

REAPING THE FRUIT OF COMPLACENCY



Horace Mann: Creator of the Public School System

"Truly 'the Man' in U.S. education, an educator **pivotal in creating** the public school system as we know it, Horace Mann, born in 1796, was a poor boy who later made good as a lawyer and legislator in Massachusetts. While working as an attorney in Dedham, home of this country's first tax-supported public school, he was a member of the town's school committee. In 1837, after serving in the state House of Representatives and the state Senate, Mann was appointed secretary of the new state board of education **and began transforming education in Massachusetts with ideas that eventually influenced the entire country**. He organized teacher conventions, introduced a longer school year, and argued for higher teacher pay, broader curricula, and more and better schoolhouses. Not surprisingly, **traditionalist schoolmasters and religious figures** who objected to his exclusion of religious teaching **fiercely opposed him**. [Link](#)

In April 1837, Massachusetts state senator Horace Mann succeeded in getting his landmark education bill passed. Prior to this, Massachusetts schools were decentralized and locally funded. Locally funded also meant locally controlled. Locally controlled meant that the deeply-held (Biblical or Christian) values of parents and their ministers could *easily* be taught during the hours in which schoolchildren were in class. Mann's bill consolidated *state control* over Massachusetts schools. A few years later, also under his influence, a minimum school year of six months was mandated by an act passed in 1839 and compulsory, state education was off and running.

Who was this man who almost single-handedly replaced the authority of the parents to teach their children with the authority of the state? It's important to know that Mr. Mann had *rejected* the Word of God as a young man. Sitting under the ministry of well-known preacher, Dr. Nathanael Emmons, he was confronted by the fact of his own sinfulness. But Mr. Mann was repulsed by the idea of a literal hell. According to his own account, he resolved to create a god which was more to his own liking:

"I remember the day, the hour, the place and the circumstances, as well as though the event had happened but yesterday, when in an agony of despair, **I broke the spell that bound me** [*conviction of sin; belief in the Bible*]. From that day, I began to construct the theory of Christian ethics and doctrine respecting virtue and vice, rewards and penalties, time and eternity, God and his providence which...I still retain." [Link](#)

In Mr. Mann's vision of education, God would be replaced by the concept of the public good, sin and guilt by the more positive virtues of Victorian morality and civic conformity, and mankind would emancipate itself once and for all, not only from the relentless gnawing of a Puritan conscience but, through its own self-attained enlightenment, from the evils of poverty, ignorance, violence, disease and war. But this would only be possible, according to Mann, if "reasonable" (humanist) men and women joined together to create a *well-managed system* of schooling, where educators could *manipulate and control* learning.

In Mr. Mann's apostate mind, it became possible for an intellectual elite to effect mass *behavioral* changes that would produce a golden age of *enlightened* ethics, humanism and affluence. We are seeing these "enlightened

ethics” today in our society—abortion, rampant immorality, absolute government corruption and tyranny, etc. Indeed, Mr. Mann was so taken by the prospect of his golden age of humanist ethics, he and those who bought into his ideas were incapable of even considering the possibility that those who would follow in their footsteps might actually build a suffocating and tyrannical public school bureaucracy. Nor could they envision that in the hands of lesser individuals, their cherished institution, instead of functioning as a fundamental part of the *solution* they sought for the ills of society, would in fact make societies problems a hundred times worse.

Over a hundred and fifty years have passed since Horace Mann gained his triumph. His influence is now seen in every school district in America, which have become temples of Religious Humanism (the basis of Communism) where man, not God, is honored and worshiped. Consider this very frank statement regarding the role of public schools by famous humanist author, John Dunphy:

"I am convinced that the battle for humankind's future **must be waged and won in the public school classroom** by teachers who **correctly perceive their role as the proselytizers of a new faith**: a religion of humanity that recognizes and respects what theologians call divinity in every human being. These teachers must embody the same selfless dedication as the most rabid fundamentalist preachers, **for they will be ministers of another sort**, utilizing a classroom instead of a pulpit **to convey humanist values in whatever subject they teach**, regardless of the educational level; preschool day care center or large state university.

The classroom must and **will become** an arena of conflict between the old and the new—the **rotting corpse of Christianity**, together with its adjacent evils and misery, and **the new faith of humanism**. It will undoubtedly be a long, arduous, painful struggle replete with much sorrow and many tears, but **humanism will emerge triumphant**. It must if the family of humankind is to survive."

The New Faith of Humanism and Teachers
The Humanist Magazine; February, 1983

Perhaps no other person in American history has been as instrumental in *undermining* the fabric of our nation as Horace Mann. He developed an unswerving belief in the unlimited *improvability* of man through education. His great obsession was to remove what he called the “treachery” of God’s Word from the classroom, so American children could be free its demands. In his view, the salvation of society did not rest is the people continuing to serve God, but in a corporate enlightening of the human mind.

I would be interested to hear what answer Mr. Mann would give to the fact that indoctrinating two generations of children with humanism hasn’t improved American society one bit. The fact is, the schools who have followed his ideas have become much more than “temples of humanism”—they have become covens and brothels where innocent children are indoctrinated into the workings of witchcraft and seduced into sexual perversions of every imaginable kind. Far from curing the ills of society, after American teenagers graduate, they go out and *self destruct* because they’ve never learned any kind of self control.

Mr. Mann's efforts were not done in the dark. They were done in broad daylight, yet relatively few ministers and citizens of the state rose up to stop him. Since there was not a *consistent* effort by an *overwhelming majority*

of the residents, he and his anti-Christ friends eventually won. It seems this is the story of our nation, in every sphere, not just the realm of education. We have not been vigilant; nor have we been willing to *stop* living the “good life” long enough to do what is necessary to preserve the country.

The intentions of those who hate the fact that America was founded as a *Christian* nation, and who have every intention of destroying and eradicating that heritage by using government-funded schools is very clear. These people did not hide their intentions. They openly boasted about what they intended to do. All we had to do was take their *publicly stated* intentions seriously:

“(Our) great object was to get rid of Christianity, and to convert our churches into halls of science. The plan was not to make open attacks on religion...**but to establish a system of state schools, from which all religion was to be excluded...**and to which **all parents were to be compelled by law to send their children.** For this purpose, a secret society was formed and the whole country was to be organized.”

Orestes Brownson (1803-1876)

“There is no God and there is no soul. Hence, there is no need for the props of traditional religion. With dogma and creed excluded, then immutable truth is also dead and buried. There is **no room for fixed, natural law or moral absolutes.**”

*John Dewey; Father of Progressive Education
Co-author of Humanist Manifesto & honorary NEA president*

“Education is thus a most powerful ally of humanism, and every American school is a school of humanism. What can a theistic Sunday School’s meeting for an hour once a week and teaching only a fraction of the children do to **stem the tide of the five-day program of humanistic teaching?**”

*Charles F. Potter
Humanism: A New Religion (1930)*

“I think that **the most important factor** moving us toward a secular society has been the **educational** factor. Our schools may not teach Johnny to read properly, but the fact that Johnny is in school until he is sixteen **tends to lead toward the elimination of religious superstition.**”

*Three Cheers for Our Secular State
Paul Blanshard; The Humanist; March/April 1976*

“We must ask **how we can kill the God of Christianity.** We need **only** to insure that **our schools teach only secular knowledge.** If we could achieve this, God would indeed be shortly due for a funeral service.”

*On Keeping God Alive; G. Richard Bozarth
The American Atheist, November 1977*

"Every child in America entering school at the age of five **is mentally ill**, because he comes to school with certain allegiances toward our founding fathers, toward our elected officials, toward his parents, toward a belief in a supernatural Being, toward the sovereignty of this nation as a separate entity. It is **up to you teachers to make all these sick children well by creating the international children of the future.**"

Chester M. Pierce; Harvard Professor ; 1984

These people, and all who helped and supported them, are traitors and subversives. Where was the outrage of Christians and Patriots when these kinds of statements were made in public? Why weren't there marches with *millions* of conservatives to protest this kind of wickedness and demand that anyone who subscribes to this destructive view not only be removed from any position of authority in our public school system, but that they also be arrested and tried for *treason*? Their plans could have been stopped when they were first revealed but now it's too late. The whole system is controlled, not just by American humanists, but by depraved, demon-possessed internationalists who are just waiting for the right moment to begin murdering Christians by the millions.

Try to stop what's going on today and you will see just how much control these people have over your child. "*Parents give up their rights when they drop the children off at public school*", said Texas Federal District Judge Melinda Harmon, when a mother tried to interfere with the kind of education her child was being subjected to, and she tried to have her exempted from that particular class.

"*You are not welcome at this school; we feel that you are criticizing and watching over our shoulder*" said a second-grade teacher to a stunned Kansas mother, who had voiced her reluctance to let her daughter attend an "historical" play that touted hypnotism and spiritism. Didn't she and her husband have the right to raise their daughter according to biblical guidelines? Apparently not, in the eyes of local educators.

They are not alone. A Colorado mother was "*expelled from the school grounds*" for sharing her concern over the earth-centered spirituality taught as part of environmental education.

Two New York mothers faced ridicule for objecting to the use of *Magic Gathering*, a psychologically addictive, occult card game, to teach *math*. It didn't matter that the elementary age students would "summon" the ghostly forces shown on the cards they collected, calling out "spirits, enter me".

