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THE FOMENTATION of the forties and fifties

Most *Webster's* dictionaries define the word “fomentation” as follows: “to stir up trouble, instigate; incite (as to foment a riot).” The forties and fifties will be remembered for the radical, un-American activities and views of some Americans and their paid staffs who, having risen to the highest levels in the tax-exempt foundations and government, were unfortunately accepted by the man on the street as having the best interests of this nation at heart.

Had these individuals been dressed in dirty, ragged clothes, worn old shoes and funny felt hats, they would likely have been accused of “fomenting” or instigating trouble—planning the transformation of our nation from a sovereign, free constitutional republic to only one of many socialist democracies subservient to an internationalist world government. However, the fact that many of these gentlemen and their paid staffs were associated with Ivy League colleges, major industries, and prestigious civic and religious institutions, wore Brooks Brothers suits and button-down-collared shirts, and many had served with distinction in World War II worked to obscure the fact that their goals were alien to those of the average Main Street American—for that matter, alien to the *Constitution of the United States of America* and its *Bill of Rights*.

United States membership in the United Nations Educational, Scientific and Cultural Organization (UNESCO) in 1946 set in motion the destabilization of our society through the rejection of absolute morals and values, Judeo-Christian tradition, and Roman law. Legislation authorizing United States membership in UNESCO marked the end of United States autonomy in a very crucial area: that of education. From this time on UNESCO would dictate education policy to our government and others.

This legislation was accompanied by President Harry Truman's remarkable statement: "Education must establish the moral unity of mankind." Truman's recommendation was bolstered by General Brock Chisholm, a Canadian psychiatrist and friend of Soviet agent Alger Hiss. Chisholm redefined health to include "mental" health, and presented a paper entitled "The Psychiatry of Enduring Peace and Social Progress" to the United Nations World Health Organization (WHO) in 1946 which "reinterpreted" (eradicated) the word "morality." Chisholm asserted that

The reinterpretation and eventually eradication of the concept of right and wrong... these are the belated objectives of practically all effective psychotherapy.

Brock Chisholm went on to recommend that teachers all over the world be trained in "no right/no wrong" psychotherapeutic techniques found in the schools today. The use of these techniques has resulted in (1) a high percentage of the populace (60% if the polls taken during the summer of 1998 related to the public's approval of President William Jefferson Clinton are to be believed) responding that lying under oath is not sufficient reason for a president's removal from office, and (2) incredibly immoral/amoral and violent behavior of American youth.

Has the reader ever seen a more exquisite illustration of the dialectic at work? Create the chaos; people naturally call for help. The next step is to impose the totalitarian solution. The "New World Disorder" (chaos), evident on the nightly news, will ultimately require the same totalitarian control described so well by George Orwell in his novel *1984*. Orwell said, "If you want a picture of the future, imagine a boot stamping on the human face—forever... and remember, that is forever."

If one believes, as does this writer, that the well-being of mankind and the stability of this world and its institutions depend on the rule of law, then the 1940s and 1950s will be remembered as the commencement of the unraveling of civic order in the United States of America and throughout the world. The rule of law is usually based on concepts of right and wrong, grounded in some very widely accepted values that have been laid down since earliest times, and even spelled out in Roman law. Since the end of World War II, instead of the concept of law nations have been basing their actions on the United Nations' humanistic (non-absolutist) situational ethics philosophy set forth in the statements of General Brock Chisholm and President Harry Truman.

In 1948, shortly after General Chisholm made his recommendation to banish the concept of right and wrong, Professors B.F. Skinner and Alfred C. Kinsey published their books, *Walden Two* and *Sexual Behavior in the Human Male*, respectively. Skinner's novel, *Walden Two*, recommended—amongst other radical things—that "children be reared by the state, to be trained from birth to demonstrate only desirable characteristics and behavior." Kinsey, as a taxonomic scientist, wrested human sexuality from the constraints of love and marriage in order to advance the grand scheme to move America and the world toward the eugenic future envisioned by the elite scientists of the "New Biology," a shift which would affect the legal and medical professions.¹

In 1953 Professor Skinner published *Science and Human Behavior* in which he said, "Operant conditioning shapes behavior as a sculptor shapes a lump of clay."² Also, in 1953, as if commissioned

by Skinner and Kinsey to come up with a system to facilitate the necessary “changes” in behavior through operant conditioning and restructuring of the human personality (taxonomizing it), Professor Benjamin Bloom with the assistance of Professor David Krathwohl completed *Taxonomy of Educational Objectives*—a classification of learning behavior encompassing the cognitive, affective and psychomotor “domains” of learning.³ *Webster’s Dictionary* defines “taxonomy” as follows: “the study of the general principles of scientific classification: systematics.” It should be noted that “scientific classification” related to education of a human being involves breaking behavior down into categories—to be measured and observed—behavior (actions) which can be isolated from the human personality with its important spiritual dimension.

Bloom said in *Taxonomy* that “the philosopher, as well as the behavioral scientist must find ways of determining what changes (values) are desirable and perhaps what changes are necessary.” He stated that for the schools to attempt to change values is a virtual “Pandora’s Box,” but that

[O]ur “box” must be opened if we are to face reality and take action, and that it is in this “box” that the most influential controls are to be found. The affective domain contains the forces that determine the nature of an individual’s life and ultimately the life of an entire people.

Kinsey and Bloom, as scientists, were involved in the breaking down of man (taxonomizing) into units of behavior which Skinner, as a behaviorist, could identify, measure and change. This breaking down or “deconstructing of Man” was intended to separate man from his God-given, freedom-providing identity. This opened the door to the study of methods to control man and society: enter Skinner, representing the Behaviorist School of the non-science “science” of psychology. Bloom changed the focus of education from a general, liberal arts education which benefited *man as a whole* to a narrow training which would be based on the behavioral psychologists’ determination of what changes in “thoughts, feelings, and actions” would be desirable and, perhaps, necessary for the benefit of *society as a whole*.⁴ Bloom’s *Taxonomy* provided the finishing and crucial touch to the foundation laid by Dewey and others of the bedrock of today’s education and teacher training.

The work of Bloom, Kinsey and Skinner provided the ingredients for future moral chaos with which we are struggling today at the national and international levels. *People Weekly’s* cover story for the week of June 23, 1997, “Heartbreaking Crimes: Kids without a Conscience? Rape, murder, a baby dead at a prom: A look at young lives that seem to have gone very, very wrong,” offers vivid examples of incredibly immoral/amoral and violent behavior. Melissa Drexler, 18—baby was found dead at the prom; Daphne Abdela, 15—accused of a Central Park murder; Jeremy Strohmeyer, 18—accused of killing a 7-year-old; Corey Arthur, 19—accused of murdering Jonathan Levin; and Amy Grossberg, 18—accused of killing her newborn. In addition, the past few years have provided Americans with news of tragedy after tragedy involving young people shooting their peers and teachers at schools across the country in Arkansas, Kentucky, Oregon, Washington state, Georgia,

and with the most tragic of all because of the numbers involved, in Littleton, Colorado where twelve students and one teacher were murdered, two perpetrators committed suicide, and many others were critically injured.

President Dwight D. Eisenhower signed the first agreements with the Soviet Union in 1958, including an education agreement—something that would not come as a surprise to those familiar with the White House-directed plan to merge the United States and the Soviet Union explained to Norman Dodd in 1953 by Rowan Gaither, president of the Ford Foundation. Similar agreements have been signed from that time forward. The most important education agreements negotiated between the Carnegie Corporation and the Soviet Academy of Science, and those signed by Presidents Reagan and Gorbachev in 1985, remain in effect to this day.

The forties and fifties set all the essential ingredients in place for implementation in the sixties of a system of education geared to behavior and values change.

1941

EDUCATION FOR DESTRUCTION WAS WRITTEN BY DR. B.R. BURCHETT AND PUBLISHED BY HER IN PHILADELPHIA, PENNSYLVANIA IN 1941. THE PROMOTIONAL FLYER FOR DR. BURCHETT'S BOOK READ AS FOLLOWS:

Arresting... Disturbing... Exciting

NOW for the First Time—the AMAZING STORY OF COMMUNISTS' INIQUITOUS CORRUPTION OF AMERICA'S SCHOOL CHILDREN

HOW does the small Sovieteer minority control loyal teachers in our schools and colleges?

HOW are anti-American, anti-religious, anti-Christ textbooks forced upon teachers and students?

WHY are Washington and Jefferson ridiculed, while Marx and Lenin are canonized in the schools?

WHY are boys and girls of 13 taught free love, sexual promiscuity, and other degrading subjects?

WHAT'S GOING ON IN OUR AMERICAN SCHOOLS ANYWAY?

