

Skip down to **John Dewey** (then follow his socialist trail through the chronology)

Chronology of the NEA

(National Education Association)

The Socialist Vision and Global Connections of the NEA

See also Molding Human Resources for a Global Workforce
Steps toward Global **Mind Control**
Bush, Gorbachev, Shultz and Soviet Education
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Chronology Index

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Home

Has our education system failed America's children?

Not in the minds of "progressive" educators and utopian globalists. They have yet to fulfill their revolutionary vision, but they are well on their way to a tragic victory. So while you and I decry the destruction of an academic system that produced nearly 100% literacy (at least at least in California) -- seventy years ago, others cheer the changes that have traded facts for fantasy, truth for myths, academics for collective socialization and individual thinking for group manipulation.

It happened slowly -- largely through stealth and deception. Today's educational establishment, birthed over a century ago by **John Dewey** and his associates, learned early the tactics of social transformation: infiltration, propaganda, secret councils and continual multiplication through networks of influential new organizations. New York city Mayor John Hylan described it well back in 1922,

> "... the real menace of our republic is this invisible government which like a giant octopus sprawls its slimy length over city, State and nation. Like the octopus of real life, it operates under cover of self-created screen. It seizes in its long and powerful tentacles our executive officers, our legislative bodies, our schools, our courts, our newspapers and every agency created for the public protection."[1] D. L. Cuddy.

This malignant "octopus" grew until its tentacles reached around the world. Strengthened by its countless affiliates -- including tax-exempt foundations that shared its vision and funded its programs -- NEA leaders and their international partners won power and influence in every strategic corner of the world. All along the way, they were molding minds that would fit their quest for a new world order.

From the beginning, they were determined to destroy the old education system in order to build the collective world of their dreams. Reporting to the annual NEA meeting in 1935, Willard Givens (soon-to-be executive secretary) wrote: "...many drastic changes must be made.... A dying 'laissez-faire' must be completely destroyed and all of us, including the 'owners', must be subjected to a large degree of social control.... The major function of the school is the social orientation of the individual. It must seek to give him understanding of the transition to a new social order."[2] Samuel Blumenfeld.

Psychology would provide the "scientific" tools for that transition. Dewey -- who equated individual thinking with insanity -- had begun experiments with behavioral psychology even before 1900. Half a century later, B.F. Skinner outlined the practical steps to behavioral control. "Operant conditioning shapes behavior as a sculptor shapes a lump of clay," he wrote in *Science and Human Behavior (1953).*

His goal for the human "clay" was no secret. Five years earlier, he had exposed his vision of a reshaped humanity: "What was needed was a new conception of man, compatible with our scientific knowledge," he wrote in *Walden Two*. (1948) [3] Charlotte Iserbyt.

Like their Soviet counterparts, who also envisioned a "scientifically" engineered human prototype (the "new Soviet man"), these revolutionaries knew well that their biggest obstacle would be Christianity. Therefore their main assault would be directed at the uncompromising truths of the Bible. Trust and loyalty to God must be replaced by loyalty and submission to the greater whole -- the collective global village --

represented by a Marxist-oriented world government.

Their goals and tactics haven't changed. Take religion. Back in 1933, **John Dewey** co-authored the first Humanist Manifesto which called for a new world religion: "...a synthesizing and dynamic force for today must be shaped for the needs of this age. To establish such a religion is a major necessity of the present."

They have come a long way. Today, Christianity is banned from our government schools. Instead, students are immersed in the new global spirituality -- a contemporary, idealistic blend of all religions -- through classroom myths, rituals, symbols and multicultural experiences. This new spiritual synthesis has been adapted to fit the amoral, religious standards outlined by UNESCO's Declaration on the role of religion in a culture of peace and Declaration of Principles on Tolerance.

Keep in mind, the NEA shares the UN goals on every point. Small wonder, since its leaders helped establish the United Nations in the first place. Back in 1946, it celebrated the formation of UNESCO as "the culmination of a movement for the creation of an international agency of education." What the NEA had begun in secret would now be officially established by this new global management system. The *NEA Journal* announced the victory: "each member nation... has a duty to see to it that nothing in its curriculum... is contrary to UNESCO's aims." [1]

The same year, a NEA-sponsored world conference drafted a Constitution for a World Organization of the Teaching Profession. It would be "a mighty force in aiding UNESCO," said William Carr, associate secretary of NEA's Education Policies Commission. [1]

Indeed, it would. Like the UN, the NEA promotes abortion, disarmament, world government and everything outlined in Local Agenda 21, the radical framework for a totalitarian globalism under the banner of "Saving the Earth."

In other words, the NEA-UN blueprint for "lifelong learning" calls for a world-wide system of global standards and manipulative programs that would conform human resources of every age to its totalitarian aims. Our children would be trained, not just to conform to this system, but to be activists willing to serve, promote, spy and fight for a world government with zero tolerance for Biblical values or for the God we love. And every person would be monitored and assessed for their compliance with the ideals of our global managers.

Hard to believe? Then read the following statements by leaders, educators and researchers who have either led, supported or observed this subversive transformation during the last 100 years.

Looking back: An historical overview

"...the 18th century socialists saw **statism as the means to moral progress**. "Man as sinful and depraved, was replaced by Man who was rational, benevolent and innately good. But the American form of limited government with its elaborate checks and balances had been created on the basis of the Calvinist distrust of human nature. The Calvinist didn't believe that power corrupts man, but that man corrupts power....