In 1988, parents in San Ramon, California, resisted the classroom use of R-rated movies. The movies were stopped for a season, but 4 teachers, the local teacher's union, and the California Teachers Association, sued the school board and superintendent for: (1) violating their constitutional right to free speech in the classroom, and (2) for allegedly heeding the religious view of a small minority of citizens.

The teachers won. On May 18, 1990, a California Superior Court decided that a teacher's constitutional rights *supersedes* the concerns of parents and the school board. So, while parents were denied the right to protect their children, the teachers were protected from parents who supposedly violate their right to educate their students their way. Who, then, is responsible for the well being of children?

Parents who are waking up to what's happening in public schools assume they are still responsible for how their children are raised so they go to the teachers and complain about what's happening. But the teachers say it's their right to teach the children what *they* think is best. These politically correct educators often respond with contempt

to the concerns of parents—especially if those concerns are based on a Biblical world view. Few people have voiced this growing hostility against Christian ethics and morality more *bluntly* than Kathy Collins, former Legal Counsel to the Iowa Department of Education. In her article: [Children Are Not Chattel](#) she said:

"Children are **not** owned by their parents. The Christian fundamentalists **who want the freedom to indoctrinate their children** with religious education do not understand that the law that prevents them from legally teaching their kids prevents someone else from abusing theirs.

Kathy Collins; Fall 1987

Free Inquiry - Council, for Democratic and Secular Humanism

In other words, training children according to biblical guidelines is *equated* with child abuse. Of course, this woman would never consider indoctrinating children into witchcraft, or turning them into faggots and lesbians, or making them mindless zombies, unquestionably obedient to the state with no ability to think for themselves, as child abuse. Oh no! That kind of wicked behavior is part of the new enlightenment; it's part of the new morality that's going to save society from the ills that are caused by those of us who refuse to let go of our out-dated belief in that horrible God of the Bible.

When viewed through the new *global* perspective, the old (Christian) beliefs are a handicap that hinders future *human resources* (high school graduates get ready to enter the global workforce).

Audio Clips

The big problem with all this indoctrination into evil behavior is that it often leads to demon possession. Inviting spirits to enter your life is a quick way to get possessed. Opening yourself up to homosexual thoughts and desires is also a good way to get possessed. Many of today's children have reprobate hearts and minds before they even get to high school.

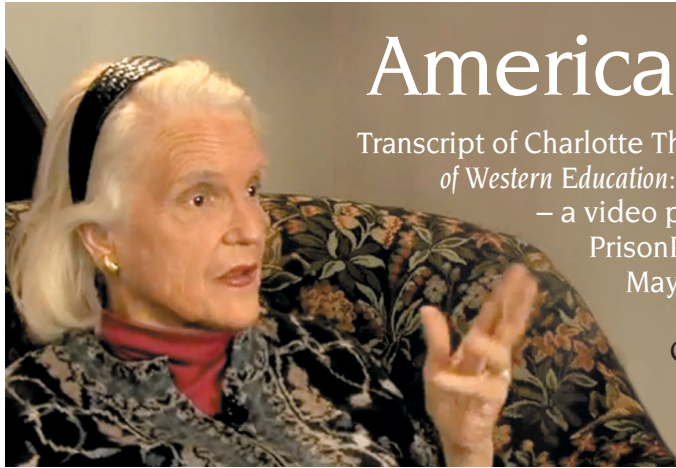
What happens to the parents of a *nominally* "Christian" home when they have children who become demon possessed? The spirits in those children will almost always end up running that home.

Even in a home where the parents are genuine believers, if they do not realize the spiritual state of the child and they don't know anything about how to wage spiritual warfare for deliverance, the same thing can happen to them.

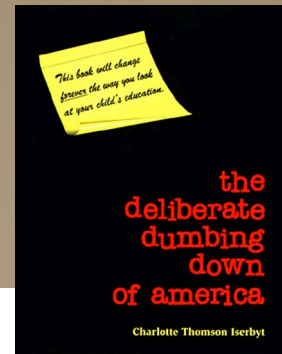
Many times there will be a need for parents and grand parents to separate spiritually from children who have opened themselves up to spirits, until and unless they can explain to the children that they *need* salvation and protection from the demons that run rampant in their school, through the blood of Jesus.

America's Road to Ruin

Transcript of Charlotte Thomson Iserbyt speaking on the *Secret History of Western Education: the Scientific Destruction of Minds* — a video production by Alex Jones and PrisonPlanet.com and InfoWars.com, May 2011; Length 1:14:50.



Charlotte Thomson Iserbyt,
author of *the deliberate
dumbing down of america*.



Alex Jones Voice Over: Charlotte Thomson Iserbyt served as the head of policy at the Department of Education during the first administration of [President] Ronald Reagan. While working there she discovered a long-term strategic plan by the tax-free foundations to transform America from a nation of rugged individualists and problem solvers to a country of servile, brainwashed minions who simply regurgitate whatever they are told. We now present to you the *Secret History of Western Education: the Scientific Destruction of Minds*.

Onscreen text:

On November 25, 1910, Andrew Carnegie established a 10 million dollar endowment to "hasten the abolition of international war, the foulest blot upon our civilization,".

He selected a board of 28 trustees and directed them to use, "the widest discretion as to measures and policies they shall from time to time adopt," in carrying out the purpose of the fund.

In the early 1950s, the Reece Commission led by Norman Dodd, uncovered minutes from the Carnegie Endowment for International Peace dated 1910.

Charlotte Iserbyt [reading from *Lines of Credit: Ropes of Bondage* by Robert H. Goldsborough (Washington Dateline Publishers, Baltimore, Maryland, 1989)]:

The minutes reveal that in 1910 the Carnegie 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"; but ultimately, they concluded that war was the most effective way to change people.

Iserbyt: World War I — horrible [15 million deaths and 20 million wounded] — made every other war look like nothing!

...They sent a confidential message to President Wilson insisting that the war not be ended too quickly.

After the war the Carnegie Endowment trustees reasoned 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; and they recruited the Rockefeller Foundation to assist in such a monumental task.

Iserbyt: [reading quote from Bertrand Russell's *The Impact of Science on Society* (Columbia U. Press, 1951)]:

"Education should aim at destroying free will so that pupils thus schooled, will be incapable throughout the rest of their lives of thinking or acting otherwise than as their schoolmasters 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 to 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."

Onscreen clip of a 1930s era instructor lecturing teachers:

"Young people cannot be trusted to form their own opinion.
It's our job to tell them!"

Documents referred to by Charlotte are in her book *the deliberate dumbing down of america* and available as pdf files at <http://www.deliberatedumbingdown.com/> and <http://americandeception.com/>

Charlotte Iserbyt:

(Note: Text that is added to the transcript is placed within brackets | |.)

I had never intended to become involved in the battle that all of us are involved in. I had no idea anything was wrong with the way the country was going as I was growing up. Even during my foreign service experience [I was basically unaware of the strange direction in which our nation was being directed] I found myself mysteriously — (I would say the good Lord works in wondrous ways) — being put in spots, around the world or in my country, where extraordinary things were taking place under the guise of “change.” We’ve all heard that so much; from the Obama administration, Bill Clinton — he was the first one to mention “change agents,” etc. For some reason I was plucked out. I found myself being sort of pushed.

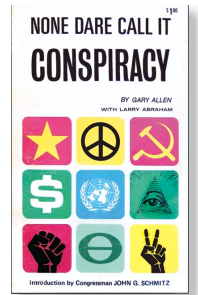
My name is Charlotte Thomson Iserbyt. My maiden name is Thomson. My husband, who I want to give great credit to at this point, was Belgian, from the Flemish part of Belgium. I met him — I’ll explain that later — in Europe when I was working at the Embassy in Brussels. Without my late husband’s help throughout the last [40] years, certainly when we came back to Maine [in 1970], my work never would have happened . . . He had been highly educated in Europe and he understood the whole plan! In fact, about five years after we had come back to the United States someone gave me Gary Allen’s book *None Dare Call It Conspiracy*. I was on the school board [in Camden, Maine] and this lady called me. She loved the work I was doing on the school board



. . . She said, “I’ve got a book for you.” She brought it down. I read it . . . and I thought, “I’ve never heard of such things as this. I mean, this is a conspiracy to really take over the world.” Thank you Gary Allen, who’s no longer with us.

And so, I said to my husband — good Belgian, well-educated — “Do you know about this?” And so he took a look at it [the book] and said, “Yeah sure I know about it.” I said, “You know about this?! You know about the Illuminati and the Ba-

varian Conspiracy? You know about all this: the plan to implement a world order?...” And he said, “Well yeah, I learned all that in school.” And I thought, “Oh, okay.” So, thank you, Jan, wherever you are. I think that maybe you’re very involved in helping all of us right now straighten out this mess.



[To] go back, I was born in 1930. Yes, I’m getting there. My mother was from Virginia, a wonderful southern conservative, wonderful gal. And my father came from Pennsylvania. He came from a family [involved] in mining. His father was a very recognized mining engineer who ultimately went out to South Africa and opened the gold mines [in the mid-1890s]. And my grandfather knew all these people — my grandfather was [a member of Yale’s Order of] Skull and Bones [and he was acquainted with many leading Fabian Socialists, in England and in South Africa. He also was involved in the opening up of Noranda Copper Mines in Canada.]