The answers to these and other dismaying questions are all found
in *Education for Destruction*

[A]n eyewitness account by Dr. B.R. Burchett, former Head of Department of Latin in the Philadelphia public school system. It is a fearless and devastating exposé of Communism in America's schools, its concealed objectives, hidden motives, serpent-like power, and its vicious demoralization of children and adolescents. EVERY parent... EVERY educator... EVERY clergyman should read this book! [emphasis in original]

Dr. Burchett has included, opposite the title page of her book, a photograph of one of the classrooms in the school in which she taught. Under the photo are the words “No communism in the public schools?” accompanied by the following comments:

An observer, seeing that the largest poster in sight bears the letters U.S.S.R., might think that this is a picture of a school room in Russia. It is a picture of a room in a public school in Philadelphia. Did Superintendent Broome know about this? Did the Board of Education know about it? The picture is taken from Dr. Broome’s Annual Report to the Board of Education, for the year ended June 30, 1936....

There had been a branch of the Young Communist League meeting in the South Philadelphia High School. According to the papers Miss Wanger made a great virtue of having disbanded it. Strangely, there was no “investigation” as to how it came to be meeting here in the first place, with a regularly assigned room and with a teacher as sponsor.

In spite of the facts presented in Mr. Allen’s circular, and in spite of such an amazing thing as the meeting of the Young Communist League in the school, Dr. Broome, Superintendent of Schools, according to the *Philadelphia Record* of May 7, 1936, said: “I don’t propose to investigate any general statement; if she (myself, Burchett) has anything specific to say I will be glad to hear her and investigate.”... Recently, a special committee was appointed to consider the attacks on the “books of Harold O. Rugg and others on the ground of subversive teaching.” Dr. Edwin C. Broome was a member of that Committee. It is not surprising, therefore, that the Rugg books were white-washed in the Committee report of February 26, 1941.

According to the above quotes, Dr. Edwin Broome, under whom Dr. Burchett worked, was deeply involved in curriculum changes favorable to indoctrination of the students in communism. Of special interest is the fact that Dr. Edwin Broome is the same Dr. Edwin Broome about whom Dorothy Dawson wrote in her article entitled “The Blueprint: Community-Centered Schools” for the *Montgomery County, Maryland Advertiser*, April 11, 1973. Mrs. Dawson personally typed the original *Blueprint for Montgomery County Schools* for Dr. Broome to present to the board of education in 1946. An additional excerpt from Mrs. Dawson’s article follows:

In 1946 Dr. Edwin W. Broome was Superintendent of Schools.... From the *Maryland Teacher*, May 1953: “Dr. Edwin W. Broome announces retirement from Superintendency” by Mrs. Florence Massey Black, BCC High School. “Edwin W. Broome, the philosopher who took John Dewey out of his writings and put him to work in the classrooms of Montgomery County, is being honored upon his retirement this year by various groups in the State of Maryland and in his own county. He has served thirty-six years as superintendent of schools and forty-nine years in the county system. Greatly influenced by the late John Dewey, Edwin W. Broome set to work to show by analogy, specific example, and curriculum development, how each teacher could bring that philosophy into his work. And so it was that John Dewey came into the classrooms of Montgomery County.”

[Ed. Note: Additionally, the *Maryland Teacher* did not mention that Dr. Broome had also served a controversial term as superintendent in the Philadelphia, Pennsylvania public school system. One might add that John Dewey not only came into the classrooms of Montgomery County, but also into all the classrooms of the United States, since the Montgomery County Plan was a pilot for the nation. This writer, when serving on her school’s Philosophy Committee in 1973, had an updated copy of the “Montgomery County Philosophy” given

to her by her Harvard-educated, change-agent superintendent. He recommended it as one philosophy statement to which our committee might wish to refer as we drew up a new philosophy for our school district. (See Appendix I for further excerpts from the *Blueprint for Montgomery County Schools*.)]

1942

IN 1942 TIME MAGAZINE (MARCH 16, 1942) RAN AN EXTENSIVE ARTICLE IN ITS RELIGION section dealing with a proposal by Protestant groups in the United States for a plan of action toward “a just and durable peace” for the years following the end of World War II. Excerpts from *Time’s* “American Malvern” follow:

These are the high spots of organized U.S. Protestantism’s super-protestant new program for a just and durable peace after World War II:

- Ultimately, “a world government of delegated powers.”
- Complete abandonment of U.S. isolationism.
- Strong immediate limitations on national sovereignty.
- International control of all armies and navies.
- A universal system of money... so planned as to prevent inflation and deflation.
- Worldwide freedom of immigration.
- Progressive elimination of all tariff and quota restrictions on world trade.
- “Autonomy for all subject and colonial peoples” (with much better treatment for Negroes in the U.S.).
- “No punitive reparations, no humiliating decrees of war guilt, no arbitrary dismemberment of nations.”
- A “democratically controlled” international bank “to make development capital available in all parts of the world without the predatory and imperialistic aftermath so characteristic of large-scale private and governmental loans.”

This program was adopted last week by 375 appointed representatives of 30-odd denominations called together at Ohio Wesleyan University by the Federal Council of Churches. Every local Protestant church in the country will now be urged to get behind the program. “As Christian citizens,” its sponsors affirmed, “we must seek to translate our beliefs into practical realities and to create a public opinion which will insure that the United States shall play its full and essential part in the creation of a moral way of international living.”...

The meeting showed its temper early by passing a set of 13 “requisite principles for peace” submitted by Chairman John Foster Dulles and his inter-church Commission to Study the Basis of a Just and Durable Peace. These principles, far from putting all the onus on Germany or Japan, bade the U.S. give thought to the short-sightedness of its own policies after World War I, declared that the U.S. would have to turn over a new leaf if the world is to enjoy lasting peace....

Some of the conference’s economic opinions were almost as sensational as the extreme internationalism of its political program. It held that “a new order of economic life is both imminent and imperative”—a new order that is sure to come either “through

voluntary cooperation within the framework of democracy or through explosive political revolution.” Without condemning the profit motive as such, it denounced various defects in the profit system for breeding war, demagogues and dictators, “mass unemployment, widespread dispossession from homes and farms, destitution, lack of opportunity for youth and of security for old age.” Instead, “the church must demand economic arrangements measured by human welfare... must appeal to the Christian motive of human service as paramount to personal gain or governmental coercion.”

“Collectivism is coming, whether we like it or not,” the delegates were told by no less a churchman than England’s Dr. William Paton, co-secretary of the World Council of Churches, but the conference did not veer as far to the left as its definitely pinko British counterpart, the now famous Malvern Conference (*Time*, Jan. 20, 1941). It did, however, back up Labor’s demand for an increasing share in industrial management. It echoed Labor’s shibboleth that the denial of collective bargaining “reduces labor to a commodity.” It urged taxation designed “to the end that our wealth may be more equitably distributed.” It urged experimentation with government and cooperative ownership....

The ultimate goal: “a duly constituted world government of delegated powers: an international legislative body, an international court with adequate jurisdiction, international administrative bodies with necessary powers, and adequate international police forces and provision for enforcing its worldwide economic authority.” (pp. 44, 46-47)

1943

THE AMERICAN FEDERATION OF TEACHERS (AFT) PUBLISHED THE BOOK *AMERICA, RUSSIA and the Communist Party in the Postwar World* by John L. Childs and George S. Counts (The John Day Co., New York). (The reader will recall previous entries in this book relating to George S. Counts’s role in the promotion of collectivism in the early part of this century and a similar agenda mapped out by the Federal Council of Churches referenced earlier.)

Prior to reading excerpts from this remarkably naïve book, the reader is reminded that it was written *after* Stalin’s mass terror of the 1930s, which included purges, trials, self-denunciations, disappearances, imprisonments and executions. Excerpts taken from the book’s jacket follow:

This book is the first in a series projected for publication by The Commission on Education and the Postwar World of the American Federation of Teachers.... It demonstrates beyond all argument that if this war is to be followed by a just and lasting peace, America and Russia must find a way to get along together. For the United Nations, including America and Russia, is the only agency that can establish such a peace. Russia’s stupendous achievements, and her vast area, population, and resources, make her a world power second to none. We are blind if we think we can continue half grateful ally, half suspicious rival, of Russia. What then, stands in the way of good relations between America and Russia? It is not differences in social systems and ideologies, for these *can* [emphasis in original] exist side by side.... It is a twenty-five year legacy of mutual suspicion, fear, and active hostility. The removal of this legacy requires concessions on both sides.

The preface states in part:

Among the subjects already chosen (by the Commission) for study are the problems of

American youth, education for world-citizenship, and the kind of educational program required to meet the demands of our technological society.

