearly the total effort in elementary schools, will be taught in one quarter of the present school day...

Her quote is important when tied to *The Seven Cardinal Principles Revisited*, 1976, which basically set forth the NEA's agenda for the 21st Century -- a global education agenda.

Of utmost importance is the membership of the NEA's Cardinal Principles Panel which included important international businessmen, i.e., David Rockefeller of Chase Manhattan Bank, McGeorge Bundy, Ford Foundation, Joe Foy, Houston Natural Gas Co. etc. Willis W. Harman, Stanford Research Institute, co-author with Spady of an earlier quote, was also included amongst the total of 48.

The 19 member Pre-planning Committee included Theodore Sizer, [whose motto taken from Hitler's *Mein Kampf* is "Less is More"] Secretary of Education Terrel H. Bell, under whom this writer worked in the U.S. Department of Education (and who [illegally] funded the OBE pilot to put OBE/ML in

every school in the nation), Luverne Cunningham who went into Kentucky (for David Hornbeck of Carnegie) to get rid of school boards (to be replaced with site-based management [which is now funded by federal law]) and Helen D. Wise, former head of the NEA who was up until last November Governor Casey's education assistant in Pennsylvania and who has been very influential in implementing the restructuring of education in Pennsylvania.

Pennsylvania is far ahead of the rest of the states in implementing the multinational agenda for education. Pennsylvania education researchers believe Wise heavily influenced Casey away from accepting the recommendations of the thousands of Pennsylvania citizens regarding Outcomes-Based Education and the controversial Pennsylvania Education Assessment which teaches and tests certain pre-determined government-approved values. The Educational Quality Assessment (EQA) was the subject of the successful Anita Hoge case against the Pennsylvania Department of Education.

We believe the Council on Foreign Relations' twin brother, the Committee for Economic Development (CED) initiated the entire education restructuring movement. Its 1991 report *The Unfinished Agenda* states that its first report *Investing In Our Children*, "preceded and influenced subsequent statements in the same vein by the Carnegie Forum (*A Nation Prepared*) and others."

The CED's 1985, 1991 and 1994 reports entitled *Investing in Our Children: Business and the Public Schools... A statement by the Research and Policy Committee of the Committee for Economic Development* (1985); *The Unfinished Agenda: A New Vision for Child Development Reform -- A Study Prepared for the CED* (1991), and *Putting Learning First: Governing and Managing Schools for High Achievement* (1994) are important.

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

B.F. SKINNER -- THE ROAD TO FASCIST CONTROL

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

In the Communist countries there are comprehensive examinations at the end of the primary, middle, and secondary schools to assess a student's total progress. Test results are not interpreted in a competitive sense as to who has done well or poorly compared to other students or a norm, but rather whether a student has mastered the prescribed subject matter. If test results are below expectancy, the student is tutored by the teacher and other students. The objective is to avoid failures.

Mastery Learning (ML) is also the perfect method for workforce training. When speaking before parents groups I (Charlotte) show the above quote on overhead, with the first three words covered by

tape. I ask the parents what the above quote describes and they always answer OBE/ML. Then I peel the tape off the first three words and they are in a state of shock.

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

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

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

Tragic and Fraudulent

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

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

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

This article was co-authored by Melanie K. Fields and Charlotte T. Iserbyt. Melanie is a concerned parent. Charlotte was a former Senior Policy official in the U.S. Department of Education and has authored several books on education reform issues.

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Sidebar - The Mystery of the Eight-Year Study Resolved
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