My father was a wonderful person. He was mayor of several towns on Long Island, New York and in New Jersey. He was a real constitutionalist. And somehow he was a member of [Yale’s Order of] Skull and Bones but he didn’t have anything to do with the power structure there, absolutely nothing. Although he did go to their [unofficial] meetings — he went out to the island for retreats and that stuff. He went to Bohemian Grove once. [He told Mom that it was a very interesting and elegant affair but that he would never go back.]

So, I grew up in sort of an atmosphere of — it was apolitical in a way — except for local politics which my father was fabulous on. Anytime anybody did anything like wanting to break down local government or get rid



Jan and Charlotte Iserbyt

of elected officials, like regionalism does, my father would be right there with the Constitution.

Anyway, I went to private schools. I got out of [and graduated from Dana Hall] Prep School in Wellesley; and I decided I really didn't want to go to college. A lot of people thought it was a mistake. I wanted to go to business school instead. I was tired of what I was — somehow I had a bad feeling about things that were being pushed in the prep school, like I was a member of World Federalists. I was falling for this junk. But, somehow I didn't want to continue that. So, instead of going on to Smith or Vassar, I went to Katharine Gibbs Business School in New York City. Wonderful, wonderful, difficult, difficult school. But I learned the best grammar, how to write, accounting, shorthand (which came in very, very handy, I can assure you — especially [many years later] when I was in the [U.S.] Department of Education).

I got out [of Katharine Gibbs Business School]; I graduated [first in my class] and the Korean War was on. I was very patriotic. My mother had always worked for the Red Cross. She was a volunteer [at military mental hospitals] during World War II [when they were bringing in the injured from the front lines in Europe; and also did volunteer work at mental hospitals on Long Island and in New Jersey during the Korean and the Vietnam Peace Actions]. So, I heard a lot about the Red Cross, which I want to point out right now, has changed enormously from that time. I wish I could say in a better way. I think it does very good work; but, it's connected with all the other non-governmental, non-profit groups and they have all been infiltrated. I signed up for Korea, that's right, but they [Red Cross] changed my orders at the last minute. I went to Guam [because headquarters reassigned me to a Strategic Air Force Base on that island]. I spent a year there. My next assignments were Chitose, Hokkaido [Japan] — another air base [as well as Tachikawa Air Base outside of Tokyo, Japan].

I finished my tour. I didn't want to come home by air, I wanted to go by ship. So I decided to go — a friend of mine went with me — third class in the bowels of the [SS] *Vietnam* which was a [Messagerie Maritimes] freighter. Luckily, I was in third class . . . we had very good food because the French have good food whether it's third class or not — there's always a big bottle of wine in the middle of the table. The people at the table were coming out of North Vietnam, coming out of North

Korea, and China. They were refugees.

Of course, the Vietnamese spoke French and the Chinese were very well-educated . . . they spoke English. I spoke French. So the conversations were unbelievable! They would tell me what had happened; why they were coming out, what was going on under the Communists — which we didn't let General MacArthur move in and take over. Truman brought him home. We could have won that war. We could have kept the whole Far East from collapsing; but that wasn't the plan.

Onscreen clip of General MacArthur's farewell to Congress:

"Old soldiers never die, they just fade away."

Iserbyt: This one woman was taking her daughter to Paris to the Conservatory of Music to study piano. She told me that her father (or grandfather, I'm not sure)... was a famous pianist [and political dissenter] in China during the Cultural Revolution and that they cut his hands off. I never forgot that. And then the other lady, she was from North Vietnam. She told me that her grandfather [the mayor of his town] was killed because he was opposed to the Communist regime. They cut his head off and stuck it on a pole — and they marched around town with his head on a pole which, of course, was to warn the rest of the Vietnamese: "Keep your mouths shut! Don't go up against this regime!"

My father. . . he's a New York lawyer — absolutely wonderful person, great sense of humor. I know he's *Skull and Bones*; but we have to forgive him for that. Anyway, he says to me (I've been gone for two years, mind you, this is his young daughter that he cried when I left, "What are you doing going abroad?") — so after two months home, he says to me, "Char, well, when are you thinking about moving on?" And I thought, "I've been home for two months. I've been gone for over two years and they want me out of here!" I thought, "Well, I guess he's right. I better not hang around home forever."

So, I went down to the State Department. I had all the background because of Katharine Gibbs [and overseas experiences]. That's the best thing that ever happened. I had the credentials to get into the State Department to work for ambassadors, which I did; for assistant secretaries. I worked in Washington in Soviet Affairs, in Middle Eastern Affairs (when all the Suez Canal stuff and everything was going on); I took dictation from John Foster Dulles [then U.S. Secretary of State].

I'll never forget, once when he [Dulles] was — this was

during the tremendous problems with the Suez Canal [in the late fifties] — he had [a meeting with Israel's Prime Minister] Golda Meir and [Abba Eban] the Ambassador from Israel to the United States. This is so funny because I was taking shorthand and all of a sudden someone kicks me under the table — [it was] Golda Meir! [She meant to kick] her friend [Abba] the Ambassador to the United States . . . but, she kicked me instead. She said, "Oh, I'm so sorry . . . he's dictating too fast. There's no way you can get it." So that's a little funny story about the State Department.

And then I was in Soviet Affairs — I saw very strange things there. I went to South Africa [in 1959] — I worked for the Ambassador in South Africa. [I found the country] fascinating because my father and my grandfather actually had lived in South Africa [at the turn of the century; my grandfather lived and worked there for twenty years; my father was born there in 1903. The family returned to the States at the outbreak of World War II]. Then I got sick and I came back to the States.

Then they assigned me to work [as secretary] for Ambassador Douglas MacArthur, [II] (the nephew of the General) in Brussels [Belgium]. He was a wonderful man. He was not easy to work for, but he was a wonderful person, a good American. That was at the time — again, these things kept happening in my life — this was the Belgian Congo crisis in Katanga. I was there. I saw all the cables coming in [from Elizabethville] regarding the U.N. troops and how they were raping citizens and nuns, and people were dying. So, I was there in Brussels learning — Charlotte's learning that the U.N. [United Nations] isn't what people think it is.

Onscreen clips:

Belgian Congo/Katanga atrocities committed by U.N. Troops

Iserbyt: [At the same time the Congo is blowing up,] I meet my husband. I meet him on a train going skiing. My husband and I are engaged. We subsequently get married in the United States. Then we go back to Belgium and we're there for about four years [during which time my first son, Robert, was born].

Then we go to another hot spot which I didn't realize — I'm talking about the weird things that happened. The hot spot was Grenada [where my son Samuel was born]. I could see then [in 1970] — from our house overlooking the bay, the lagoon in St. Georges — all this activity, boats coming in with strange flags. Stokely Carmichael came down there to stir up the pot, to get

the Grenadians mad at the rich, nasty capitalists [and charter captains like my husband] who owned the yachts. [Our Grenadian maid told us there were a few members of the Peace Corp who were agitating and encouraging the local people to burn the yachts.] It was really getting bad there. I knew the political situation well because we had Grenadians working on the boat. I had a lot of Grenadian friends in government, as well. Anyway, we left (we were there about five years). When we left, I remember telling our Grenadian friends, "You're going to have trouble here. There's trouble coming." And, of course, it did [in the mid-seventies when communist Maurice Bishop took over. Later, in 1984 a real Stalinist coup took place during which Bishop was murdered by the new much more radical regime]. That [intervention] was one good thing Ronald Reagan did, which I was opposed to because it was a U.N. move; but, he saved a lot of my friends from being killed by the Soviet regime in Grenada by moving in there to protect so-called American students. But [I suspect] it was really the oil pipelines (owned by Rockefeller) that we were protecting.

We go back to the United States. I put the children in public school. So, here we go! I had no idea that education would be any different from sort of what I'd had. I had a good education, a private school education. But, I didn't know [what had been going on in U.S. public schools, although I recall my Mom being concerned about subversive activities in the Port Washington, Long Island public schools during the forties]. And so they [our two young sons] go into the public school system in Camden, Maine. In retrospect, I believe that was a pilot school, one of them, for the whole country — for changing our education system from an academic classical educational system to brainwashing for the international socialist government. Everybody has all the research on this, I have so much. It's all in my book *the deliberate dumbing down of america*.

I hit Camden and I started asking around. You know, I got on a little committee, a philosophy committee and we were all asked by the superintendent, a highly skilled change agent out of Harvard, "I want to know what all of you feel the purpose of education should be." So, I said, "I think it should be to give the students a sound academic education in basics and also a strong sense of sound morals and values." And boom! — they all looked at me and said, "Whose values?" And I thought, "Hey, what's going on here? What's happening to my country? Don't we still have the same values? Don't we all sort of

agree that you don't steal. . . you don't kill babies . . ." — a lot of things I thought we believed in—"you don't lie."

Everything was changing and I saw it — I saw it in the curriculum coming in. I went to [Sidney Simon's] **Values Clarification training** myself to find out. I had a call from a master teacher who taught all over the world and she said, "You are absolutely correct." I was on the school board by that time (after three tries, I got on). She said, "I want to pay for you to go for some in-service training." I said, "In what?" She said, "Well, it's called **Innovations in Education**; it's how to become a change agent."

