

Beyond OBE: mind manipulation in the 'new world order'

by Leo Scanlon

Microchipped: How the Education Establishment Took Us Beyond Big Brother

by Beverly K. Eakman

Halycon House, Portland, Oregon, 1994
285 pages, paperbound, \$19.95

Beverly Eakman's previous book, the best-seller *Educating for the New World Order* (Halycon House, 1992), helped catalyze a nationwide movement in the United States, opposing the "educational reforms" which go by the name of outcome-based education (OBE). *Microchipped* is her latest situation report from the front lines of that fight. It presents a series of lectures she has given since the publication of her first book, and supplements them with excerpts from the teaching manuals, psychological questionnaires, scoring handbooks, and other paraphernalia which are the stock-in-trade of the mind-benders who run the school system.

The evidence she assembles makes it very clear that OBE is only one version—and a very disposable one at that—of a plan to create an aversive psychological environment which will subject the citizen to continuous behavioral conditioning. It starts in the classroom, but that is only the beginning.

Her documentation shows that the Department of Education has created a supercomputer-based tracking system, the Elementary and Secondary Integrated Data System, which is using sophisticated techniques of psycho-graphics (marketing profiles) to refine the personality dossiers drawn from test results. These dossiers can be encoded on "smart cards," which are envisioned as the official "passport" from the school system into the work world. The enabling legislation which will ratify this step already exists, tucked away in the various national and state versions of George Bush's "Education 2000" legislation. The monitoring and profiling of the beliefs and attitudes of individual citizens will then step out of the classroom and into everyday life, with enormous political implications.

The developments which Mrs. Eakman is describing are the policies of agencies which have dominated the education system since World War II. These include a network of government-chartered foundations and private corporations

which dominate the mental health profession, and the curriculum development "laboratories" run by the U.S. Department of Education.

In her first book (reviewed in *EIR*, Nov. 6, 1992), Mrs. Eakman told the story of Anita Hoge, a Pennsylvania housewife who began asking questions when her children reported that they had taken a test in school which was eliciting very personal information. The children had been told not to discuss the test. By the time her investigations were done, she had cracked the veil of secrecy and proven that the state tests were illegally gathering information about the attitudes and values of the students. The question was, why?

Part of the answer was that the state was implementing a reform program which would shift the focus of education away from academic subjects, and toward the fostering of certain values. When she showed that the testing data were being tracked through illegal use of the student's social security number, the courts pressured the testing agencies to produce their scoring manuals and other highly secret material. (The Educational Testing Service, a private corporation which controls standardized testing in American schools, initially told a U.S. senator that he had no right to review what they were doing in his state.)

The tests were not only tracking intimate personal beliefs of the student—about religion, sex, family life, and so on—but were part of a process designed to change those beliefs in specific ways. Under the OBE reforms, a graduation certificate would be tied to what you believed, not what you knew. The scandal these revelations caused helped bottle up the OBE reforms in the Pennsylvania legislature, and triggered similar fights elsewhere.

But the activities of the psychologists and behaviorists who run the schools as though they were a private experimental laboratory, were not disrupted in the least, even when the legislature forbade the OBE reforms. Mrs. Eakman and her colleagues have since begun to investigate the source of this arrogance, and her initial conclusion is that it comes from the fantastic power that these behavioral scientists enjoy in the demi-monde of the private foundations and private ("non-profit") corporations that actually control the public school system. She insists that this is the Achilles' heel of the education reformers—and she is right, even though she has only begun to crack a very big story.

Public education was privatized long ago

The irony is that this private mafia is widely believed to be part of a *public* school system. Yet the tests they administer virtually dictate—albeit in a somewhat hidden way—the curriculum content of the schools. Since those tests are actually designed to measure specific attitudes and beliefs, local curricula eventually conform to what the tests measure.

The author explains: “As soon as you understand that education today is not about academics or proficiency at anything, that what education *is* about is so-called *mental health*, then everything else begins to make sense.” This point is only slowly being grasped by those who are desperately hoping that OBE is really a “curriculum reform,” or a mere “fad” which can be remedied by a “back to basics” campaign for literacy standards (as necessary as that may be). The worst example of that outlook is the slick propaganda being pushed by William Bennett and the Hudson Institute, advocating a “conservative OBE” with “academic outcomes.”

