

How 'psychological testing' brainwashes schoolchildren

by Leo Scanlon

Educating for the New World Order

by Beverly K. Eakman

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This book is a first-rate summary of an explosive investigation conducted by a Pennsylvania housewife into the U.S. Department of Education's "brainwashing" apparatus in the public schools. It is required reading for anyone who wishes to comment on the crisis gripping the educational system of the United States, and no proposal for educational reform can be considered serious unless it addresses the problems outlined in this book.

For those who are rightfully concerned about the implications of the Clinton campaign's endorsement of the National Education Association (NEA) and its agenda, this book has some very disturbing news: Despite the pre-election babble about "family values," the Bush administration has been fully committed to the creation of a national educational curriculum which the author calls "extreme, pure fascism, totalitarian—and very high-tech."

The documentation presented in the book, mostly internal papers of the Department of Education, its predecessor agencies, and the network of foundations which control this branch of the government, prove Eakman's case. The author, who was a top technical writer for NASA and other government agencies, has used the official documents to chronicle the process by which a network of behavioral psychologists, and the Carnegie Foundation which patronizes them, have taken control over the curriculum and the training of teachers

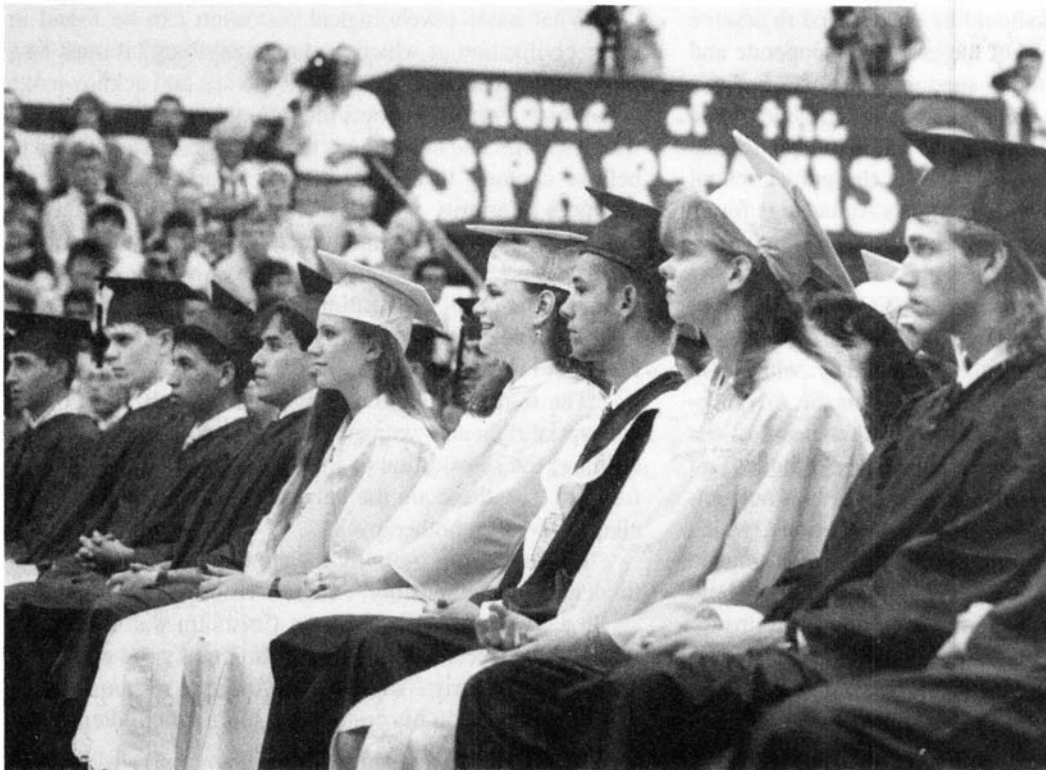
in the public school system. These behaviorists intend to dominate private schools as well.

The author concludes that there is no public free school system in the United States today. The public school system, and most of the "private" schools as well, are under the de facto control of a cult of "futurists" and totalitarians who are using the authority of the government to impose their ideology—their religion—on all educational institutions. The slavish conformism, amorality, and anti-intellectual characteristics of many young Americans are the direct, and deliberate result of the work of this clique.