She paid \$100 for me to go and I went. There were all these normal looking people, some from my own school district and all. The guy is a facilitator. He's using this big book called **Innovations in Education: A Change Agent's Guide** and it has all these case studies of teachers and administrators and how to sneak in controversial curriculum such as death ed, sex ed, bullying ed, alcohol ed, drug ed. You know, all these programs that have "education" hanging off the end of them that have nothing to do with education! It's interesting. You don't have math ed and science ed. They're called math and science and history, right? When you see anything with "education" hanging off the end of it, red flag!

In that training he taught us how to identify resisters in our community. They were the people who were smart, who knew these programs were designed for nothing other than to make children engage in sex, to drink, to take drugs, to do all the things that the parents were being told the programs were to help the children. I was considered a resister, too. Here they were training me to identify myself. And so, I never ever got over that.

Also, we were being trained to go to the important people in the community. They're really very good people, we all know who they are. They're friends of ours, head of Rotary, head of the Garden Club, head of the Historical Society. You go to them and you explain to them in highly skilled change agent manner — which is just lies — how important these programs are for your children . . . [And you ask them to support your efforts to implement the programs.]

This was 1973 all the way through to right now. That period in education, we call it the "unfreezing" of our children's values — the ones taught by the parents at home and the church, basically.

Change agents were highly trained by the **National Training Laboratories [NTL]**. We had the headquarters for that in Bethel, Maine — that goes all the way back to World War II. I have the original paper from that and it said that what they're putting in: they want to change the values, to "unfreeze" the system. And then they're going to implement "new values," the new communist values for world government. [They clearly state that they are using the Chinese Communist "group process" and "mind control".] That was the goal and they did a good job on it [changing our children's values] between 1970 and the year 2000. And now the values, as we can all see — people are saying, "Oh, we've got to be tolerant [of the most evil behaviors]. There are no absolutes anymore. That's not fair to judge people. Don't be judgmental! If your grandmother is dying of cancer and you can't afford medicine, it's okay to steal it."

That's what you call values clarification [or "situation ethics"] with the education for a "planned economy", using workforce training — identifying children at a very early age — what they're going to do the rest of their lives. It's the Soviet Planned Economic System starting as early as first grade that's being put in now under the guise of School Choice, Charter Schools and using the Performance-based, Outcome-based, Skinnerian/Pavlovian [direct instruction] method with a computer.

. . . People think that he [Pavlov] invented operant conditioning. He didn't. He went to Leipzig, Germany and studied under **Wilhelm Wundt** in the mid-1800s. Wilhelm Wundt was a German philosopher who was involved in trying to figure out how you can get people to change [do things they may not want to do]; understanding the psychology, what makes people tick, how you can get them to do what you want them to do, etc. He became very frustrated with the inability to change people's behavior and their views the traditional way; you know, lectures and discussions and all.

Finally, he realized that what he was dealing with was the human soul. The soul is a very difficult thing to track. It sort of floats all over the place and it rebels — it's independent. So, he came up with a scheme to attack the nervous system. That's really what it is. It's neurological. If you can get them [people] to react, in certain ways, to do what you want. (Like when the doctor used to, in physical exams, take a [little rubber] hammer. . . and knock your knee [to check your neurological responses] . . .) So, he [Wundt] figured, "Well, you know what? We can operate on that thesis where



we attack the nervous system.” It’s a stimulus response thing: you have to provide the stimulus in order to get the response. Well, if it was dog training, the stimulus would be a dog biscuit. Ultimately, when the dog sees you take the biscuit out of the box he’s going to do what you want. Right? It’s really pretty simple.

I had never gotten involved in having to figure it out until a very good friend of mine — a teacher in Arizona [Ann Herzer] — had to go to the first program that was brought out in 1965. One of the first ones was called [Skinnerian] mastery learning [under the guise of **Exemplary Center for Reading Instruction (ECRI)**. This program was developed with federal funds provided under the Elementary and Secondary Act of 1965]. She quit education after she went through the training [for operant conditioning mastery learning, now referred to as **Direct Instruction**]. She said it was so sick. She had papers from doctors saying it makes children sick.

I met her [Ann Herzer] when I went into the U.S. Department of Ed[ucation] because her correspondence [to Congressman Eldon Rudd protesting this federally-funded program] came to my office and it was referred to me. And that was how I met her. She was the one who educated me about operant conditioning and how awful it is. It can absolutely destroy free will.

We had free will until we got to [Skinner’s operant conditioning and] the computer [which is also referred to as “Skinner’s Box.”]. The computer absolutely destroys [free will]! The child cannot—there’s no thinking going on, there’s no transfer being made. You’ve got to understand that. All the documents in regard to this by people—not myself—by educators who’ve been trained in it, are in my book. So, you don’t have to say Charlotte said that. You can say “Professor So-and-So” said that.

I have one incredible paper in the back of my book by a leading educator, written in the 60s, that I managed to get. It was attached to the **Project BEST Application for Funding** that I talk about, the one I got fired for [leaking the information to the press]. That paper talks about the need for computers and how wonderful they’re going to be; but he says if you don’t agree with the message (morally and ethically) that’s going onto that software, **DO NOT DO IT!** And that’s coming right out of the mouth of an educator involved in it! He says

you have to have a conscience because that software is so powerful!

You may think, “Oh well, the person on the other end can do what he wants.” **NO!** Once it’s in the software and once the child is clicking away on the computer and getting the little “happy face” as a reward — that’s what happens — we all know that feeling when we get something good on the computer; he’s not going to ask any questions. That’s it! Finished! And it can bring a student to a certain totally opposite position in their thinking using Socratic questioning. So, it’s very dangerous. I can’t tell you how dangerous it is. I mean, how dangerous is a method that can actually change, actually destroy one’s conscience? That’s bad news!

We were all softened up and that’s what we’re looking at today. Now, the “refreezing” has to take place. The “refreezing” is going to take place with the use of the computer. Schools will be bookless; there are already some of these programs coming in.

So anyway, I was on the [school] board, I saw . . . [the federally-funded, values-destroying programs going into my school as well as into many schools in Maine]; I went for the training. And then I got off the Board and I formed — with Bettina Dobbs of Maine, a wonderful teacher and nurse — we formed something called **Guardians of Education for Maine**. We were in business for about [20] years. We did a lot of very good work. [We managed to stop comprehensive health education, which had zero to do with health and all to do with UNESCO’s brainwashing agenda, its political, social, and economic plan. GEM’s members stopped it in a third of Maine’s schools.]

In 1980 I went to work for Ronald Reagan and I worked there for two years until I was fired. But I had worked hard for him from 1978 to get him elected. Then in 1980, because of the work I’d done and the work in education, I got an appointment in the U.S. Department of Education, because the conservatives in Washington were good back then (they’re not anymore) — they were very impressed by the work I’d done in Maine on education. They pulled me down and put me in the U.S. Department of Ed in what was the most important slot, probably in the world, in education.

I know people out there are shaking their heads, saying, “Why would they put her there when she doesn’t have a college education?” Right? What are they putting her “there” for? Well, first of all, Reagan had prom-

ised to get rid of the Department of Education. Something he didn't do, and I will hold that against him forever, because he could have! Since that was the plan when they were staffing the department, they didn't have to put important people in those old slots — like my slot that I got put into, would have been filled by a former president of Harvard or Stanford . . . or University of Chicago. That job had been held in the past by very important people in education. But since they were getting rid of the Department, it didn't make any difference. So, they just plopped me in.

Now, talk about the hand of God, huh? All my files were full of everything they [had accomplished and] planned on doing. I don't even think my boss knew this. He was a so-called conservative. He became very suspicious about me because I was always busy even though I didn't have a lot of work to do from him. I was always busy because I had lots of things to read. I would stay after work. I would stay until 2 a.m. in the morning. When everybody was gone, I'd get into everything.

Sure, if it had just been the job and all files and everything had been whisked away by these former very important educational change agent-communists-Marxists, I would not have found stuff; but, all the stuff was left in the office. What I saw was so depressing. That's hardly the word. I mean, this was the education of Charlotte. It was the greatest horror story I had ever encountered!

At one point, he [my boss the Assistant Secretary], wanted to get rid of me, out of that office. He sent me up to the **National Institute of Education** which is where all the research is performed. They send out all of the grants and contracts to the universities, or schools or whatever from there. I found out I was really in the belly of the beast right there. Because I had access to all the computer printouts of all the grants and contracts — of your money, folks, going out not just across our country; but all around the world — about how to change the education system from academics to a brainwashing, using Pavlovian/Skinnerian Operant Conditioning, computers, [school choice,] and workforce training for the globalist economy — the corporate-fascist, socialist, communist government that's coming right in this minute!

I had a friend from Maryland who used to come in [and pick me up for lunch]. She had a huge Cadillac and I'd get all of my stuff and put it in L.L. Bean bags, you know those huge L.L. Bean bags? I'd put all the papers in there and at lunchtime we'd meet. Marvelous gal, Australian who I absolutely love — probably one of

the finest Americans who ever, well she was Australian [at-the-time, and later became a U.S. citizen] but she has done more for our country than anybody I've every known. Brilliant. We'd meet, dump the stuff in her car, go have lunch, she'd take it home, she'd get it out to people across the country. . .