Excerpts from chapter X, “Bases of Collaboration,” are revealing:

6. The United States, on her side, will have to make profound readjustments in her historical policy with regard to the rest of the world in general and with regard to the Soviet Union in particular.... The following constitute the bare minima of readjustments required of our country:

- a. She must abandon the notion that she can enjoy security and maintain her democratic way of life by adhering to her historic policy of no “entangling alliances.” She cannot have peace if she continues to disregard the fact of world-wide interdependence—economic, political, military, and cultural. (p. 80)
- c. She must enter unreservedly into the partnership of the United Nations....
- e. She must revise her estimate of the enduring character of a collectivist state. She must banish from her mind the naïve doctrine, which controlled her relations with the Soviet Union in the early years of the Russian Revolution, that a collectivist state, being contrary to the laws of human nature, economics, and morality, must sooner or later collapse. (p. 81)...
- g. She must repudiate her earlier policy toward the Soviet Union. She must convince the Russian people she will have no part whatsoever in any effort to isolate, to encircle, and to destroy their collectivist state.... She must show by word, deed, and spirit that she is prepared to collaborate with nations of different traditions, different ideologies, and different economic and political systems in the organization of the world for peace and progress.... All of this means that those privileged groups in our own society which are fearful of any change in our property relations [free enterprise system] and which were primarily responsible for the shaping of the earlier policy must not be permitted to determine our postwar relations with Russia. (p. 82)
- h. She must, finally, have a vivid consciousness of the weaknesses in her own domestic economy. She must realize that, in spite of the very real advances made in recent years, we have only begun to face the problem of rebuilding the economic foundations of our democracy. In the process of rebuilding perhaps we may be able to learn something from the experiences of the Russian people. (p. 83)

1945

IN 1945 WORLD WAR II ENDED. THE PREPARATION OF A “JUST AND DURABLE PEACE” TO produce “a duly constituted world government” began.

UNITED NATIONS CHARTER BECAME EFFECTIVE ON OCTOBER 24, 1945. PLAYING AN IMPORTANT role in the creation of the United Nations was the United States Chamber of Commerce. In 1999 when parents find their local Chamber of Commerce deeply involved in the highly controversial, socialist/fascist, dumbing-down workforce training—necessary for a planned, global economy—the fact that the U.S. Chamber was a prime mover in establishing the United Nations should not be forgotten. The following information is excerpted from an

important research paper by Erica Carle entitled “The Chamber of Commerce: Its Power and Goals” (December, 1983):

Two slogans were popularized in order to gain backing for Chamber leadership: “World peace through world trade” and “More business in government and less government in business.”

The Chamber sought to commercialize the world under its own direction. To do this it needed to find ways to affect and bypass operating policies of various states and nations. To change national policies, and even laws, required popular support and collective action. A new type of blanket organization was needed, one that could blanket not only governments, but professions, unions, educational institutions, farms, industries, sciences, religions and even families. An organization was sought which could bring about the cooperation and commercialization of all of these. A strong controllable international blanket organization was needed.

By the 1930’s plans for the new blanket organization to serve the Chamber’s purposes, the United Nations, were already well under way. The Chamber had the cooperation of tax-exempt foundations, some of which, such as the Carnegie Foundation for International Peace and the Rockefeller Foundation, had been set up early in the century. Large banks and trusts could see future profits for themselves if they cooperated with the Chamber; and the cooperation of international corporations was assumed, especially since Thomas J. Watson was President of the International Chamber of Commerce and a Trustee of the Carnegie Foundation for International Peace.

World War II aided... efforts to establish a “rational” international commercial system.... The United Nations organization could be used to gain governments’ compliance with the Chamber’s plans for a unified, controlled world economy, and also the cooperation of various non-Governmental organizations.

The following are some of the measures the Chamber of Commerce has supported to aid in the transfer of power from individuals and independent governments, groups, businesses and professions to the Chamber-advocated management system:

1. Creation of the United Nations.
2. Creation of the Organization for Economic Cooperation and Development.
3. Regional Government or “New Federalism.”
4. Medicare (Commercialization of medical professions).
5. Postal reorganization.
6. Organized Crime Control Act.
7. Contracting for school services with private industry.
8. Voucher system for education.
9. Management and human relations techniques for handling personnel in industry.
10. Health care planning councils.
11. Prepaid medical practice (HMOs).
12. Federal land use planning.
13. Federally-imposed career education.
14. Equal Rights Amendment.
15. Cross-town busing for desegregation.⁵

INDIANA UNIVERSITY ADDED TWO NEW FACULTY MEMBERS TO ITS ROSTER IN 1945. DR. Burrhus Frederic (B.F.) Skinner became chairman of the Psychology Department and continued work

on his forthcoming book, *Walden II*. Dr. Hermann J. Muller (future Nobel Prize winner), zoologist and private advocate of forced sterilization and selective eugenics, arrived in the Zoology Department to join long-time faculty member Alfred C. Kinsey. A publicly-allied communist, Muller had authored the book *Out of the Night: A Biologist's View of the Future* (The Vanguard Press: New York, 1935), which dealt with selective breeding and the advocacy of cloning of masses of human “resources.” (Thirteen years after Muller’s death in 1967 a sperm bank was established in California in Muller’s honor, the Repository for Germinal Choice, which stores and distributes the sperm of Nobel Prize winners and others of “exceptional” ability.)

1946

“**THE PSYCHIATRY OF ENDURING PEACE AND SOCIAL PROGRESS**” IN *THE WILLIAM ALANSON White Memorial Lectures by Major General G.B. [Brock] Chisholm, C.B.E., M.D., Deputy Minister of Health, Dept. of National Health and Welfare, Canada* (Vol. 9, No. 1) was published in 1946. The book contained a foreword by Abe Fortas, former U.S. secretary of state. The article “The Psychiatry of Enduring Peace and Social Progress” was re-published in the March 1948 (No. 437) issue of *International Conciliation* published by the World Health Organization and Carnegie Endowment for International Peace. This last version included a preface written by Alger Hiss, former president of the Carnegie Endowment who would later be convicted of spying for the Soviet Union. It is important also to remember that Dr. David Hamburg, former president of the Carnegie Corporation of New York who signed the Carnegie Corporation/Soviet Academy of Science education agreement in 1985, is a psychiatrist. Excerpts from Brock Chisholm’s article follow:

The re-interpretation and eventually 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 of practically all effective psychotherapy. Would it not be sensible to stop imposing our local prejudices and faiths on children and give them all sides of every question so that in their own time they may have the ability to size things up, and make their own decisions? ...If the race is to be freed from its crippling burden of good and evil it must be psychiatrists who take the original responsibility.... The people who matter are the teachers, the young mothers and fathers, the parent-teacher associations, youth groups, service clubs, schools and colleges, the churches and Sunday schools—everyone who can be reached and given help toward intellectual freedom and honesty for themselves and for the children whose future depends on them....

The battle, if it is to be undertaken, will be long and difficult but the truth will prevail—whenever enough people want it to. With luck we have perhaps fifteen or twenty years before the outbreak of the next world war if we remain as we are, twenty years in which to change the dearest certainties of enough of the human race, twenty years in which to root out and destroy the oldest and most flourishing parasitical growth in the world, the tree of the knowledge of good and evil, so that man may learn to preserve his most precious heritage, his innocence and intellectual freedom, twenty years in which to remove the necessity for the perverse satisfactions to be found in warfare.

If the reader is inclined to dismiss the above statements by Brock Chisholm as statements from an individual biased by his psychiatric profession and spoken at a point in time remote from today, please read the following statement by U.S. Ambassador to the United Nations Madeline Albright in Atlanta, Georgia, September of 1996, as it appeared in *The Congressional Digest* for January 1997:

Setting Global Standards. The United Nations is one instrument that we use to make this world a little less inhumane, a little less brutal, a little less unfair than it otherwise would be. This brings us to another important, and basic, function of the United Nations. And that is its role in creating a global consensus about what is right and what is wrong. (p. 14)

[Ed. Note: The reader should refer back to the preface of this book, *the deliberate dumbing down of america*, for discussion of the need to create robots who do not know right from wrong and who do not have a conscience—leaving the determination of right and wrong to the proposed United Nations “Global Conscience.”]

C.S. LEWIS WROTE *THAT HIDEOUS STRENGTH* (COPYRIGHT BY CLIVE STAPLES LEWIS: Macmillan Company: New York, 1946). Lewis’s uncanny ability to predict accurately how society would be manipulated into acceptance of totalitarian control was displayed in the following excerpt taken from a conversation Lewis’s fictitious Lord Feverstone had with a young man named Mark:

[Feverstone] “Man has got to take charge of Man. That means, remember, that some men have got to take charge of the rest—which is another reason for cashing in on it as soon as one can. You and I want to be the people who do the taking charge, not the ones who are taken charge of. Quite.”

“What sort of thing have you in mind?”

“Quite simple and obvious things, at first—sterilization of the unfit, liquidation of backward races (we don’t want any dead weights), selective breeding. Then real education, including pre-natal education. By real education I mean one that has no ‘take-it-or-leave-it’ nonsense. A real education makes the patient what it wants infallibly: whatever he or his parents try to do about it. Of course, it’ll have to be mainly psychological at first. But we’ll get on to biochemical conditioning in the end and direct manipulation of the brain....”

“But this is stupendous, Feverstone.”

“It’s the real thing at last. A new type of man: and it’s people like you who’ve got to begin to make him.”

“That’s my trouble. Don’t think it’s false modesty, but I haven’t yet seen how I can contribute.”