This has been accomplished through the creation of a system of national standardized tests, designed to provide psychological profiles of the population, and through the efforts of a powerful network of "change agents" leavened into the ranks of the teaching professions. School administration has become little more than the process of facilitating the work of these psychologists, as they design psychological interventions into school districts, classes, and even particular students, in order to bring the targets into conformity with the aims and goals of the test designers at the Carnegie Foundation.

A citizen investigates the Leviathan

The damning material was brought to light through the efforts of Anita Hoge, who noticed that her child had been administered a very curious kind of test in school—the kind which is not related to immediate study material, and which requires consent from the parent, but, she had not been asked for her consent. It happens every day, and most people shrug it off. Mrs. Hoge demanded to see the test her son had been given, and with that simple request, stepped into an Orwellian world of bureaucratic obfuscation and political intrigue,



By the time a youth graduates from high school, he or she will have been exposed to batteries of national standardized tests devised by a private group of psychologists operating out of the Carnegie Foundation and its spinoff institutions. The tests are not the "objective" measures of performance that they claim to be, but form the basis for psychological profiling, manipulation, and mass brainwashing.

and soon found herself a central figure in an "underground" movement of parents who had stumbled onto the same track. In short, she was told that the contents of the test were none of her business, and none of the business of her political representatives, from state legislator to U.S. senator.

Mrs. Hoge's curiosity had been piqued by her observation that her school age children had been subjected to a degrading panoply of group therapy techniques which were incorporated into the school activities. Role playing, "Magic Circles," field trips to cemeteries, and other bizarre activities steadily replaced academic work in the schools in the 1980s. As homework disappeared, and graded papers became nonexistent, Mrs. Hoge noticed that her children were suffering from morbid fears, depression, and extreme anxieties—all induced by the daily stress of the "curriculum," which generally goes by the name of "affective education." This is a psycho-babble term which is best translated as "thought control."

These abusive practices are commonplace today, and the distress and mental disorder they are causing in children would have mobilized virtual lynch mobs 20 years ago. But now that "normal" is defined by the bilge spewed out by television and the entertainment industry, most parents use popular culture as a standard of judgment, and passively accept such degradation of their children.

The Hoges did not, and encouraged their children to discuss the "weird" activities going on in school. Their son Garrett began sneaking home copies of mimeographed tests and work sheets, and one day, while taking another of the

strange, "secret" tests, he excused himself to go to the bathroom, sneaked out, called his mother, and described the test he was being given. Mrs. Hoge cautioned him about disobeying the teacher's strict instruction not to take copies of the test out of the classroom, but told him to remember what he could when he came home.

When he told his story, it was clear that he had been given a sophisticated psychological test, designed to measure opinions, moral values, and other subjective factors. It was called the Educational Quality Assessment test, and when she asked the school officials to see a copy of it, Mrs. Hoge was reprimanded about her son's having compromised the test results by writing down the questions and reporting to his parents.

Mrs. Hoge began systematically confronting education officials, and researching the apparatus which administers the tests. Most importantly, she gained access to the manuals which describe the scoring system, thus revealing real purpose of the testing program. A representative section, describing the purpose of a variety of questions which measure "citizenship" of the student, stated: "To assess citizenship, a behavior-referenced model incorporating elements related to the psychological notion of *threshold* is used . . . in reference to citizenship, threshold refers to that set of conditions necessary to bring about the desired responses. Thus by varying the situation, introducing conditions of reward and punishment, we are able to determine the cut-off levels at which a student will exhibit positive behavior." Positive behavior, in turn,

is evidence that “the pupil should be encouraged to assume responsibility for the actions of the group, to cooperate and work toward *group* goals and to support *group* efforts.”

A horror story of life in communist East Germany? A tale from the Maoist Cultural Revolution? Childhood in France under the Nazi occupation? No, this is the public school system in the United States today. And as Anita Hoge found out, the school system is doing much more than simply testing the values and opinions of children.