Once I had two big bags and two of these major change agents at the National Institute of Education were coming down as I was going to the elevator. Walking down I thought, "Oh no, I've got to get out of here!" So I had to go into the Men's Room and hide. I'll never forget that — hiding in the Men's Room. I thought, "What if: There may be other guys coming in here, not just to the elevator?" Anyway, nobody came in. They went down the elevator. I came out [and took the next elevator] and dumped the stuff in her car.

It was not a really exciting job [working at the **National Institute of Education**. My boss sent me up there thinking that job would keep me from finding out what was going on in his office]. It was mainly to see if the universities, the schools, the different entities across the country — that were getting money from the taxpayers — or around the world, that they were getting their quarterly reports in on time. That's all. It had nothing to do with philosophy [just financial accountability].

One day I ran across a grant to Lansing School District, Lansing, Michigan. This was the University of Michigan connection with my office. It was a "values clarification" program for 1st graders, elementary school. And it pre-tested and post-tested those little children about what goes on at home, what religion [their family professed, etc. . .]. I looked at this thing and thought, "What on earth are they doing?"

So, I turned to this bureaucrat who was working with the GAO [General Accounting Office] about financial things and I said, "Look, we're doing waste, fraud and abuse. I know that." But I said, "Take a look at this. Don't you think this is pretty wasteful, fraudulent and abusive in another way?" So, he took a look at it and he said, "Oh, my Lord! This is horrible!" [He was a] really nice guy, [a] bureaucrat in Washington. People sometimes get after all the bureaucrats and some of them are not all that bad. Some of them are just like us and they care. I said, "Look, I'm only meant to be here two weeks; but, could you give me extra time because I want to go through all these grants and contracts." He said, "You can have as much time as you want."

So, I spent six weeks up there, going through all the stuff. I can't tell you how horrible . . . First of all, even if you don't care about children, you don't care about education, you don't care about your country, you don't care about anything (Are there people out there who don't care about anything?) — they do care about their wallet, huh? You should care about this money that has been spent in the name of education! It's total brainwashing! Anything coming out of Washington is a total Marxist brainwash and Marxism is the world of the future unless we stop it right now!

I'm fired for leaking one of these documents to *Human Events*. It was the one that put technology with the computer and curriculum and everything on it [into schools]. It was a grant, going out to every single state, with the computer curriculum for the state [to be used in the local schools]. Can you imagine, designed by Washington... all the different education associations. And within that big paper that I found — **BETTER EDUCATION SKILLS THROUGH TECHNOLOGY** it was called, **Project BEST** — I found this one paper (this was sort of a draft), it said, "What we at the federal level can control and manipulate." That's a direct quote! And then it listed (this is for us at the local level because [they think] we don't know how to run our own lives and the state):

Onscreen clip:

Project BEST "PROJECT DESIGN FEATURES"

(reproduced in *the deliberate dumbing down of america*, p.170):

- What We Can Control or Manipulate? –
- State participation/selection process
- Role of advisors
- Content of programs
- Training of state leaders
- Resource people utilized
- Basic skills content areas emphasized
- Perception of need to use technology

Iserby: [I was so shocked by this particular section of the paper that I decided to leak the whole grant to *Human Events*. However, prior to leaking it, and knowing I would be fired for doing so, I removed all the incriminating documents I found and took them to my apartment]. I get fired. Then I write the President — I write Reagan and tell him what's going on in the [U.S.] Department [of Education]. And I said, "You would be shocked if you knew! This place has got to be shut down, etc." It was a long letter. **I explained everything; that the U.S. Department of Education is a Marxist fac-**

tory designed to destroy any semblance of good values, academics, etc. and to make sure our children march blindly into a Socialist/Communist World Government! That's the goal of the U.S. Department of Education!

They didn't want anyone to know that Ronald Reagan had that letter, so I never got a reply. I tried to [get a response]. I went home [to Maine] and called Ed Meese who was the Chief Counsel or whatever in the White House. I said, "I want to talk to you all. I want an answer to that letter!" Finally, I went down and talked with Ed Meese's aide, Ken Cribb. He patted me on the shoulder. You know, the way they do that? "Oh, Charlotte, aren't you pleased to know the President got your letter?" That's an admission right there! **I know he got it because John Lofton, a journalist at that time in Washington, called his office (the White House) back in 1983 and asked if the President had received my letter. They [one of Reagan's staff members] said: "Yes, it's on his desk and he's marked it up." So, let's get that straight! He had it!**

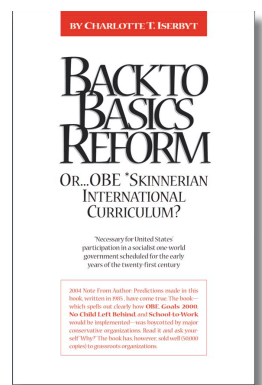
The purpose of that letter was to make sure the Department was abolished and public education is returned to it's original status, run at the local level with elected school board members, and with no influences whatsoever from the federal or international level. That's how it should be. It was the best education system in the world! That's what I was asking for. Anyway, it didn't happen. That letter to Reagan is on my website <http://www.deliberatedumbingdown.com/> under a pdf file.

[Back to Basics Reform . . .]

In 1985 I wrote a book called *Back to Basics Reform or . . . [O.B.E.] Skinnerian International Curriculum?* To make sure people read [and understood the significance of] this little 39 pager, I decided to put an asterisk so that they didn't really have to read it. I put in an asterisk [under the title] which said, "**Necessary for United States Participation in a One World Socialist Government Planned for the Early Years of the 21st Century.**"

When the conservatives, the neo-cons (let's call them that, not Goldwater people) . . . when the neo-conservatives — Heritage Foundation and all of those groups — saw that book they boycotted it! They boycotted that book which told Americans exactly what I just told all

2004 re-release edition:



of you: what I'd seen and that we had to get rid of the [U.S.] Department [of Education]. It all happened under Ronald Reagan. You call it what you want: corporate-fascism, fascism, socialism, communism, planned economy . . . you call it what you want

What is it? It's really horrible: your children have no upward mobility whatsoever. I told you earlier, I said, "They're put into a slot early on. The government and the schools [and the corporations], they decide what your child is capable of doing the rest of his life. He might be able to sneak out of that sometime and do his own thing if he's brilliant; but, it's unlikely." So, it's fixed. This is the end of upward mobility for our children and of freedom for this country. Planned economy is the end of freedom. It's a failed system; but there are people at the top who live very well by it.

[U.S.-Soviet Education Exchange Agreement]

And then I found out that Ronald Reagan had signed an agreement with Soviet President Gorbachev in 1985 to merge the two education systems! [Mikhail Gorbachev served as the General Secretary of the Central Committee of the All-Union Communist Party (Bolsheviks) from March 11, 1985 to August 24, 1991.] You can't tell me the conservatives didn't know that was going on because I know some were at Geneva when this happened and they didn't do anything about it. But, we found out and so we fought this United States-Soviet Education Exchange Agreement. The Carnegie Corporation also signed agreements. Basically, most of that was to do with computers and technology, and critical thinking for little elementary school children. We raised \$5,000 to put an ad in the *Washington Times* to expose that. It was called, "Edu-gate is Worse than Watergate," or something. Again, we got no support because that information wasn't meant to get out.

Then about four years after the fact [I received a phone call about] my little article called "**Soviets in the Classroom: America's Latest Education Fad**" that nobody would touch — all the different conservative groups, media and all, would not publish it. All of a sudden I got a phone call from a wonderful man by the name of Robert Morris who was a judge from New Jersey [and a very well known and highly respected conservative and former counsel to a Congressional Committee investigating communism in the American public schools]. He calls and said, "I'm now the President of *America's Future*." (I had [previously] tried to get this article published by *America's Future* — "Soviets in the Classroom".

I couldn't get it published. It was interesting because *America's Future* used to do a lot of articles on bad textbooks and everything in the United States — and I thought surely they would be interested in the United States-Soviet textbook agreement, too. But no, they would not publish it.) So this marvelous Bob Morris became president. He found [the manuscript of] my article in a drawer of the desk that was left there. He read it and he thought, "Oh, what is this?" [Morris had the article published and it was widely distributed throughout the country, at least in true blue conservative circles.] Can you imagine? He's a leading conservative himself — very important person — he had not heard about it. He had not heard what Reagan had done. It's happened ever since 1958 when the first agreement was signed by Eisenhower with the Soviet Union at the peak of the Cold War. Then the various agreements have been signed all the way through until recently — one was a terrible one [agreement] with China. So, we have merged.

Let me point out, just today I was informed [by traditional, hard-working Mainers] that there are forces at work in the State of Maine that are surrounding our wonderful people that we elected last November. Traditional Mainers — good hard-working Mainers — . . . are very upset with what's going on . . . [since they] worked hard to get our Governor in[to] office, a wonderful man, Paul LePage. I want to warn all of you that out in your states, if you elected some really good people, they've been surrounded [by Heritage-affiliated state groups]. You've got to be very careful. You've got to let them know not to go along with any of the agendas that call for "regional government" or "consolidation" because regionalism; the merging of services — the police forces in one town merges with another one; the schools consolidate, all the little schools merge into a big one — they tell you that's to save money and all. They're lying to you because it doesn't! We know that. It doesn't save money. But what it really is: "regionalism" is communism!