“No, but we have. You are what we need: a trained sociologist with a radically realistic outlook, not afraid of responsibility. Also, a sociologist who can write.”

“You don’t mean you want me to write up all this?”

“No. We want you to write it down—to camouflage it. Only for the present, of course. Once the thing gets going we shan’t have to bother about the great heart of the British public. We’ll make the great heart what we want it to be.” (p. 42)

[Ed. Note: Appendix XXVI contains an example of Brian Rowan’s literary fulfillment of

Feverstone's request for "a trained sociologist who can write." It is also interesting to note that William Spady, the "father of OBE," is a sociologist as well. The definition by Feverstone of "real education" not being "take-it-or-leave-it nonsense" reflects the 1990s outcome-based education reform call for emphasis on "outputs" rather than on constitutionally supported "inputs" discussed in chapter 1.]

COMMUNITY-CENTERED SCHOOLS: THE BLUEPRINT FOR MONTGOMERY COUNTY SCHOOLS, Maryland, was proposed by Dr. Nicholas L. Englehardt and Associates, Consultants, and written by Dr. Walter D. Cocking of New York City on April 1, 1946. This material was provided by the late Dorothy Dawson who was secretary to the superintendent of schools of Montgomery County, Maryland, Dr. Edwin Broome. Mrs. Dawson typed this *Blueprint* for presentation to the Montgomery County Board of Education. (See Appendix I.) The Letter of Transmittal that accompanied *The Blueprint* said:

Dr. Paul Mort and others have accumulated evidence which shows a period of almost fifty years between the establishment of need [needs assessment] and the school programs geared to meet it... if the school as an agency of society is to justify itself for the period ahead of us, it must be accepted that its fundamental function is to serve the people of the entire community, the very young children, the children of middle years, early adolescent youth, older youth and the adults as well.

"LEARNING AND PEACE: UNESCO STARTS ITS WORK" BY RICHARD A. JOHNSON WAS PRINTED in the October 1946 (No. 424) issue of *International Conciliation* published by the Carnegie Endowment for International Peace. This booklet gives the history of UNESCO (United Nations Education, Scientific, and Cultural Organization) from the Conference of Allied Ministers of Education in 1943–45, through legislation authorizing United States membership in UNESCO (P.L. 565, 79th Congress) approved July 30, 1946. President Harry Truman's remarkable statement of the same date accompanied this legislation: "[E]ducation must establish the moral unity of mankind."

THE EDUCATIONAL TESTING SERVICE (ETS) OF PRINCETON, NEW JERSEY, WAS FUNDED with an initial endowment of \$750,000 from the Carnegie Corporation in 1946.

[Ed. Note: For further amplification and understanding of the far-reaching implications of the relationship between Educational Testing Service and the Carnegie Corporation, the reader should be sure to read: 1964 entry regarding the National Assessment of Educational Progress (NAEP) which ETS administers; two 1995 entries for articles from *The Bismarck* (North Dakota) *Tribune* dealing with NAEP; and Appendix IV.]

1947

NATIONAL TRAINING LABORATORY (NTL) WAS ESTABLISHED IN 1947. THE FIRST LABORATORY session on human relations and group processes was held at Gould Academy in Bethel,

Maine. Founders of the National Training Laboratory had important connections with the Office of Strategic Services (OSS)—World War II forerunner to the Central Intelligence Agency (CIA). The NTL would become—with the National Education Association (NEA)—a premiere agency for human relations training (change agent/brainwashing).

A 1962 book published jointly by NTL and the NEA entitled *Five Issues in Training* addressed the process of “unfreezing, changing, and refreezing” attitudes in order to bring about change by stating the following: “The Chinese communists would remove the target person from those situations and social relationships which tended to confirm and reinforce the validity of the old attitudes.” (p. 49)

This process is widely used in education, theology, medicine, business, government, etc., by pressuring individuals to participate in “retreats,” removing them from familiar surroundings to “unfreeze” their attitudes and values. People have been coming from all over the world to attend these retreats at NTL in Bethel, Maine since its founding. An excerpt from the 1977 issue of *NTL Newsletter* follows:

From the New Britain workshop dialogues of the founders emerged the notions of “action research laboratory” and “change agent” which were terms coined to denote a very vigorous proactive social change kind of posture, a merging of radical education, deviant behavioral science, and humanistic democracy.

HIGHER EDUCATION FOR AMERICAN DEMOCRACY; v. 3, ORGANIZING HIGHER EDUCATION, report of the President’s Commission on Higher Education (U.S. Government Printing Office: Washington, D.C., 1947) was circulated. It revealed that:

The role which education will play officially must be conditioned essentially by policies established by 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 the United Nations Educational, Scientific, and Cultural Organization and in influencing that program by studies and reports bearing upon international relations.... The United States Office of Education must be prepared to work effectively with the State Department and with the UNESCO. (p. 48)

1948

SEXUAL BEHAVIOR IN THE HUMAN MALE BY ALFRED C. KINSEY WITH WARDELL POMEROY, Clyde Martin and Paul Gebhard (W.B. Saunders: Philadelphia, PA, 1948) was published. This book and the controversial “research” it represented became a lightning rod around which much social turmoil was generated in this country and abroad.

As Judith Reisman, Ph.D., has described in her book, *Kinsey: Crimes and Consequences*⁶ (Institute for Media Education: Arlington, Va., 1998):

Three books written by leading legal, scholarly, and scientific authorities and assisted by Kinsey, were published in 1948 in tandem with Kinsey’s *Sexual Behavior in the Human Male*. All three books called for legal implementation of Kinsey’s “grand scheme” to loosen,

alter and/or overturn America's laws concerning sexual behavior.

Those books were: (1) *Sexual Habits of American Men: A Symposium on the Kinsey Report*, edited by Albert Deutsch (Prentice Hall: New York, 1948); (2) *American Sexual Behavior and the Kinsey Report* by Morris Ernst and David Loth (W.W. Norton: New York, 1948); and (3) a re-publication of the 1933 book *The Ethics of Sexual Acts* (Alfred A. Knoff: New York, 1948) by René Guyon, French jurist and pedophile noted for having coined the phrase in reference to children: "Sex before eight or it's too late." To further elaborate on the connections of these books and ideas generated by them, Reisman wrote on page 189 of her book:

Dr. Harry Benjamin, an endocrinologist and international sexologist, and close friend and correspondent of both Kinsey and Guyon, wrote of their collaboration in his Introduction to Guyon's 1948 book:

Many... sex activities, illegal and immoral, but widely practiced, are recorded by both investigators... Guyon speaking as a philosopher, and Kinsey, judging merely by empirical data... [are] upsetting our most cherished conventions. Unless we want to close our eyes to the truth or imprison 95% of our male population, we must completely revise our legal and moral codes.... It probably comes as a jolt to many, even open-minded people, when they realize that chastity cannot be a virtue because it is not a natural state.

[Ed. Note: The above extraordinary statement revealed the depth of some very perverse thinking in the area of human sexuality—thinking which would become institutionalized to the extent that in 1999 the American Psychological Association (APA) felt comfortable publishing in its *Journal* a study suggesting that pedophilia is harmless and even beneficial if consensual. According to an article in the June 10, 1999 issue of *The Washington Times*, entitled "Psychology Group Regrets Publishing Pedophilia Report: Practice Not Always Harmful, Article Said," the APA was taken by surprise when "its report provoked angry public reaction, including a House of Representatives resolution condemning it. It followed up with an abrupt about-face in an apologetic letter to House Majority Whip Tom DeLay" which expressed regret—not that it supported the idea of acceptable adult-child sex—but that the article had been published in a public journal.]

To prove the march toward sexual revolution had, indeed, reached the courts, Reisman further quotes Manfred S. Guttmacher, M.D., author of *The Role of Psychiatry and Law* (Charles C. Thomas: Springfield, Ill., 1968) and special consultant to the American Law Institute Model Penal Code Committee:

In 1950 the American Law Institute began the monumental task of writing a Model Penal Code. I am told that a quarter of a century earlier the Institute had approached the Rockefeller Foundation for the funds needed to carry out this project, but at that time, Dr. Alan Gregg, man of great wisdom, counseled the Foundation to wait, that the behavioral sciences were on the threshold of development to the point at which they could be of great assistance. Apparently, the Institute concluded that the time has arrived.

WALDEN TWO, A NOVEL BY B.F. SKINNER (THE MACMILLAN COMPANY: NEW YORK, 1948) was published. Skinner recommended in this novel that children be reared by the state; to be trained from birth to demonstrate only desirable characteristics and behavior. He also wrote on page 312 of the paperback edition:

What was needed was a new conception of man, compatible with our scientific knowledge, which would lead to a philosophy of education bearing some relation to educational practices. But to achieve this, education would have to abandon the technical limitations which it had imposed upon itself and step forth into a broader sphere of human engineering. Nothing short of a complete revision of a culture would suffice.

