

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

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

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

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

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

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

**LINK 1: Re-inventing Schools Coalition**

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

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

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

**LINK 3: Jed Brown on Behavioral Conditioning**

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

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

[http://www.democracynow.org/2010/9/3/educators\\_push\\_back\\_against\\_obamas\\_business](http://www.democracynow.org/2010/9/3/educators_push_back_against_obamas_business)

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

# THE DEATH OF FREE WILL

## PART I

BY CHARLOTTE  
THOMSON ISERBYT

DECEMBER 2010

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

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

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

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

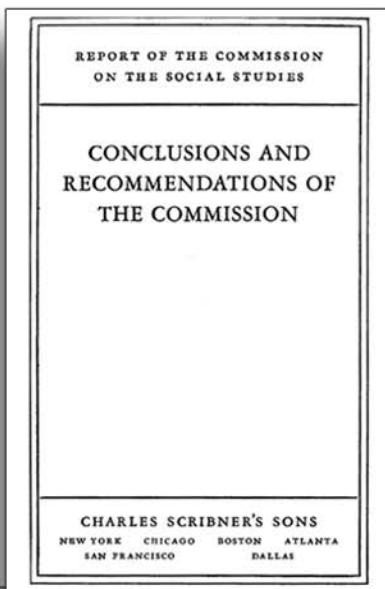
"Is there aught a remedy for this neglect of rural life? Let us, at least, yield ourselves to the gratifications of a beautiful dream that there is. In our dream, we have limitless resources, and the people yield themselves with perfect docility to our moulding hand. The present educational conventions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

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

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

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

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



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

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

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

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

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

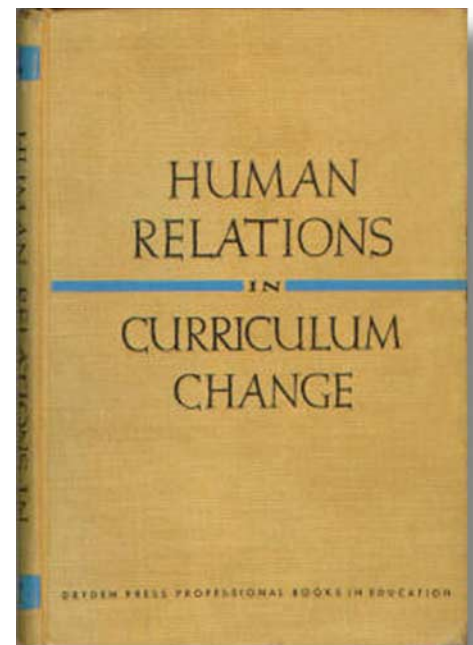
*Conclusions and Recommendations for the Social Studies* (1934) and the old progressive theories and practices that appeared in *Human Relations in Curriculum Change* (1951) are accommodated by school/workforce reforms today that promote so-called global competitiveness and global citizenship. (Note: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

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

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

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

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



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



# THE DEATH OF FREE WILL

## PART II

BY CHARLOTTE  
THOMSON ISERBYT

DECEMBER 2010

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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



#### ABOUT THE AUTHOR

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

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

– CHARLOTTE THOMSON ISERBYT