I have an article — it's in *the deliberate dumbing down of america* — you can look up the name **Morris Zeitlin** (pg 134). You will see this communist writer for *The Communist Daily World* in the mid-1970s talking about the need for the United States to implement "regionalism" and "consolidation." It's Communism! So any effort you see out there where they use the word—they don't use the word "regionalism" that much anymore, they're getting smart — they use the word "consolidation." They convince the people, especially in economic

downturns like right now—this tragic time we're going through, that this will save money, that you won't have as high taxes: consolidate, consolidate! DON'T DO IT!

We are the major country that's going down to Communism and the rest of the world will follow. They'll call it "The Global System" or the "International Socialist Global System." It is nothing but a totalitarian system.

In 2002 President Gorbachev, speaking in London, called the European Union the "New European Soviet." We know what we are looking at: the North American Union and all other regional entities throughout the world, whether it's the Pacific Circle Consortium or whether it's the Middle East. Do you think we went into the Middle East for any reason other than to destroy Iraq and to make it part of a "region" hooked into the banks? What they're doing is destroying the Middle East so they can restructure it as a region in this New World Order. Their whole structure is based on the model which is the European Union. So, I ask Americans, what will you call — what would Gorbachev call the North American Union? He would call it **The North American Soviet!** How do we like that? Wake up! If there's anything that's important for you to remember from this video today, it's that **WE ARE AT THE END OF THE LINE!** We are doing exactly what Gorbachev wants!

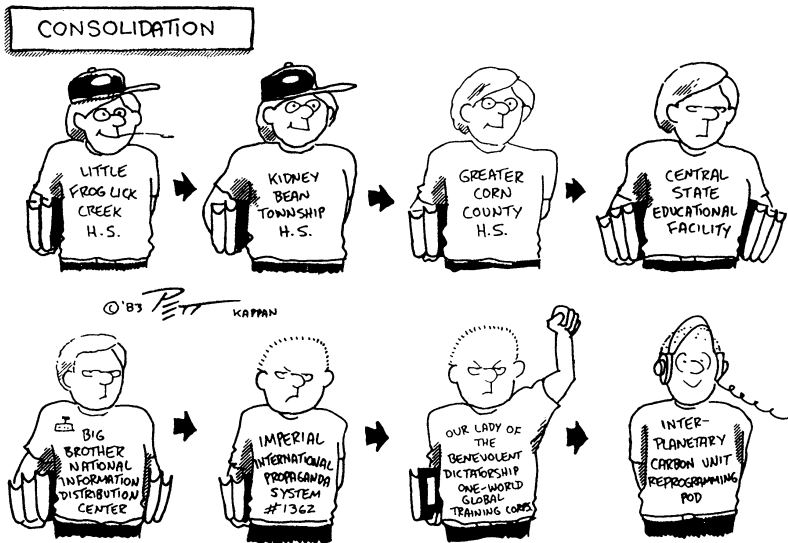
Consolidation. Now, this is an interesting cartoon. This is Regional Government. This is the consolidation of schools, basically. You see the little guy in the one room schoolhouse chewing a piece of grass or something. He looks very happy. He belongs to Little Frog Lick Creek High School. He's chewing the grass with a smile. As you follow him through you're going to see him looking more and more miserable as they merge his one

room schoolhouse to a six room schoolhouse, to eight more schools and then into a central school which is a Region. Then you see him at the end holding his left arm out with a clenched fist, very unhappy. His tee-shirt says *Our Lady of the Benevolent Dictatorship One-World Global Training Corps*. In the last one he has on earphones, finally smiling — he's connected to something with a wire. It says *Interplanetary Carbon Unit Reprogramming POD*.

Well, I saw that in a very liberal-left education journal called *Phi Delta Kappan*. Many people will recognize that. [The year was] 1983. The title of it is "CONSOLIDATION" — going from the small school to the central regionalized school — which is what regional government is all about. You can get rid of all the parochial views that the children have in the little school where the parents can go to school board meetings just across the street. The parents, school board and teachers all know each other and it's a lovely atmosphere.

[With consolidation] you end up with all the children going long distances on the bus, which is no good for them, to the regional school. There you have country boys and girls who are being mixed with city boys and girls. So, they get into the drug scene. We've seen with consolidation that the test scores go down, the drug problem gets worse, [and] the cost of education increases although they tell you consolidation is to make it cheaper. A lot of people just don't understand the word "consolidation."

Consolidation is consolidating all the services together under the guise that it's going to be cheaper for you. But in the process what happens is: you lose many of your elected officials because all of these entities are being merged. So, at the local level you don't have any representation anymore. Ultimately, you spend far more. That's the whole restructuring of our Constitutional form of government! It's being thrown to the wolves in favor of this Regionalism and Consolidation system in every area: education, government bureaucracy, [municipal levels of government, dropping of city and county lines, etc.] to [supposedly] make things cheaper. You name it. Planning, the word is "central planning." That's the Soviet system! Regionalism! No matter how beautiful everything looks outside, no matter how good those restaurants are in your town, or the good funny movies or whatever beautiful things you see in your life, your family, etc. Folks, it's curtains!



[A Declaration of Interdependence, 1975]

Charlotte Iserbyt [reading from *the deliberate dumbing down of america*, Ch. 6: The Serious Seventies]:

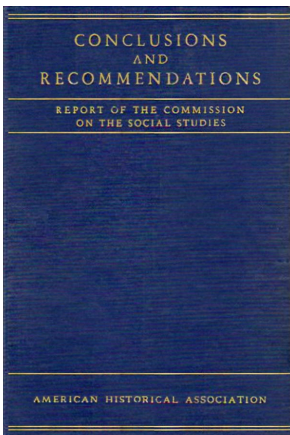
October 24, 1975, The World Affairs Council of Philadelphia issued a “Declaration of Interdependence,” written by well-known historian and liberal think-tank Aspen Institute board member, Henry Steele Commager. This alarming document which called to mind President Kennedy’s July 4, 1962 speech calling for “A Declaration of Interdependence” (Kennedy, huh?) was written as a contribution to our nation’s celebration of it’s 200th birthday and signed by 125 members of the U.S. Senate and House.

When in the course of history, the threat of extinction confronts mankind, it is necessary for the people of the United States to declare their interdependence with the people of all nations and to embrace those principles and build those institutions which will enable mankind to survive and civilization to flourish.

Two centuries ago, our forefathers brought forth a new nation. Now we must join with others to bring forth a new world order.

We affirm that the economy of all nations is a seamless web and that no one man can any longer effectively maintain its processes of production and monetary systems without recognizing the necessity for collaborative regulation by international authorities.

[Conclusions and Recommendations, 1934]



Iserbyt: This little blue book is called *Conclusions and Recommendations*. It has a weird title and you’d think it only deals with social studies; but, it doesn’t. It’s the **Report of the Commission on the Social Studies**. It was funded by the Carnegie Corporation. The book virtually recommends that the curriculum

all be geared towards the Soviet system — internationalism, planned economy, etc. It has been referred to by a leading professor of British socialism [Harold J. Laski, b.1893-d.1950] as a “plan for a socialist America.” This book is at my son’s website <http://americandeception.com/> thank heavens. Because this is [I suspect] the only copy that exists in the whole world, right here. That’s dated 1934.

And what they’re doing there is, they’re really talking about putting in a “planned economy.” So, that’s what we’re putting in right now with the program that’s just gone into our little school in Dresden, Maine. We’ve put in the DeLorenzo “Reinventing Schools Plan” which I said earlier, your kids will be graduating at 14 or 21. [Continuous Progress, they call it.] No grades! No A-B-C-D! No kindergarten through 12th grade because it’s all going to be Workforce Training and curriculum will be based on the Malcolm Baldrige Total Quality Management Award which has only in the past been given to Cadillac and Hilton Hotels.

Onscreen film clip: *Malcolm Baldrige Awards Showing “Criteria for Performance Based Excellence”*

Voice Over: *The Malcolm Baldrige National Quality Award gets results!*

Dr. Richard Mauer, Superintendent of Schools, Pearl River School District: “We’re not there yet. We’re continuously improving and it’s something that is so deep in our organization that the concepts and principles of Baldrige will be applied forever here.”

History of Outcomes-Based Education *The Eight Year Study*

Charlotte Iserbyt: So, this same Carnegie Corporation in 1933 instituted the **Eight Year Study** which went on until 1941. That’s the Skinner method; performance-based, results based — that’s all what you can “do”, not what you know in your head. They don’t want children to think or know anything. No history! It’s [all about] what you can do for the global economy.

The Education Commission of the States [also Carnegie-funded], a very important, unconstitutional regional entity which controls education in every state as well; they had a little newsletter that I used to get. One day I was reading it and my eyes went down to the bottom of the page. It said:

“Outcomes based education was experimented with for eight years in the 1930s and 1940s by the Carnegie Corporation. It was called the **Eight Year Study**.”