The late Professor Skinner died before his ideal school described in *Walden II* would become somewhat of a reality—a “Model School for the 21st Century.” The following excerpts from *Walden Two* contain some restructuring terminology and resemble in many ways what a “restructured” school is supposed to look like in the 1990s:

A much better education would cost less if society were better organized.

We can arrange things more expeditiously here because we don't need to be constantly re-educating. The ordinary teacher spends a good share of her time changing the cultural and intellectual habits which the child acquires from its family and surrounding culture. Or else the teacher duplicates home training, in a complete waste of time. Here we can almost say that the school *is* the family, and vice versa. [emphasis in original]

...We don't need “grades.” Everyone knows that talents and abilities don't develop at the same rate in different children. A fourth-grade reader may be a sixth-grade mathematician. The grade is an administrative device which does violence to the nature of the developmental process. Here the child advances as rapidly as he likes in any field. No time is wasted in forcing him to participate in, or be bored by, activities he has outgrown. And the backward child can be handled more efficiently too.

We also don't require all our children to develop the same abilities or skills. We don't insist upon a certain set of courses. I don't suppose we have a single child who has had a “secondary school education,” whatever that means. But they've all developed as rapidly as advisable, and they're well educated in many useful respects. By the same token, we don't waste time in teaching the unteachable. The fixed education represented by a diploma is a bit of conspicuous waste which has no place in *Walden Two*. We don't attach an economic or honorific value to education. It has its own value or none at all.

Since our children remain happy, energetic, and curious, we don't need to teach “subjects” at all. We teach only the techniques of learning and thinking. As for geography, literature, the sciences—we give our children opportunity and guidance, and they learn them for themselves. In that way we dispense with half the teachers required under the old system, and the education is incomparably better. Our children aren't neglected, but they're seldom, if ever, *taught* anything. [emphasis in original] (pp. 118–120)

In the United States, 1990s teachers are instructed to act as facilitators and guidance counselors. Computer technology will take care of workforce training and whatever “education” remains. Wisconsin history teacher Gene Malone wrote a short review of *Walden Two*. Some of Malone's excerpts follow:

Walden Two is fiction based on a Utopian community named after Henry David Thoreau's nature-Utopia, Walden Pond. Burriss... telling the story of a planned society appears

to be B.F. Skinner speaking. Frazier is the planner/manager/founder of the Utopia.... The Utopia/Walden Two is presented in the United States. Burris and his friends are given a tour of Walden Two and Castle is unimpressed. Burris, at the end, joins Walden Two. Quotes follow from pages:

92—"Community love"

245—"We not only can control human behavior, we MUST."

219—"The new order."

189—"Psychologists are our priests."

188—"Walden Two is not a religious community."

282—"Their behavior is determined, yet they're free."

286—"What is love, except another name for the use of positive reinforcement?"

278—"Let us control the lives of our children and see what we can make of them."

274—"Behave as you ought!"

186—"We can make men adequate for group living.... That was our faith."

134—"Our goal is to have every adult member of Walden Two regard our children as his own, and to have every child think of every adult as his parent."

135—"No sensible person will suppose that love or affection has anything to do with blood."

112—"Education in Walden Two is part of the life of the community.... Our children begin to work at a very early age."

108—"History is honored in Walden Two only as entertainment."

105—"We are always thinking of the whole group."

160—"We are opposed to competition."

139—"The community, as a revised family"

Conclusion: This fictional presentation of Skinner's ideal community is much like the language and laws in use today by the behavioral elite—describing their plans for your children, your schools, your country. It is behavior management by the unchosen.

During the year of 1948, Dr. Skinner moved his family from Indiana University to Cambridge, Massachusetts to join the faculty of Harvard University.

DURING 1948 ALGER HISS, WHO LATER WOULD BE CONVICTED OF SPYING FOR THE SOVIET Union, wrote the preface to Gen. Brock Chisholm's lecture, "The Psychiatry of Enduring Peace and Social Progress," which was re-published in *International Conciliation* (No. 437, March, 1948, p. 109). Alger Hiss was at that time president of the Carnegie Endowment for International Peace, the publisher of *International Conciliation*. The preface to Chisholm's lecture, which redefined the word "health," follows:

The World Health Organization came into formal existence early in February. For nearly a year and a half its most urgent functions have been performed by an Interim Commission.

The new specialized agency carries on one of the most successful parts of the work of the League of Nations. The Constitution of the World Health Organization, however, has a far wider basis than that established for the League organization, and embodies in its provisions the broadest principles in public health service today. Defining health as a "state of complete physical, mental, and social well-being, and not merely the absence of disease

or infirmity,” it includes not only the more conventional fields of activity but also mental health, housing, nutrition, economic or working conditions, and administrative and social techniques affecting public health. In no other field is international cooperation more essential and in no other field has it been more effective and political difference less apparent.

The present issue of *International Conciliation* reviews the history of the Interim Commission through its last meeting in February. The first World Health Assembly will convene in June 1948. A brief introductory article has been prepared by Dr. Brock Chisholm, Executive Secretary, World Health Organization, Interim Commission. Dr. Chisholm is an eminent psychiatrist and served during the war as Director-General of Medical Services of the Canadian Army. The main discussion of the World Health Organization has been contributed by C.E.A. Winslow, Professor Emeritus of the Yale University and Editor of the American Journal of Public Health. Dr. Winslow has been a member of the Board of Scientific Directors of the International Health Division of the Rockefeller Foundation, Medical Director of the League of the Red Cross Societies, and Expert Assessor of the Health Committee of the League of Nations.

Alger Hiss, President
New York, New York
February 21, 1948

1949

BASIC PRINCIPLES OF CURRICULUM AND INSTRUCTION (UNIVERSITY OF CHICAGO PRESS: Chicago, 1949) by Professor Ralph Tyler, chairman of the Department of Education at the University of Chicago, was published. Tyler stated that:

Since the real purpose of education is not to have the instructor perform certain activities but to bring about significant changes in the student’s pattern of behavior, it becomes important to recognize that any statement of the objective... should be a statement of changes to take place in the student.

1950

IN 1950 “MAN OUT OF A JOB: PASADENA TRIES TOO LATE TO HOLD ONTO ITS SCHOOL Superintendent” was carried in *Life Magazine* (December 11, 1950). An excerpt follows:

Last month criticism of [Willard] Goslin took a serious turn. A militant citizens’ group accused him of permitting Communistic influences in the schools—because he continued already established classes in sex education and favored the elimination of report cards. Then while Goslin was in New York City on business, the school board sent him a telegram asking him to resign.

1951

“THE GREATEST SUBVERSIVE PLOT IN HISTORY: REPORT TO THE AMERICAN PEOPLE ON UNESCO” from *The Congressional Record, Proceedings and Debates of the 82nd Congress, First Session* in 1951 included the extended remarks of Hon. John T. Wood (Idaho) in the U.S. House of Representatives, Thursday, October 18. Excerpts follow:

Mr. Speaker, I am herewith appending an article published by the American Flag Committee... bearing the title “A Report to the American People on UNESCO.” Just how careless and unthinking can we be that we permit this band of spies and traitors to exist another day in this land we all love? Are there no limits to our callousness and neglect of palpable and evident treason stalking rampant through our land, warping the minds and imaginations of even our little children, to the lying propaganda and palpable untruths we allow to be fed to them through this monstrous poison?...

UNESCO’s scheme to pervert public education appears in a series of nine volumes, titled *Toward World Understanding* which presume to instruct kindergarten and elementary grade teachers in the fine art of preparing our youngsters for the day when their first loyalty will be to a world government, of which the United States will form but an administrative part....

The program is quite specific. The teacher is to begin by eliminating any and all words, phrases, descriptions, pictures, maps, classroom material or teaching methods of a sort causing his pupils to feel or express a particular love for, or loyalty to, the United States of America. Children exhibiting such prejudice as a result of prior home influence—UNESCO calls it the outgrowth of the narrow family spirit—are to be dealt an abundant measure of counter propaganda at the earliest possible age. Booklet V, on page 9, advises the teacher that:

The kindergarten or infant school has a significant part to play in the child’s education. Not only can it correct many of the errors of home training, but it can also prepare the child for membership, at about the age of seven, in a group of his own age and habits—the first of many such social identifications that he must achieve on his way to membership in the world society.