Mrs. Eakman states that “education isn’t just another liberal-versus-conservative or teacher-versus-parent issue. It’s a Privacy issue, a Civil Rights issue, a National Security issue—a legal issue.” And she has organized a non-profit agency, the National Education Consortium, to conduct a battle on all of those fronts. She points out that “it’s too late to confront them just on ethical grounds . . . because what the culprits basically are trying to do now is to make what was previously *illegal*, legal. That’s what all the hoopla over national goals and national curriculum is about. . . . We already *have* national goals and curriculum. And testing, too. . . . What the behaviorist fanatics want to do is make it *legal*. . . . It is to their advantage to turn out a generation or so of illiterates as well as people who are alienated from the American culture and American traditions.”

This addresses an important point: The question facing parents who are frightened at what they see going on in the schools is bigger than “education”; the larger issue is, what kind of government do we wish to have?

It is clear enough what kind of government the behavioral psychologists have in mind. Mrs. Eakman makes reference to the Nazi eugenicist Ernst Rüdin, the founder of “psychiatric genetics,” whom she identifies as a seminal figure in the network which is controlling the education establishment today. She observes that the “self-esteem movement” which produced the nihilistic racists of the Nazi era began three decades before the Nazi party came to power. It has been almost that long since these same people launched the “counterculture” in the United States.

She notes that Dr. Frederick Goodwin, head of the National Institute of Mental Health, is promoting Rüdin’s theories of “psychiatric genetics” today. As *EIR* has shown (Oct. 7, 1994, “British Psychiatry: From Eugenics to Assassination”), Rüdin’s acolytes, the people who conceived and planned the “genetic cleansing” of Nazi Germany, were *pro-*

moted by the Anglo-Americans at the end of the war, and put into controlling positions in the behavioral science research establishment. These are the people who conducted the MK-Ultra experiments in mind control. They should be jailed for violations of the Nuremberg Codes, but instead they are running the American school system.

End-run around the legislatures

What allowed Mrs. Hoge to break through the secrecy which shrouded the psychological testing of her children, was the fact that there was a paper trail showing that the federal educational establishment was tracking the results of tests administered by the state agencies through the use of the student’s social security number (a violation of the Social Security Act). This snag in the system was used to force the testing services to admit that they were involved in tracking the attitudes and values, not merely the academic performance, of the students.

Problem number one is that most school systems will soon be “wired” and computerized, and there won’t be a “paper trail.” Problem number two is that the reform package and associated behavioral testing are being implemented in Pennsylvania anyway.

The computer issue is basic. It is difficult enough even for the most determined investigator to correlate the strands of propaganda which are woven into curriculum material, with the secret tests that are used to measure the effect of the material, and then fight to bring into the open the closely guarded scoring handbooks which reveal the true purpose of the test. Once all of this process is moved into “cyber-space,” there won’t even be an electronic record of the test your child took, and there might not even be a true record of the curriculum content he or she is being exposed to on a daily basis.

Dustin Heuston works with the World Institute for Computer-Assisted Training, and is the brains behind the “teaching systems” that will shape the programs that will be used on computers in schools. Eakman quotes his observation that “the computer has the capability to act as if it were the ten top psychologists working with one student. . . . Won’t it be wonderful when no one can get between that child and that curriculum?” He is talking about you, the parent, and the teacher, too (who just might not be 100% with the program).

And don’t think that a mere legislature will step between these psychologists and your child either. Despite the clear rejection of the OBE package by the Pennsylvania legislature, the school system, under pressure from Gov. Robert Casey, implemented a curriculum and testing program which incorporated the full panoply of attitude surveys and behavior modification techniques. The reason is simple: Federal law mandates that attitudes be tested and behavior manipulated if states wish to use federal funds for education programs.

Technically, this is a violation of laws which forbid the federal government from implementing a “national curricu-

lum.” That technicality will soon be breached, if it hasn’t been already, when Congress and the states ratify the “Education 2000” and related bills which are the wedge-end of “national standards.” Once that occurs, it will be a secondary matter that the testing apparatus is concealed in “cyber-space.”