The Education Quality Assessment (EQA) test is one of a battery of profiling devices developed by the Educational Testing Service (ETS) in Princeton, New Jersey, which in turn a project of the Carnegie Foundation for the Advancement of Teaching (CFAT). Most people have heard of the ETS as the administrator of the Scholastic Aptitude Test (SAT), and related college admission tests. What is not generally understood, is that these *private* institutions, which operate under a congressional charter granted to the Carnegie Foundation at the turn of the century, have a monopoly hold over the designing and administering of testing programs for the school system at all levels.

Painstaking research by Mrs. Hoge and others gradually brought to light the interlocked networks within the education bureaucracy and teachers colleges which shape curriculum programs nationally, based on the results of the tests designed by CFAT. Since these test results are the only apparent “objective” measurement of student performance, they effectively control the process of evaluating, and validating, curriculum programs as well. The Department of Education, created as a cabinet agency by the Carter administration, is the extension of this apparatus into the Executive branch of the government. The National Education Association is the gestapo which polices the nation’s teachers on behalf of the apparatus. There is no possibility of anyone gaining a position of influence within any of these interlinked organizations, unless they share the objectives of the Carnegie Foundation.

The potential for graft, corruption, and fraud in the multi-billion-dollar education curriculum market should bring the spotlight on this apparatus. Such corruption exists, in every imaginable variation, but that is the least of the problems associated with the “privatization” of the public school curriculum.

The truly insidious quality of the behaviorists tinkering with the minds of children is best exposed by quoting the criminals themselves. The network comprising the testing/curriculum monopoly described by Mrs. Eakman is traced from the post-World War II period, in which wartime propaganda specialists migrated into the orbit of the Carnegie Foundation, and began charting a plan to overturn the basis of modern civilization.

A 1946 paper written by Canadian psychologist Brock Chisholm, with an introduction by Carnegie Foundation official Alger Hiss, outlined the concept clearly, and it is useful to excerpt from the portions quoted by Mrs. Eakman:

“What basic psychological distortion can be found in every civilization of which we know anything? It must be a force which discourages the ability to see and acknowledge patent facts, which prevents the rational use of intelligence, which teaches and encourages the ability to dissociate and to believe contrary to and in spite of clear evidence, which produces inferiority, guilt, and fear. . . . Is there a force so potent and so pervasive that it can do all these things in all civilizations? There is—just one. The only lowest common denominator of all civilizations and the only psychological force capable of producing these perversions is morality, the concept of right and wrong. . . .

“The reinterpretation 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 . . . these are the belated objectives of practically all effective psychotherapy. . . .

“Freedom from morality means freedom to observe, to think and behave sensibly. . . .”

In a crude and ominous tone, Chisholm warned, “If the race is to be freed of its crippling burden of good and evil it must be psychiatrists who take the original responsibility.” Chisholm called on his co-thinkers to target children as the necessary vehicle for this scheme.

Dr. Chester M. Pierce of Harvard noted that “every child in America who enters school with an allegiance toward our elected officials, toward our founding fathers, toward our institutions, toward the preservation of this form of government . . . all of this proves the children are sick, because the truly well individual is one who has rejected all of those things and is what I would call the true international child of the future.”

An interlinked network of academic institutions, behavioral colleges such as the Institute for Applied Behavioral Sciences, the Midwest Center for Human Potential, the Western Behavioral Sciences Institute, and the Esalen Institute are the well springs for such tyrannical thinkers. These are liberally funded by Carnegie, as well as by the Rockefeller Foundation, the Danforth Foundation, the Kettering Foundation, and the Ford Foundation.

Increasingly, government funds were being brought in to support these efforts, and solidify the control of this apparatus over educational policy within the federal government. The 1965 Elementary and Secondary Education Act (ESEA) created funding for a group of “labs” which translated the behaviorist theories into curriculum proposals, beginning the process of closing the “curriculum development” loop. Mrs. Eakman points to U. N. official Robert Muller and his School of Ageless Wisdom in Arlington, Texas as a case in point.

She does not seem to be aware of the agency which directed this process at the international level, and linked the American efforts to similar curriculum reform in Europe: the genocidalist Club of Rome. Similarly, the World War I antecedents of this network, controlled by British intelli-

gence official John Rawlings Rees, are also unknown to Mrs. Eakman. But these deficiencies are minor omissions in the context of the story Mrs. Eakman unfolds.