WHILE YOU SLEPT: OUR TRAGEDY IN ASIA AND WHO MADE IT BY JOHN T. FLYNN (THE Devin-Adair Co., New York, 1951) was published. This Cold War treatise on the connections between the American left-wing elite and Communist organizers concludes with the following statement and significant quotation which served as an early warning, heralded again and again throughout this book:

While we arm against Russia, we remain defenseless against the enemies within our walls. It is they, not Stalin’s flyers or soldiers or atomic bombers, who will destroy us. One of the greatest of all Americans once made a speech on the “Perpetuation of our Political Institutions.” It is these institutions from which we draw our great strength and promise of survival. It was Abraham Lincoln who said:

Shall we expect a transatlantic military giant to step the ocean and crush us at a blow? Never! All the armies of Europe, Asia and Africa combined with all the treasure of the earth (our own excepted) in their military chest, with a Bonaparte for a commander,

could not by force take a drink from the Ohio or make a track on the Blue Ridge in a trail of a thousand years.... At what point then is the approach of danger to be expected? I answer: If it [should] ever reach us it must spring up amongst us; it cannot come from abroad. If destruction be our lot, we must ourselves be its author and finisher. As a nation of freemen we must live through all times or die by suicide.⁷

IMPACT OF SCIENCE UPON SOCIETY BY BERTRAND RUSSELL (COLUMBIA UNIVERSITY PRESS: New York, 1951; Simon and Schuster: New York, 1953) was published. What follows calls to mind the extensive use of behavior modification techniques on students, causing them to question and reject traditional values, and preparing them to willingly submit to totalitarian controls:

Education should aim at destroying free will so that after pupils are thus schooled they will be incapable throughout the rest of their lives of thinking or acting otherwise than as their school masters would have wished.... Influences of the home are obstructive; and in order to condition students, verses set to music and repeatedly intoned are very effective.... It is for a 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.

1952

SUBVERSIVE INFLUENCE IN THE EDUCATIONAL PROCESS: HEARINGS BEFORE THE SUBCOMMITTEE to Investigate the Administration of the Internal Security Act and Other Internal Security Laws of the Committee on the Judiciary: United States Senate, Eighty-Second Congress, Second Session on Subversive Influence in the Educational Process was printed for the Committee on the Judiciary (Printing Office: Washington, D.C., Sept. 9, 10, 23, 24, 25 and October 13, 1952). Robert Morris was counsel and Benjamin Mandel was director of research for this project. Excerpts from the testimony of Bella V. Dodd, New York, who was accompanied by her attorney Godfrey P. Schmidt, follow:

Mr. Morris: Dr. Dodd, how recently have you been associated with the Communist Party?

Mrs. Dodd: June 1949.

Mr. Morris: Do you mean you severed your connection with the Communist Party at that time?

Mrs. Dodd: They severed their connection with me. I had previously tried to find my way out of the Communist Party. In 1949 they formally issued a resolution of expulsion....

Mr. Morris: Dr. Dodd, will you tell us what relationship you bore to the Communist Party organization while you were the legislative representative for the Teachers' Union?

Mrs. Dodd: Well, I soon got to know the majority of the people in the top leadership

of the Teachers' Union were Communists, or, at least, were influenced by the Communist organization in the city.

Sen. Homer Ferguson (Mich.): In other words, the steering committee, as I take your testimony, was used for the purpose of steering the teachers along the line that communism desired?

Mrs. Dodd: On political questions, yes.... I would say also on certain educational questions. You take, for instance, the whole question of theory of education, whether it should be progressive education or whether it should be the more formal education. The Communist Party as a whole adopted a line of being for progressive education. And that would be carried on through the steering committee and into the union.⁸

[Ed.Note: Let us look ahead to 1985 to the U.S.-Soviet Education Agreement signed by Presidents Reagan and Gorbachev, and the Carnegie-Soviet Education Agreement. It was the same Robert Morris who served as counsel for the Senate Judiciary Committee's investigation who later, in 1989 as the new president of America's Future, Inc., permitted the publication of this writer's pamphlet "Soviets in the Classroom: America's Latest Education Fad"—four years after the agreements were signed. At that time, Mr. Morris—as politically knowledgeable and astute a person as one could hope to meet—was completely unaware of the agreements! The major conservative organizations and media had refused to publicize these treasonous agreements, with the exception of two well-known organizations which gave them “once over lightly” treatment.]

COOPERATIVE PROCEDURES IN LEARNING (COLUMBIA UNIVERSITY PRESS: NEW YORK, 1952) by Alice Miel, professor of education at Teachers College of Columbia University, and associates at the Bureau of Publications at Teachers College of Columbia University was published. Excerpts follow:

[Foreword] As is true of most of the publications of the Horace Mann-Lincoln Institute of School Experimentation, *Cooperative Procedures in Learning* represents the work of many people and emphasizes the experimental approach to curriculum improvement.

Having just completed a unit in social studies, we spent today's class period planning the procedure for a new unit. I started the discussion by pointing out the three methods by which we had studied other units: (1) individual project work, (2) group project work, (3) textbook work. I asked the class to consider these three methods and then to decide which they preferred, or suggest another method for studying our coming work.

It was here that I noticed that most of those who seemed in favor of group projects were students who were well developed socially and had worked well with others in the past, whereas those favoring individual projects were almost entirely the A students who obviously knew they were capable of doing good work on their own and would receive more recognition for it through individual work.

[Ed. Note: The collectivist philosophy that the group is more important than the individual got off the ground in education in the 1950s as a result of the experimental research of educators conducting work similar to that of Alice Miel. By the 1990s egalitarian dumbing-down, outcome-based education—with its cooperative learning, mastery learning, group grades, total quality management, etc.—is the accepted method in the schools of education

and in the classroom.]

IN 1952 “MODERN MATH” WAS INTRODUCED TO DUMB DOWN MATH STUDENTS SO THAT THEY couldn’t apply the math concepts to “real life situations when they get out of schools,” according to a “Dr. Ziegler” who served as chairman of the Education Committee of the Council on Foreign Relations in 1928. (Refer to 1928 entry concerning O.A. Nelson, math teacher, for background of this entry.)

1953

NORMAN DODD, A YALE GRADUATE, INTELLECTUAL AND NEW YORK CITY INVESTMENT BANKER, was chosen to be the research director for the Reece Committee of the U.S. House of Representatives in 1953. The Reece Committee was named for its creator, Rep. Carroll Reece of Tennessee, and was formed to investigate the status of tax-exempt foundations. Dodd sent committee questionnaires to numerous foundations, and as a result of one such request, Joseph E. Johnson, president of the Carnegie Endowment for International Peace, invited Dodd to send a committee staffer to Carnegie headquarters in New York City to examine the minutes of the meetings of the foundation’s trustees. These minutes had long since been stored away in a warehouse. Obviously, Johnson, who was a close friend of former Carnegie Endowment’s president and Soviet spy Alger Hiss, had no idea what was in them.

The minutes revealed that in 1910 the Carnegie Endowment’s trustees asked themselves this question: “Is there any way known to man more effective than war, to so alter the life of an entire people?” For a year the trustees sought an effective “peaceful” method to “alter the life of an entire people.” Ultimately, they concluded that war was the most effective way to change people. Consequently, the trustees of the Carnegie Endowment for International Peace next asked themselves: “How do we involve the United States in a war?” And they answered, “We must control the diplomatic machinery of the United States by first gaining control of the State Department.” Norman Dodd stated that the trustees’ minutes reinforced what the Reece Committee had uncovered elsewhere about the Carnegie Endowment: “It had already become a powerful policy-making force inside the State Department.”

During those early years of the Carnegie Endowment, war clouds were already forming over Europe and the opportunity of enactment of their plan was drawing near. History proved that World War I did indeed have an enormous impact on the American people. For the first time in our history, large numbers of wives and mothers had to leave their homes to work in war factories, thus effectively eroding woman’s historic role as the “heart” of the family. The sanctity of the family itself was placed in jeopardy. Life in America was so thoroughly changed that, according to Dodd’s findings, “[T]he trustees had the brashness to congratulate themselves on the wisdom and validity of their original decision.” They sent a confidential message to President Woodrow Wilson, insisting that the war not be ended too quickly.

After the war, the Carnegie Endowment trustees reasoned that if they could get control of education in the United States they would be able to prevent a return to the way of life as it had been prior to the war. They recruited the Rockefeller Foundation to assist in such a monumental task. According to Dodd’s Reece Committee report: “They divided the task in parts, giving to the Rockefeller Foundation the responsibility of altering education as it

pertains to domestic subjects, but Carnegie retained the task of altering our education in foreign affairs and about international relations.”

During a subsequent personal meeting with Mr. Dodd, President Rowan Gaither of the Ford Foundation said, “Mr. Dodd, we invited you to come here because we thought that perhaps, off the record, you would be kind enough to tell us why the Congress is interested in the operations of foundations such as ours?” Gaither answered his own rhetorical question with a startling admission:

Mr. Dodd, all of us here at the policy making level of the foundation have at one time or another served in the OSS [Office of Strategic Services, CIA forerunner] or the European Economic Administration, operating under directives from the White House. We operate under those same directives.... The substance under which we operate is that we shall use our grant making power to so alter life in the United States that we can be comfortably merged with the Soviet Union.

Stunned, Dodd replied, “Why don’t you tell the American people what you just told me and you could save the taxpayers thousands of dollars set aside for this investigation?” Gaither responded, “Mr. Dodd, we wouldn’t think of doing that.”

In public, of course, Gaither never admitted what he had revealed in private. However, on numerous public occasions Norman Dodd repeated what Gaither had said, and was neither sued by Gaither nor challenged by the Ford Foundation. Dodd was subsequently warned that “If you proceed with the investigation as you have outlined, you will be killed.”