So, nothing is new, folks. If we think the outcomes-based education which is the biggest dumbing-down, [non-competitive, proceed at your own pace, continuous progress, non-graded] education system that’s ever happened, with children graduating at 14 [or at 22], if we think that it’s new, no! It came from the Eight Year Study, which again was Carnegie. [And yes, it is the Soviet system necessary for the “School-to-Work” restructuring of education and workforce. This agenda

was supported by the School-to-Work Opportunities Act of 1994: “To establish a national framework for the development of School-to-Work Opportunities systems in all States. . .” The bill was signed by then-President Clinton on May 4, 1994 and became Public Law 105-239. The Act’s authority ended Oct. 1, 2001, but STW continues through other initiatives at federal, state, and local levels.]

Now, Carnegie, we might as well mention this at the same time; in the 1965 **Elementary and Secondary Education Act**, Carnegie was all involved in paying for the **National Assessment [for Educational Progress (NAEP)]** which is 60% politically correct. That’s the test all the schools have had to give ever since 1965. Now, it is 60% politically correct; your kids ideas on global warming, sustainable development, world government, the fact that the Constitution is outmoded — all that. So, they paid for the national assessment.

They [Carnegie Corporation] were the ones instrumental in putting up the money for the **Education Commission of the States** in Denver. In your Senate Education Committee in your state, there’s always going to be one person who is on the membership of the **Education Commission of the States** — that would be 50 state people [representatives]. They get their orders from the Education Commission of the States — that’s Carnegie [who] paid for that.

In 1985 Carnegie Foundation signed an Agreement with the Soviet Academy of Science. At the same time Reagan signed the Agreements with Gorbachev to merge the two education systems, Carnegie signed with the Academy of Science to develop computer courseware for elementary schools dealing with critical thinking. That’s for our children, right? In first grade? Critical thinking on the computer!

Reagan, Clinton, the two Bushes and all implemented the School-to-Work agenda! That was the beginning of the Planned Economy under Reagan. So then Marc Tucker comes in — Carnegie!

All the controversy going on in the 1990s—Americans were up in arms about the destruction of their school systems. They [change agents] would go in [to mostly urban schools systems] and deliberately destroy — because in order to “restructure,” you have to destroy.

The **Carnegie Foundation for the Advancement of Teaching**, David Hornbeck [CFAT President], was big on “compulsory community service”. He called for that when he was the Superintendent of Schools in Mary-

land. Way back he called for mandatory service. That’s another thing, folks, you’d better watch out. We’re going to be slaves. Mandatory service!

So, anyway, this same Hornbeck — who’s connected to Carnegie all along — goes into Kentucky and destroys that system, he goes up to Rochester, New York, he goes to the States of Washington and Iowa. Destroy the schools and restructure them for School-to-Work. That’s all Carnegie!

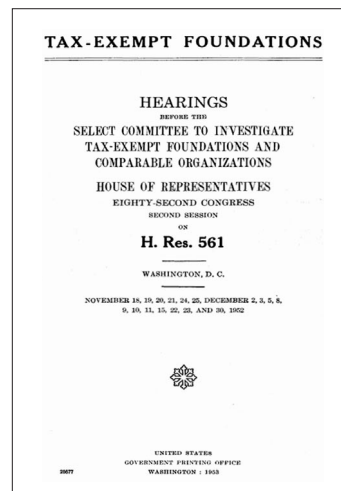
The latest information coming in from Maine — with the complete recommendation, that is — who knows, with our new governor maybe we can get to him fast enough to help him understand that we can’t have charter schools. Charter schools are the vehicle to implement the Planned Economy. We can’t have them. They’re unelected school boards anyway [Taxation without representation!]. We don’t even have a school board with a charter school. They get federal [and state] money. Why no school board? [So “they” can do whatever they want. They don’t have to worry about being re-elected.] They get federal money so they have to give the federal test! No charter schools, forget it! So, all this is coming together, coalescing at the same time.

The Reese Committee Investigation America’s Lost Hearing

Charlotte Iserbyt: The 3,000 pages from the hearings of the *Congressional Investigation of the Reece Committee: Investigation of the Subversive Activities of the Tax Exempt Foundations*. I bought the only available copy in the country. 3,000 pages from a really good

friend of mine, a wonderful American. He had been offered any amount of money for that 20 years ago by one of the minions of the tax exempt foundations. They did not want that copy to be floating around.

The Research Director for those hearings was Norman Dodd. The conversation that I’m going to discuss right now that he had with the President of the Ford Foundation, Rowan Gaither, was off the record in New York City at the Ford Foundation headquarters. Norman Dodd told me over dinner in Washington D.C. at a restaurant in Georgetown [that] Rowan Gaither said to him, “Mr.



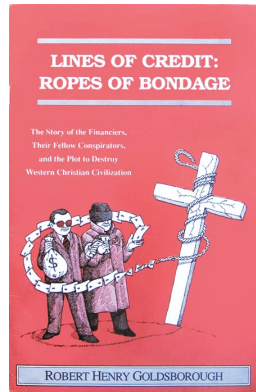
Dodd, we at the foundations, we don't determine the agenda. The agenda has come from the White House." That was Eisenhower, at that time right at the peak of the Cold War. "Our instructions are to use our tax-exempt status,"—that's Your Money, folks—"to change America so it can comfortably be merged with the Soviet Union."

Now a lot of you may say that never happened. Well, it's happening right now, folks! Right now, as we speak.

Charlotte Iserbyt | reading from *Lines of Credit: Ropes of Bondage* by Robert H. Goldsborough (Washington Dateline Publishers, Baltimore, MD, 1989), Chapter 10]:

FOUNDATION-FUNDED,
NON-BLOODY REVOLUTION

Committee Chairman Carroll Reece warned fellow congressmen of a "diabolical conspiracy," that a certain few foundations "were financing the socialist and communist overthrow of the United States."



Iserbyt: After World War I, they tried to get the League of Nations in and there was tremendous opposition. Then you had opposition between that and between World War II. You had Lindbergh and a lot of [patriotic] Americans going before the Congress to keep us from going into the U.N. [United Nations]. You had all sorts of opposition; but, they got their way.

The Reece Committee learned that the Rockefeller Foundation and Carnegie Endowment for International Peace were, with tax-exempt dollars, funding leftist propaganda operations aimed at changing America through the brain not the battlefield. Patriotism, national sovereignty, individual responsibility and Christian beliefs were belittled while the concepts of a One World Government, socialism, collectivism and humanism were deemed essential for peace in the modern age.

A clandestine and successful non-bloody revolution had been masterminded by some of America's most powerful and devious men; men who did not want to be exposed by a Congressional Investigating Committee.

The man chosen by Reece to be the Committee's Research Director was Norman Dodd, Yale graduate, intellectual and New York Investment Banker. Dur-

ing this writer's frequent visits to Dodd's retirement home in Virginia, he repeatedly spoke of conviction that justice demanded that those foundations "should be compelled to spend a like amount of dollars to undo the damage they have done to America."

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's headquarters in New York City to examine the minutes of the Endowments trustees.

Iserbyt: Now, this is Carnegie we're talking about, the one I always go after!

These minutes had long since been stored away in a warehouse and obviously, Johnson who was a close friend of former Carnegie President and Soviet spy, Alger Hiss, had no idea what was in them.

Iserbyt: Don't forget, Alger Hiss headed up the United Nations in San Francisco. He was the head of the whole thing. World Government!

The minutes reveal that in 1910 the Carnegie trustees asked themselves this question:

"Is there any way known to man more effective than war to so alter the lives of an entire people?"

Iserbyt: This is in the minutes!

For a year the trustees sought an effective peaceful method to alter the lives of an entire people; but, ultimately they concluded that war was the most effective way to change people.

Iserbyt: World War I—horrible [15 million deaths and 20 million wounded]—made every other war look like nothing!

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."

Iserbyt: Now, don't forget, this is 1910!

Norm Dodd said that the trustees minutes' reinforced what the Reece Committee had uncovered elsewhere about the Carnegie Endowment, that "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 for 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 the home 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 Norman Dodd, "The trustees had the brashness to congratulate themselves on the wisdom and validity of their original decision." They sent a confidential message to President Wilson, . . .

Iserbyt: Horrible! Listen to this:

. . . insisting that the war not be ended too quickly." Carnegie trustee, Cleveland Dodge, one of Wilson's financial supporters had direct access to the President as did Elihu Root, Endowment president from 1910 to 1925.

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 a 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, "They divided the task in parts, giving to the Rockefeller Foundation the responsibility of altering education as it pertains to domestic subjects, . . .

Iserbyt: That was the Southern Education Board.

. . . but Carnegie retained the task of altering our education in foreign affairs and about international relations." . . .

Iserbyt: That would be UNESCO, United Nations . . .

. . . The foundations decided that the most effective method of achieving this goal would be to alter American history, so they awarded grants, fellowships and scholarships to those professors and historians who would rewrite American history and promote one-worldism, humanism and socialism. By the early 1930s, the well-laid plans of the foundation trustees had reached fruition, and a Reece Committee staff report concluded: (1) that there had, indeed, been a non-bloody revolution in America between 1933 and 1936; (2) that a certain few foundations had funded efforts to change the beliefs of the American people through education and pro-

paganda; and (3) that these revolutionary changes had been accepted without resistance.

To demonstrate how thoroughly American opinion had been changed according to the plan of the foundations we cite the following historical example: At the end of World War I, Woodrow Wilson and his shadowy alter-ego "Colonel" Edward M. House tried to sell the US Senate and the American people on the idea of the League of Nations. This was, of course, the first concerted national effort towards a one world government.