She reports that by 1967, the U.S. Office of Education issued an astounding, thousand-plus page, document, the *Behavioral Teacher Education Project (B-STEP)*, which revamped teacher training in the United States. A companion document, *The Taxonomy of Educational Objectives*, by Benjamin Bloom, came to be called the “bible of educational theory” and reflected the outlook of *B-STEP*.

This view looks to a dynamic labeled “impersonal manipulation” as the characteristic of a future world (the present) in which “people will be so saturated with ideas and information [that] few will be able to maintain control over their opinions” and will be “in constant contact with their employers or other controllers, and thus exposed to direct and subliminal influence.”

If this seems to you a “science-fiction” fantasy, stop and look around you. If you don’t have a cable TV with over 100 channels of 24-hour electronic propaganda of all varieties sitting in your living room, you are part of a distinct minority. If you have such a device and aren’t watching it for six or more hours a day, you are part of a slightly larger, but still small, minority. And if you are an average school child, you are bathing in the waters of the commercial media for more hours per week than you are in school.

Mrs. Eakman reports that on page 246, *B-STEP* calls for the use of personality-control drugs, and page 251 makes explicit geneticist arguments, calling for “the use of medical tools to produce children of desired learning potentialities.” While you were watching the soap operas and football game, the authors of the document were looking forward to a society populated by helots, much as we have become.

In *B-STEP*, “curriculum content [is] focused on value-building, process competency . . . interpersonal relationships, and pleasure cultivation . . . and other attitudes and skills compatible with a *non-work world*” (emphasis added). The concept is echoed by Bloom, who says people have to be taught “ ‘proper’ attitudes before others are developed” and adds that educational data banks must be created to “classify . . . the ways individuals are to act, think, or feel as the result of participating in some unit of instruction.”

A computerized ‘brave new world’

Anita Hoge eventually peeled away enough layers of bureaucratic camouflage to demonstrate that just such a data bank is being maintained by the Department of Education, and is centralizing the results of the psychological profiles conducted on school children through standardized tests designed by CFAT.

Further, she showed that the student tests were being illegally classified according to the Social Security number of the student, and that this information was then being cross-gridded against data maintained by credit agencies, the Inter-

nal Revenue Service (IRS), and a myriad of other government and private data banks, which can now exchange massive amounts of information on individual citizens, neighborhoods, and political districts. The Cray computers utilized by the testing bureaucrats and the Department of Education are selling the psychological profiles of millions of Americans to any international outfit which labels itself a “research organization.”

The explosion of computerized personal data has become so out of control, the author points out, that Lotus software and Equifax are planning to issue a combined data base of commercial and financial information on millions of citizens, on compact disc memory, for sale, to anyone, later this year. The data base includes information drawn from the IRS. Equifax, which is a privatized investigative agency set up by the FBI, has been sued for selling confidential medical records developed by insurance companies to corporate headhunters and other clients.

But the commercial aspect is the least of the story. The psychological profiling of school children is conducted primarily to determine the underlying attitudes and values being communicated to the student by “non-curriculum” sources—e.g., the parents. One study quoted in the book notes that “achievement data are not the primary focus of the studies, which also collect data on educational attainment, student characteristics and attitudes, parent attitudes, and school programs.”

The cross-gridding of this information with commercial data bases—which show which publications are read in the home, what kind of leisure activities the family pursues, when and where all sorts of activities take place, allows for the precise classification of how people will “act, think, and feel” that Bloom called for.

The second element of his equation involved measuring the change in these activities after exposure to a “unit of instruction.” This is what the curriculum issue is really all about.

The behavioral laboratories of the education industry design modular curriculum components which are tailored to cause specific types of change in specific types of attitudes. These elements are called “strands” in “educationese”—the term is the same as the term used in computer programming. The “strands” are designed to be integrated across disciplines in the curriculum of a school, school district, or a particular class.

