

the OECD on the problems of contemporary society. The ministers discussed it—before the *événements* [student and labor strikes of May 1968 in Paris—ed.]. What was discussed was the question of educational unrest, the question of the need for deep educational reform to make young people much more atuned to what was happening, much more in tune with societal realities. The discussions raised the question of environmental destruction, the question of alienation of the individual, rejection of authority and many other things of that kind. They all came up at the same time.

Kristensen and I felt that governments, although willing to debate these things, were not capable of acting quickly enough or responsively enough to these changes. The bureaucracies of governments, even more than the ministers, are post facto mechanisms. They only react after events, and do not foresee them. They are not prepared for them.

It was at that time that Kristensen and I got in touch with Aurelio Peccei. The Club of Rome was actually born inside the OECD, around such concerns.

**EIR:** Did the OECD do any work on this educational question prior to the Paris *événements*?

**King:** Yes, quite a lot. We were very interested in educa-

## Alexander King: a subverter of science

Dr. Alexander King, CBE (Commander of the British Empire) and CMG (Commander of the Order of St. Michael and St. George), has taught chemistry at the Imperial College, London and headed the British Scientific Mission in Washington from 1943 to 1947. Beginning in 1968, he was director general for the Scientific Affairs Section of the Organization for Economic Cooperation and Development (OECD), an apparatus considered a subordinate feature of NATO, but actually its policy controller.

Dr. King also heads the International Federation of Institutes for Advanced Studies, the coordinating body for seven such institutes, with membership heavily overlapping the Club of Rome. The International Federation of Institutes for Advanced Studies is based in Stockholm, Sweden and Paris, France and has close ties to the Tavistock Institute, the Sussex-based flagship institution of British intelligence's psychological warfare division.

tional programs. We invented the whole question of curriculum reform, trying to teach mathematics and chemistry, etc. in new ways. We were the only body that began to look at education in terms of its economic impact. We were very much criticized for this. The ministries of education were all culturally based. Education was something that passed down the riches of posterity to new generations, in their view. To tie education to the economic wagon seemed terrible. But they exaggerated and misconstrued our purpose, as always.

What we were trying to do was to examine the educational system in relation to the economy—it is a very big relationship. You have to look at education in terms of the needs of the future economy and the kinds of jobs that are going to be required. What kind of training is required, intellectually as well as in the ordinary sense of socialization.

**EIR:** Were you involved in the project to transform the way mathematics is taught, the so-called New Math?

**King:** Yes, yes, yes. We pioneered it, very much so! At that time, under Kristensen, the OECD was a very innovative place. I was in charge of science and technology, and education, and we had our internal policies. Our policy was roughly that we should be at least five years ahead of the thinking of the nation-states; second, however, we should never *appear* to be more than two years ahead. Otherwise, we would be killed!

Our policy was to look at everything that is new, at speculative matters, matters of uncertainty. We had many failures, but then again, when we were successful, and the nation-states would get interested, we had completed our catalytic role. We would drop those activities and begin new ones. It was a very mobile and very interesting approach.

When we started the curriculum reform, a number of people, particularly in America, at MIT, were very interested. We found a number of French mathematics teachers terribly interested. We also found people in Germany and the United Kingdom, too.

After about three years, we had national commissions for curriculum reform on various subjects in all member-nations. At that point, we decided we had done enough of that, and we dropped it. The ministers [of the member-nations] thought we were crazy! The thing was successful, so why were we stopping it? But we had catalyzed it, and that is all we intended. By the time we finished, there was an economic section in the ministries of education in every nation-state in the OECD.

**EIR:** Who headed the economic section in France?

**King:** Ah, well, France was not very keen on this. . . . The primary work was done in the United States. . . . We were in on all kinds of colloquia connected to this. A number of Frenchmen were very keen on this. . . . Ber-