In her description of the process which implemented this end-run around the Pennsylvania legislature, Mrs. Eakman identifies the curious role of quasi-private corporations that actually run much of the government today. Her investigations led to an agency called Community Learning and Information Network (CLIN), which was incorporated as a non-profit corporation in 1992. Its purpose was to be the first of a national network that would use high-speed (T-1) telephone lines to link personal computers (eventually for every student) running self-instructional software, to a network of repositories that would contain the images and texts necessary to induce change in those unwanted attitudes detected by the standardized tests. Mrs. Eakman points out that “Pennsylvania OBE regulations require students to be individually monitored in their attainment of these non-academic objectives. And the term ‘monitored’ does not mean ‘taught’; it means ‘continuously tracked.’ ”

CLIN was incorporated by John Kaufman, the chief executive officer of Pennsylvania Power and Light, and Edward J. Donley, CEO of Siemens. Both were also leaders of “Penn-

sylvania 2000,” the state-based organization pushing the local version of the Bush administration’s (and now the Clinton administration’s) “Education 2000” plan. This relationship of top corporate officials to a network of non-profit agencies which implement OBE-style reforms, “in parallel” with the legislative enactment of OBE, is repeated in every state. The legislative side of the picture is merely a front for the real machinery.

These same corporations are pushing “job skills standardization” schemes which are the parallel to OBE. The “job skills standards” will be the same as the OBE standards, and proof of the proper attitudes—e.g., “social compliance”—will become a requirement for employment. The data base which contains the psychological assessment information on each student will be encoded on the mastery certificate (identity card/work paper) which will be issued to the successful graduate of the system.

The corporations that are cultivating this high-tech slave system, like the government-chartered corporations that run the school testing system, are the local analogue of the “new world order.” Exposés and lawsuits, like those of Mrs. Eakman and the National Education Consortium, can bring this to the light of day. But no mere lawsuit can destroy this apparatus, as Mrs. Eakman makes very clear, until the American public becomes convinced that it must take responsibility for its future and govern itself once again.

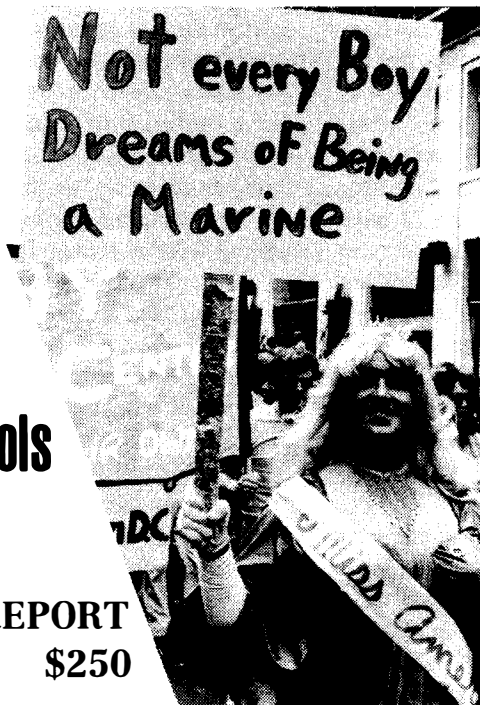
Stop the cult of ‘political correctness’

**The
Libertarian
Conspiracy
To Destroy
America’s Schools**

EIR SPECIAL REPORT

152 pages

\$250



Under the banner of “political correctness,” the public school curriculum has been rewritten to eliminate real education, in favor of infantilism and hedonism.

Our report documents how the National Education Association worked over decades to implement this “reform.”

Many opponents of such kookery in the schools have fought rearguard battles, but have failed to stem the tide of “political correctness.” Not only did they fail to understand the enemy fully; they also lacked a real alternative. Our report features Lyndon LaRouche’s proposal for a classical education curriculum, including reviving the concepts of the Humboldt education reform in 19th-century Germany.

High-quality public education is essential for a republic, and is the right of every child.

EIR News Service

P.O. Box 17390, Washington, D.C.
20041-0390