If the next round of testing indicates too little of the desired “change,” a new “strand” is introduced. This may be a more intense exposure to encounter games, more explicit challenges to the sexual morality evidenced by the students, or any of a number of well-documented means to induce the “threshold” effect—exposing a child to information which challenges basic assumptions in such a way as to create “cognitive dissonance” and induce a state of anxiety, which is only relieved when the student begins to display conformity to the attitudes demanded by the teacher of the “group.”

Mrs. Eakman cites as an example, a common multiple choice question which is found on such tests: "There is a secret club at school called the Midnight Artists. They go out late at night and paint funny sayings and pictures on buildings. A student is asked to join the club. In this situation, I would *join the club* when I know: (a) my best friend asked me to join; (b) the most popular students were in the club; (c) my parents would ground me if they found out I joined."

Innocuous? Look at the answers and the scoring system provided with the test: For choice (a) the desired response is "yes"—because it demonstrates a "willingness to honor self-made commitments to individuals or groups." The answer "no," which indicates an ethic against vandalism, is scored negatively. For situation (b) the desired response is also "yes"—as it indicates a willingness to accept conformity to group goals and group consensus. Situation (c) is designed to measure two interrelated aspects of the student's personality, whether the child will obey if punishment is expected to result from disobedience, and, if punishment from any authority figure (including the state) is incurred, will the child obey?

The outcome of such profiling should be appropriately labeled a "slavery index."

In one particularly egregious case cited by Mrs. Eakman, a behaviorist at the University of North Carolina at Chapel Hill offered money to high school students who would agree to participate in a major testing program. The professor, W. Grant Dahlstrom, recruited students at Orange High School to take a true-false test which included questions such as: "I have had no difficulty in starting or holding my bowels or urine. . . . A minister or priest can cure diseases by praying and putting a hand on your head. . . . My soul sometimes leaves my body. . . . I am a special agent of God. . . . I believe I am being followed. . . . I am being plotted against. . . . I enjoy being hurt by people I love," and so on. While this collection of interrogatories is exceptionally blunt, these types of questions are used in all sorts of standardized tests taken by school children on a regular basis.

Legal experts Charles W. Sherrer and Ronald A. Roston, writing as early as the spring 1971 issue of the *Federal Bar Journal*, noted that "while there are theoretically no correct or incorrect answers . . . if the person being tested gives certain answers he might be admitting factual data that constitutes a felony" and added that "any personality test constitutes an invasion of privacy to some degree, as the person tested rarely understands the implications of all the questions . . . or the significance of the responses."

The brainwashers

If you are astounded by the idea that standardized tests can contain questions designed to elicit such precise psychological information, consider the people who perfected the system.

Hilda Taba, the controversial psychologist who emigrated to the United States from Estonia in the 1930s, is one

of the most important architects of these testing methods. According to Mrs. Eakman, "she had long specialized in designing questions to elicit information people don't want to divulge, and continued her work when she got to this country." This is a very polite way of pointing out that Taba is one of the founding figures of the new breed of torture specialists who perfected their arts in the tyrannical regimes of the 1930s. She was the subject of controversial hearings in California in 1958, and left open work in education at that time, and went to work for the U.N. Education, Social, and Cultural Organization (Unesco), one of the agencies which later supported the work of the Club of Rome and its co-founder Alexander King.

Another example is the case of Dr. Jacob Moreno, whose work on group therapy and role playing is the basis for psychological games, such as the one known as "Magic Circle," which are used in classrooms every day. Moreno came to the United States from Austria, where he served as Officer of Health, in 1935. He founded the Moreno Institute in New York, and described his theory in a brochure: "We should not keep anything secret from each other. We should divulge freely whatever we think, perceive or feel . . . we should act out the fears and hopes . . . and purge ourselves of them." Moreno's theories were warmly embraced by John Dewey, and he became a frequent lecturer at Columbia Teacher's College, and thereby, a dominant force in American education.

The controllers of this process are a semi-secret cult within the larger body of teachers, and many, perhaps most teachers, have little idea of how all this works. Generally they know that they are spending more and more time "correcting" their teaching in order to achieve test results demanded by the administration. Try to simply "teach," and a legion of spies and gossips will eventually sandbag your career, or make life so miserable that flipping hamburgers becomes an attractive career alternative.