The Reece Committee never completely finished its work of investigating and receiving testimony in open hearings involving the representatives of the major tax-exempt foundations. The process was completely disrupted and finally derailed by the deliberately disruptive activity of one of its members, Congressman Wayne Hays of Ohio. According to general counsel for the Reece Committee, Renee A. Wormser’s account in *Foundations: Their Power and Influence* (Devin-Adair: New York, 1958, p. 341), “[Hays] was frank enough to tell us that he had been put on the committee by Mr. [Sam] Rayburn, the Democratic Leader in the House, as the equivalent of a watchdog. Just what he was to ‘watch’ was not made clear until it became apparent that Mr. Hays was making it his business to frustrate the investigation to the greatest extent possible.”

[Ed. Note: The Cox Committee, created by Congress as a result of Rep. E.E. Cox of Georgia submitting a resolution to the House of Representatives in the 82nd Congress, was a forerunner of the Reece Committee. The Cox Committee was created to “direct a thorough investigation of foundations.” However, just as the Reece Committee which followed, the Cox Committee was unable to get to the bottom of tax-exempt foundation affairs. Again, according to Mr. Wormser, “The Cox Committee did find that there had been a Communist, Moscow-directed plot to infiltrate American foundations and to use their funds for Communist purposes.”]

SCIENCE AND HUMAN BEHAVIOR BY B.F. SKINNER (MACMILLAN & CO.: NEW YORK, 1953) was published. To quote Skinner again, “Operant conditioning shapes behavior as a sculptor shapes a lump of clay.”

ALFRED C. KINSEY, ALONG WITH WARDELL POMEROY, CLYDE MARTIN, AND PAUL GEBHARD, published *Sexual Behavior in the Human Female* (W.B. Saunders: Philadelphia, Pa., 1953). According to Professor David Allyn, lecturer in the Department of History at Princeton University, this book, along with Kinsey's *Sexual Behavior in the Human Male*, served to solidify the move which

changed the way social scientists studied sexuality by breaking from the accepted social hygienic, psychoanalytic, psychiatric and physiological approaches.... [Kinsey's work] played [a] critical role in the mid-century privatization of morality. In the post-WWII era, experts abandoned the concept of "public morals," a concept which had underpinned the social control of American sexuality from the 1870's onward.... In the 1950's and 60's, however, sexual morality was privatized, and the state-controlled, highly regulated moral economy of the past gave way to a new, "deregulated" moral market.... Kinsey's [work] argued against government interference in private life.

[Ed. Note: The above statement by Allyn was made during a presentation entitled "Private Acts/Public Policy: Alfred Kinsey, the American Law Institute and the Privatization of American Sexual Morality" at the 1995 Chevron Conference on the History of the Behavioral and Social Sciences as part of a special symposium on Alfred Kinsey. Allyn acknowledged the Charles Warren Center at Harvard University and the Rockefeller Archive Center as providing grants which made his research possible.]

DR. LEWIS ALBERT ALESEN PUBLISHED A FASCINATING BOOK ENTITLED *MENTAL ROBOTS* (The Caxton Printers, Ltd.: Caldwell, Idaho, 1953). Dr. Alesen, distinguished physician and surgeon, served as president of the California Medical Association from 1952–1953, and also wrote *The Physician's Responsibility as a Leader*. Some excerpts from Dr. Alesen's chapter 7 of *Mental Robots*, "The Tools of Robotry," follow:

Herbert A. Philbrick [double agent and author of *I Led Three Lives*] has been recently quoted as stressing that Soviet psychiatry is the psychiatry of Pavlov, upon whose original work on dogs the theory of the conditioned reflex is based. This conditioned reflex is the principle underlying all of the procedures employed by the Soviets in their brain-washing and brain-changing techniques. Under its skillful use the human can be, and has been in countless instances, so altered as completely to transform the concepts previously held and to prepare the individual so treated for a docile acceptance of all manner of authoritarian controls. The psychiatrist boasts that he possesses the power to alter human personality, and he has certainly made good his boast in many respects, at least to the extent of being able to force phony confessions out of men like Cardinal Mindszenty, Robert Vogeler, and a host of others who have been subjected to all manner of torture during their period of conditioning.

In a book entitled *Conditioned Reflex Therapy* by Andrew Salte, published in 1949 by the Creative Age Press, individual free will, freedom of choice, and, of course, individual responsibility are categorically denied in these words:

We are meat in which habits have taken up residence. We are a result of the way other people have acted to us. We are the reactions. Having conditioned reflexes means carrying about pieces of past realities.... We think with our habits, and our emotional training determines our thinking. Where there is a conditioned reflex, there is no will. Our

“will power” is dependent on our previously learned reflexes.

Certainly it is true that the Communists, both in Russia, China, and the Iron Curtain countries, have accomplished spectacular changes in the thinking of millions of their citizens. Whether or not this mass changing is altogether sincere or durable is not for the moment as significant as the fact that it has taken place, and that based upon it there has been, apparently, a ready acceptance of revolutionary doctrines radically defying former custom and accepted usage, and transforming the individual under this spell of persuasion or compulsion into an individual possessing entirely different characteristics from those formerly exhibited. And thus, whole new social, economic, political, and even religious regimes have been accepted in a comparatively short time.

In order to comprehend at all adequately what has been and what is happening to the mental processes and attitudes of the American people during recent years, and in order most particularly to be aware of and alert to the carefully planned goals of the inner and hard-core sponsors of the so-called mental health program, it is pertinent to explore briefly the science and art of cybernetics. Cybernetics, according to Gould’s medical dictionary, “The science dealing with communication and communication-control theory as applied to mechanical devices and animals; and including the study of servo-mechanisms, that is, feed-back mechanisms; Josiah Macy, Jr. Foundation, 565 Park Avenue, N.Y. 21, N.Y., has published a series of symposia on cybernetics ‘Circular Causal and Feed-Back Mechanisms in Biology and Social Systems.’”

In a Freedom Forum presentation entitled “Inside U.S. Communism” by Herbert Philbrick, at Harding College, Searcy, Arkansas, April 16, 1954, and distributed by the National Education Program, Mr. Philbrick had this to say about cybernetics:

The Communists, I have discovered, have a favorite term for their system of influencing people in devious ways. The word they use as an over-all title of this technique is “cybernetics.” Cybernetics as a pure science has a very legitimate and worthwhile function. It has to do with how to improve conduits and cables, how to make better coaxial cables for television, how to improve telephone service, how to make more efficient electronic brains, etc. It has a very legitimate service as a pure science.

But since a human being, to a Communist, is simply another machine; since human nerve centers have exactly the same function as an electronic circuit; since a human has not a soul—he is only a mechanical apparatus—the Communists have decided that this particular science has a very useful application—not on machines but on humans.

Now we’ve heard a great deal more recently about brain-washing. Back in 1940 that word wasn’t familiar to us, but what was going on inside these Young Communist League cells was a technique of cybernetics, a technique of brain-washing, if you will; the highly developed science of *demolishing the minds and the spirits of men*. [emphasis in original] The Communists brag that theirs is a “technique of Soviet psychiatry.” Now Soviet psychiatry is based on the same basic principles as that of our own doctors and psychiatrists except that the Communists have a different purpose in their psychiatry. Our doctors work with unhealthy minds and try to make them healthy and whole again. The Communists have decided that cybernetics provides a very wonderful way to go to work on healthy minds and to destroy them. And of course we are now getting a bit of that picture from our own prisoners of war who were jailed and imprisoned by the North Koreans and the Red Chinese. One of my good friends is Robert Vogeler. We’ve learned a great deal from Bob Vogeler about the technique of brain-washing. It’s a horrifying story.

I would suggest that you folks who are interested in this subject, perhaps some of you students, could adopt for special study this field of cybernetics. It is brand new. I don’t know of a single book on the subject in connection with what the Communists are

doing with it. As a matter of fact, my own knowledge is very limited because the only facts I have are those few things which we have gathered from inside the Communist Party which indicate that the Reds have been working around the clock in this study of the scientific manipulation and control of information. It is based on the findings of Pavlov which say that a man, like an animal, conditioned to respond to certain impulses, can be conditioned to respond to words, phrases and symbols. Therefore you pour in the words, phrases and symbols to which he will respond *without thinking* [emphasis in original]. And then you withhold other certain words which will cause him to respond in a way which you may not desire. It is the scientific control of human beings by means of control [of] information.

As the pattern for the international robot of the future, so meticulously drawn to scale by our condescending planners and masters, becomes increasingly clear, it behooves us to study that plan carefully, to determine to just what extent it has already been effectuated, to appraise the multitudinous forces aiding and abetting its adoption, and to determine, finally, whether we as individuals do, in fact, possess characteristics of sufficient value to justify any resistance to this seemingly almost overwhelming juggernaut of collectivism which is rushing headlong upon us. Have we in America, the greatest land upon which God's sun has ever shone, succumbed to the fleshpots of a modern Egypt? Have we become so softened by bellies lined with rich food, wives clad in rich raiment, and housing and appurtenances designed to shield us from every intellectual endeavor that we are no longer interested in making any effort to reclaim and to reinvigorate the one economic, social, and political system which has made all of this possible for us?