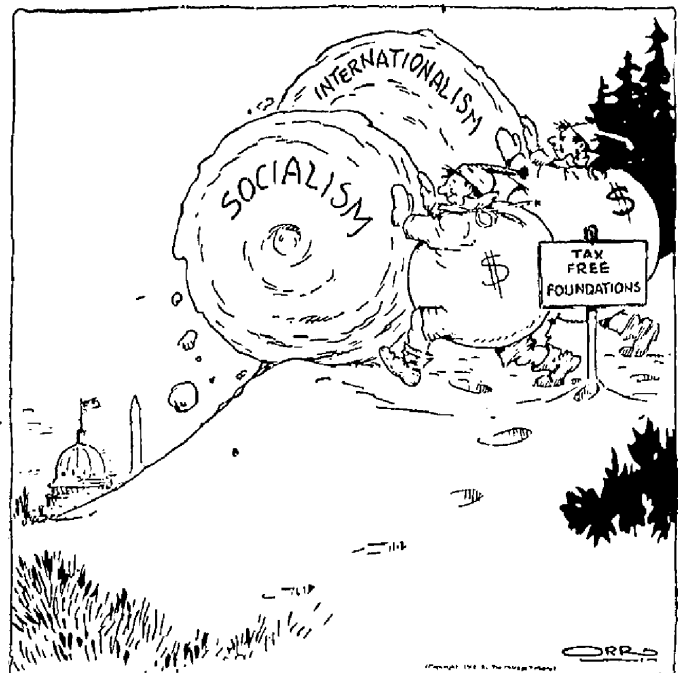
Wilson and House failed in their mission; but, a generation later after another great war and much re-education via college International Relations Clubs, international studies educational grants and the like, the Senate and the people readily accepted membership in the United Nations.

Roosevelt's foreign policy advisor, Alger Hiss, helped write the U.N. Charter in which the Soviet Union was given three votes in the General Assembly and the United States only one; and then, before his perjury conviction for lying about his Soviet espionage activities, he went on to become President of the Carnegie Endowment for International Peace.

Chairman Reece expressed justifiable rage when he described what has happened as a "diabolical conspiracy." The conspirators had left little to chance.

The News and Courier

South Carolina's Most Outspoken Newspaper
CHARLESTON, S. C., TUESDAY MORNING, JANUARY 4, 1955



The Dangerous Moneybag Boys

Charlotte Iserbyt | reading from *Lines of Credit: Ropes of Bondage* by Robert H. Goldsborough (Washington Dateline Publishers, Baltimore, MD, 1989), Ch. 11]:

Those Congressional Investigations of the early 1950s into tax exempt foundations were mandated by the House of Representatives in a Resolution stating, "The Committee is authorized and directed to conduct a full and complete investigation. . . to determine which of such foundations and organizations are using their resources for un-American and subversive activities for political purposes, propaganda or attempts to influence legislation." . . .

Iserbyt: Now, folks, I want to tell you the 3,000 pages of testimony of the Reece Committee Hearings is on my son's website <http://americandeception.com/>. The person I bought the hearings from, the transcript, was offered (20 years ago) any amount of money for that 3,000 pages! The foundations wanted it back. It was the only copy left available. He would not sell it to them. So, my friend sold it to me. My friend knew Norman Dodd very well. He sold it to me for \$3,000 which is really cheap. \$1 a page, huh? He had been offered any amount, anything — you name it — we want that copy! So it's now on the web for anybody to read! Now, we'll continue with the Congressional investigations:

. . . to determine which of such foundations and organizations are using their resources for un-American and subversive activities, for political purposes, propaganda or attempts to influence legislation.

The tax exempt status granted to foundations by the Congress of the United States is a special and powerful privilege subsidized by the American taxpayer. Therefore, Congress has not only the authority; but, also the obligation to investigate how tax exempt funds are spent."

Iserbyt: This should be the next investigation. Ron Paul should do this one, huh? After the Federal Reserve?

The Ford Foundation, largest of all the foundations, balked when it received a preliminary questionnaire from the Reece Committee. H. Rowan Gaither, President of the multi-billion dollar foundation summoned Committee Research Director Dodd to the foundation offices in New York City.

At the meeting, Gaither asked Mr. Dodd, "We invited you to come here because we thought that perhaps, off the record . . .

Iserbyt: You see, that's why it's not in the transcript of

the hearings, what I'm reading you now. This was off the record, in the office in New York City.

. . . we invited you to come here because we thought 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 (the Office of Strategic Services, the forerunner of the CIA) or the European Economic Administration, operating under directives from the White House. We operate under those same directives. The substance of the directives. . . under which we operate is that we shall use our grant-making power to so alter life in the United States that we can comfortably be merged with the Soviet Union.

Stunned, Dodd finally replied, "Why don't you tell the American people what you just told me? 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.

"The Death of Free Will"

Charlotte Iserbyt: The latest article that I've written with Debbie Niwa, a wonderful researcher, a magnificent person, did all the graphics and formatting and a lot of her own research as well on change agents and how they brought Americans to have a totally different mindset using all the sensitivity training. Debbie had some fantastic research that's in the article as well. At the end of writing it we came across extraordinary quotes from C.S. Lewis who points out that if you substitute Workforce Training for education, that's the end of civilization. It's the end of the human being as an entity as opposed to being an animal. It's the end of the human soul. It's the end of the conscience.

We have all of the evidence from educators and change agents articles saying that the computer is fantastic for changing values. An educator with the World Institute for Computer Assisted Instruction, Dustin Heuston

said, "Won't it be wonderful when a child in the smallest school in the most remote area of the country can have the curriculum developed by the world's finest psychologists and nobody can get between that child and the curriculum."

Parents, wake up! That means you, parents. You can't get between the child and that curriculum. You can't control anything anymore. You've lost it! This is going in right now. And they say this works, too. It works!

I always wondered when I saw this stuff titled "What Works?" in the US Department of Education and I didn't pay too much attention. One day I picked up a booklet entitled "What Works?" and read it. Yeah! Dog training works! If you reinforce, if you give rewards and all.

Mind you, folks, the rewards are being passed out galore all over our country right now, not just in education. In my former town of Bath, Maine, the community-oriented policing system [C.O.P.S.], is giving rewards to citizens who do good deeds. They give them a little medal! They see them help an older lady across the street who has groceries, the police determine what the good deed is and she gets a medal. That's a reward! That's conditioning! That's operant conditioning. You're going to end up with a society that never does anything for the sake of it being right. They're never going to take a stand against anything unless it's approved by the government. That's going to be the result of operant conditioning. [C.O.P.S.] is throughout our [nation] right now.

The Secretary of Education, Arne Duncan, when he was in Chicago with the Chicago Schools, he even recommended paying students for good grades! Now that's why teachers are up in arms about merit pay, performance-based pay! It's the same thing. They're going to pay the teachers for students getting good test scores.

Now wait a minute! First of all, you might think that sounds good. No! You'd better ask yourself, "What's the test?" It's hard to believe that anybody would deliberately do this to children; but, they are.

They're evil people and their agenda has been evil ever since this book was written. This is it: ***Proofs of a Conspiracy*** by John Robison — great Scottish scholar back in 1798. He was a Scottish freemason and he went to France and studied French Orient Masonry and was so shocked by what he saw — it was so much worse than the Scottish Rite [Masonry] — that he went back and wrote that book! [It is rumored that Robison gave] . . .

a copy to George Washington. That book is like a global education textbook being used in the American schools right now. It talks about 1798. This is after the French Revolution, you know. Get rid of royalty. Get rid of religion. Get rid of the family. That's basically what's in the book. Actually, they talk about dropping borders. It sounds just like a global ed curriculum. Turning the children against their parents. It's pure Communism!

That's why I say that now, basically the only thing that we can do, certainly with education which is being turned into nothing but corporate School-to-Work agenda using the Soviet-Cuban Polytech system where they pull the children out and send them over to the cigar factory at noon to learn how to make cigars — same thing here. That's being put in. It's been in the works for 30 years. It's the nail that's going in the coffin right now. It's coming out of Europe. It's the program that going through Maine right now. It's called Re-Inventing Education DeLorenzo. This is all in my article, "The Death of Free Will." All of this documentation about the final nail in the coffin which will be School-to-Work across the board for global corporate profits — [where] our children are nothing but human resources and guinea pigs to be trained like animals. Animal training — using [ideas from] Pavlov, Skinner — all of which was brought into the United States by . . . the Order of Skull and Bones.

[End of Part I]

[One thing we can do is oppose any form of federally or state-funded charter school. Don't forget: charter schools are international! We also need to eliminate unconstitutional "regional government" which uses the Soviet unelected council form of government. For more, see "Regionalism is Communism" by Charlotte Iserbyt, Feb 4, 2004, NewsWithViews.com.

<http://www.newswithviews.com/iserbyt/iserbyt13.htm>]

Charlotte Iserbyt's *the deliberate dumbing down of america* is "out-of-print", but a 2011 abridged edition (smaller 6"x 9" size) will be available for \$29.95 (plus \$5 shipping). For more info, go to:

<http://www.deliberatedumbingdown.com>

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