Vouchers and 'family values'

The tyranny of the testing system is in full swing in the public schools today, and Mrs. Eakman elucidates the political landscape as the opponents of this hydra see it. Ronald Reagan came into office with a very big, and unkept, promise to abolish the Department of Education. What his disappointed supporters got instead was William Bennett, a cultural boor and academic windbag, who systematically advanced the agenda of the Carnegie-controlled testing mafia. Today, Bennett is writing articles calling for "national values" and demanding that the government create a national culture through the educational system.

Bennett was succeeded by Lamar Alexander, who headed a panel created by Bennett which recommended a sixfold increase in funding for the testing apparatus, and the extension of the testing system to all areas of study. Alexander, as secretary of education for George Bush, has aggressively

pushed this agenda with the administration's so-called education initiative.

Looked at in light of the information provided in *Educating for the New World Order*, the administration plan is a totalitarian nightmare of the first order. Bush is proposing to bust all remaining legal barriers to the creation of a "national curriculum" through his "national testing standards" proposal. Once such standards are established, no school system will be able to withstand the bureaucratic pressure to conform to the "expected" results measured by the tests. Funding decisions, including pressures brought by parents being manipulated through "choice" options which will pit one school against another on the basis of test results, will determine the shape of the education system.

Guess who will be designing the tests and the "remedial curriculum" which will be used to bring offending schools or classes or pupils "up to national standards."

This point is underscored by Mrs. Eakman in her critique of the so-called cash voucher plans to reform education. Such schemes appeal to elitist ideologues, like Milton Friedman or William Buckley (whose children will never see the inside of a public school), but have no effect at all on the machinery which will control the behaviorist-dictated curriculum.

One of many proposals Eakman makes is legal changes which would allow public funding for private and denominational schools—not on a voucher basis, but perhaps more like the GI Bill program. This idea was fought for strenuously by the American Federation of Teachers and the American Federation of Labor in the 1940s; the unions saw then that such a proposal would be essential to keep a thriving free school system alive in the United States.

The deeper problem is that the system described in this book has a diabolical quality which renders useless all the controversy about teaching "creationism," or even the fights over which textbooks will be used in school districts. *All such texts are "transparent" to the process of psychological intervention, which aims to destroy basic moral notions and the individual identity of the student.* These test-driven interventions are inserted into the "non-text" component of the class period. You could literally create "strands" which turn a group of Bible students into raving environmentalist atheists. (If you don't believe it, read Al Gore's book.)

And what of "family values" and the other buzz-words being tossed around by Bennett and Dan Quayle? You may by now have noticed that this talk has a hollow ring to it. Listen to Carnegie Foundation honcho James P. Shaver, as he prepared this current debate—in 1986: "Common commitments to values provide a context for meaningful conversation and debate about societal issues. If people lack common value commitments . . . there is little basis for agreement or even productive disagreement and there will not be direct and meaningful confrontation and discourse on issues of mutual significance . . . commitment to values is the 'cement' that holds the society together."

These words could have been lifted directly from William Bennett's speech at the 1992 Republican Convention, or from a speech by Dan Quayle. The so-called democratic values these people are talking about are in reality conformist attitudes, shaped by the state, and imposed on the citizenry in order to facilitate "order" in society.

Mrs. Eakman proposes a number of steps designed to crush the behaviorists and their testing apparatus within the government—steps which require the mobilization of congressional outrage. These steps, and the others she proposes, are useful, but inadequate to address the crisis she so eloquently describes.

The crisis is a moral crisis of the entire population, which is sinking into a *slave* mentality under this onslaught. To revive the soul of the nation, there must be a return to a classical curriculum, and the implementation of that curriculum through the creation of musical choruses, geometry seminars, scientific laboratory experiments, and an array of other active measures which will build the curriculum as it ennobles the students—adult and child alike. This requires a movement, a campaign, a veritable "evangelization" of our own people.

We will not win this campaign by only smiting the tentacles of this enemy, but that we must do, and Mrs. Eakman has made a tremendous contribution to that element of this fight.

For further reading

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