1954

ALICE A. BAILEY, AN AMERICAN THEOSOPHIST, WROTE *EDUCATION IN THE NEW AGE* (LUCIS Trust: New York and London, 1954).¹⁰ The following information was written in the front of the book: "The publication of this book is financed by the Tibetan Book Fund which is established for the perpetuation of the teachings of the Tibetan and Alice A. Bailey. This fund is controlled by the Lucis Trust, a tax-exempt, religious, educational corporation. It is published in Dutch, French, Spanish, German, Italian and Portugese. Translation into other languages is proceeding." Following are some excerpts from chapter 3, "The Next Step in the Mental Development of Humanity":

The Mental Transition Period

There are three immediate steps ahead of the educational system of the world, and some progress has already been made towards taking them. First: The development of more adequate means of understanding and studying the human being. This will be made possible in three ways:

1. The growth and the development of the Science of Psychology. This is the science of the essential man, and is at this time being more generally recognised as useful to, and consistent with, the right development of the human unit. The various schools of psychology, so numerous and separative, will each eventually contribute its particular and peculiar truth, and thus the real science of the soul will emerge from this synthesis.
2. The growth and the development of the *Science of the Seven Rays*. This science will throw light upon racial and individual types; it will clearly formulate the nature of individual and

racial problems; it will indicate the forces and energies which are struggling for expression in the individual and in the race; and when the two major rays and the minor rays (which meet in every man) are recognised and studied by the educator in connection with the individual, the result will be right individual and group training, and correct vocational indications.

3. The acceptance of the *Teaching anent* [about] *the Constitution of Man* given by the esotericists, with the implied relation of soul and body, the nature of those bodies, their qualities and purpose, and the interrelation existing between the soul and the three vehicles of expression in the three worlds of human endeavors.

In order to bring this about, the best that the East has to offer and the knowledge of the West will have to be made available. The training of the physical body, the control of the emotional body, and the development of right mental apprehension must proceed sequentially, with due attention to the time factor, and also to that period wherein planned coordination of all aspects of the man should be carefully developed. (pp. 69–70)

[Ed. Note: After returning from a stint in the U.S. Department of Education in the early 1980s, this author attended a school board meeting and noticed the change agent superintendent's scrawlings on a blackboard, which had evidently been used as part of some sort of in-service training. He had divided a circle into the following sections: physical, mental, creative, and "spiritual." My reaction was "Hmmm," since it was he with whom I had sparred over the use of values clarification—which destroyed any real Judeo/Christian spirituality—when I served on the board in the late 1970s.]

1955

THE NEW YORK TIMES REPORTED ON AUGUST 6, 1955 THAT PRESIDENT DWIGHT D. Eisenhower called for the first White House Conference on Education. The announcement follows:

WASHINGTON, D.C.—Reservations have been made in eight hotels here for 2045 rooms to be occupied November 20 through December 1 by participants in the White House Conference on Education. This conference, first of its kind to be called by a President, will be unusual in many ways. The ground rules call for two or more noneducators to each educator in order to stir up the widest possible education support by citizenry in the States.... However, the really unusual part of the conference plan lies in its sharp departure from the conventional, somewhat haphazard way of conducting big conferences. The President's committee has set up six subjects to be discussed; five of them to be thrashed out at the conference, and one to be taken home. Each of the five questions to be gone into here will be discussed in successive all-delegate sessions of 200 tables of 10 persons plus a discussion leader. The five questions under mass consideration will be:

1. What should our schools accomplish?
2. In what ways can we organize our school system more effectively and economically?
3. What are our school building needs?
4. How can we get good teachers—and keep them?
5. How can we finance our schools—build and operate them?

The question to be taken home is: How can we obtain a continuing interest in education?

At the close of each all-delegate session a stenographic pool will be on hand to

compile the consensus at each table and to jot down the dissents. The 200 discussion leaders will convene around 20 tables in a smaller room, further refine the results and give their “consensus” and “dissents” to a second flight of stenographers. The mass of delegates then proceed to another question. The leaders of the 20 tables subsequently move to two tables. Their findings, set down by stenographers, will be forwarded to the conference committee for incorporation in the final report.

[Ed. Note: This conference was probably one of the first national conferences to use the manipulative and non-representative group dynamics/Delphi Technique to orchestrate the participants into reaching consensus on pre-determined goals. Anyone who has participated in local or state goal-setting committees should recognize the drill. This conference provided an excellent example of the dialectical process at work.]

1956

TAXONOMY OF EDUCATIONAL OBJECTIVES: THE CLASSIFICATION OF EDUCATIONAL GOALS, Handbook II, Affective Domain by David Krathwohl, Benjamin Bloom, and Bertram Massie (Longman: New York/London, 1956) was published. This *Taxonomy* provided the necessary tool for the schools of education to restructure education from academics to values (behavior) change. The swinging door was finally propped open to incorporate attitudes, values and beliefs into the definition of education. It is impossible to overestimate the *Taxonomy*'s importance. An excerpt follows:

In fact, a large part of what we call “good teaching” is the teacher’s ability to attain affective objectives [attitudes, values, beliefs] through challenging the students’ fixed beliefs and getting them to discuss issues. (p. 55)

1958

IN 1958 AT THE PEAK OF THE COLD WAR PRESIDENT DWIGHT D. EISENHOWER SIGNED THE first United States-Union of Soviet Socialist Republics (U.S.S.R.) agreements. These agreements included education.

NATIONAL DEFENSE EDUCATION ACT WAS PASSED IN 1958 BY THE U.S. CONGRESS AS A result of Soviet success in space, demonstrated by the launching of *Sputnik*. This *Act*, which set the stage for incredible federal control of education through heavy financing for behavior modification, science, mathematics, guidance counseling, and testing, etc., involved “modern techniques developed from scientific principles,” the full weight of which would be felt at the end of the century. Title I, General Provisions, Findings and Declaration of Policy, Sec. 101 of this *Act* reads:

The Congress hereby finds and declares that the security of the Nation requires the fullest development of the mental resources and technical skills of its young men and women. The

present emergency demands that additional and more adequate educational opportunities be made available. The defense of this nation depends upon the mastery of modern techniques developed from complex scientific principles. It depends as well upon the discovery and development of new principles, new techniques, and new knowledge.

Endnotes:

- 1 For a thorough treatment of this subject, please read Dr. Judith A. Reisman's book *Kinsey: Crimes and Consequences—The Red Queen and the Grand Scheme* (The Institute for Media Education, Inc.: Arlington, Va., 1998). To order call 1-800-837-0544.
- 2 B.F. Skinner. *Science and Human Behavior* (Macmillan & Co.: New York, 1953).
- 3 The *Taxonomy* involves: Cognitive—how a student perceives or judges knowledge or facts; Affective—how a student feels or what he believes about a subject; Psychomotor—what a student does as a result of what he perceives or believes; converting belief to action.
- 4 See Appendix XIX for an excellent critique of Bloom's *Taxonomy*.
- 5 This document may be ordered from: Education Service Council, P.O. Box 271, Elm Grove, WI 53122. Erica Carle's latest and very important book, *Why Things Are the Way They Are* (Dorrance Publishing Co.: Pittsburgh, Pa., 1996), can be ordered in hardcover from: Dorrance Publishing Co., 643 Smithfield Street, Pittsburgh, PA 15222.
- 6 To order Dr. Reisman's book, call 1-800-837-0544.
- 7 Speech before Young Men's Lyceum, Springfield, Illinois, January, 1837.
- 8 For further information, purchase *School of Darkness: The Record of a Life and of a Conflict between Two Faiths* by Bella V. Dodd (P.J. Kennedy & Sons: New York, 1954. Copyright transferred in 1963 to Bella V. Dodd, Devin-Adair Publishers).
- 9 This section dealing with the Dodd Report was written by Robert H. Goldsborough and published in his book *Lines of Credit: Ropes of Bondage*, (The American Research Foundation, Inc.: Baltimore, 1989). This fascinating book may be obtained by sending a check for \$8.00 to: Robert H. Goldsborough, P.O. Box 5687, Baltimore, MD 21210.
- 10 The offices of Lucis Trust (formerly Lucifer Publishing) which were previously located across from the United Nations Building in New York have offered for sale the Robert Muller *World Core Curriculum* (a New Age elementary education curriculum), written by Muller who served as the under secretary of the UN. The *World Core Curriculum* states that it is based on the teachings of Alice Bailey's spirit guide, the Tibetan teacher Djwhal Khul. The present address for Lucis Trust is: 120 Wall St., New York, NY. Muller's curriculum can also be ordered from: Robert Muller School, 6005 Royaloak Dr., Arlington, TX. It should be noted that the Robert Muller School is a member of the UNESCO Associated Schools Project, certified as a United Nations Associated School.