"To explain why man does the evil things he does, they turned **from theology to psychology**....

"The primary promoter of **the "myth of moral progress"** -- **the evolution of a moral humanity** -- was Georg Friedrich **Hegel** (1770-1831). **His dialectical process would liberate humanity from Biblical boundaries** and replace our personal God with a humanist form of impersonal pantheism."[2] Sam Blumenfeld, page 14-15.

"Beginning at the turn of the century (1900 AD), a new and sinister influence, slowly and insidiously at first but nonetheless unmistakably and with gradually increasing force, altered this basic concept most radically. The one individual most responsible for this change was the brilliant philosopher, Dr. **John Dewey**, who taught at the University of Chicago and later at Columbia University. The basic tenets of his credo were and are those upon which progressive education was founded and is continuing full blast today. A quotation from "**My Pedagogic Creed**," written by **John Dewey in 1897**, would indicate that, even at that early date, his ideas on education were radically opposed to those then current in the field of education:

- "The only true education comes through the stimulation of the child's powers by the demands of the **social situation** in which he finds himself. Through these demands, he is stimulated to act as a member of a unity, to **emerge from his original narrowness** of action and feeling, and to **conceive of himself from the standpoint of the welfare of the group** to which he belongs....
- "**We violate the child's nature** and render difficult the best ethical results **by introducing the child too abruptly to a number of special studies, of reading, writing**, geography, etc., **out of relation to this social life**.
- "The true center of correlation on the school subjects is not science, nor literature, nor history, nor geography, but the child's own social activities....

"Thus, even at this early period in his teaching experience, John **Dewey emphasized the predominance of the group over the individua**l. To be sure, Professor Dewey may have borrowed from some of the muddled naturalism of Jean Jacques Rousseau (1712-1778); and he may have been influenced a bit by the teachings and practice of the Swiss pedagogue Johann Heinrich Pestalozzi (1746-1827); but the particular brand he placed upon philosophy was his own...."[4] Lewis A. Alesen, M,D., *Mental Robots*, page 59.

"John Dewey believed and taught ... that all of **man's experiences**, in an attempt to understand and to alter his environment, **are continuing and variable**, and therefore **not subject to interpretation by any fixed or basic principles**. John Dewey rejected the concept of God and denied the existence of immutable truth in any field. He contended that **what seems to be truth today may, by altering circumstances, be entirely wrong tomorrow.** He instead that truth or "warranted assertability" is always relative, because time and circumstance may change its value.

"As a philosophy, these concepts are not particularly new in the world's history. The Greeks debated them long before Christ, but as the fundamental structure upon which to erect vast changes in our entire educational system, they are indeed unique. Since, in terms of this philosophy, the chief end in life is the achievement of happiness by **adjusting oneself to it**... and, since **there are no fixed rules or basic truths** of any value whatsoever, the growing child is taught, day by day, that it is **more important to get along with** his fellows, that is, **the group**, and to adjust himself to his environment, than it is to develop himself in any particular skills.

"Thus he is encouraged to deny and reject responsibility for himself from the very day he enters kindergarten all through his academic course, and to transfer that responsibility to the group. ...

"Since, in this view, there is no such entity as absolute truth, no possibility of immutable physical, mathematics, or moral law, **the progressive educator sees no use in wasting the students time in studying history, because, of course, what other men have done and thought in the past is not of any particular value**, as the circumstances under which they lived were entirely different from those facing the student and citizen today. Likewise, there is no point to the study of mathematics under this philosophy, which denies the existence of basic truths....

"Discipline has been thrown out of the window lest it do something horrendous to the psyche of the growing child. Competition is rejected and , for the same reason, 'controversial subjects' are avoided."[4] Alesen, *Mental Robots*, page 60.

"Dewey rejected the old American concepts that there are fixed moral laws and eternal truths. He rejected God, holding that man has no soul: that man is merely a biological organism subject to the changes and adaptations required by his environment. ... The kind of education Dewey recommended was conceived to develop men and women into faceless factors in a controlled and leveled-down mass of humanity....

"Deweyism is a combination of socialist political theory and a modern psychology. The nearest that Dewey himself ever came to express, in direct terms, his philosophy of education can be found in his book, *My Pedagogic Creed* (published in 1897)."[5] The Dan Smoot Report.

The NEA's "Progressive education"

1857. "'The NEA...started out in 1857 as the National Teachers Association founded by forty-three educators in Philadelphia. Now the largest educational association in the world, the National Teachers Association was founded 'to elevate the character and advance the interest of the teaching profession, and to promote the cause of popular education in the United States." It "didn't allow men who taught in private

schools to be members."[5] University of Notre Dame

1870. The National Teachers Association merged with the National Association of School Superintendents and the American Normal School Association to become known as the NEA. Membership was broadened to include "any person in any way connected with the world of education."[2] Sam Blumenfeld, page 20. The broad range of special interests and social goals within the membership led to the **creation of numerous departments within the NEA** -- and later to countless organizational spin-offs that shared the NEA philosophy.

1908. John **Dewey's** article, "Religion and our Schools" was published in *The Hibbert Journal* (July). He states, "**Our schools** ... are performing an infinitely **significant religious work**. They **are promoting the social unity out of which in the end genuine religious unity must grow**. ...**dogmatic beliefs... we see.. disappearing**.... It is the part of men to... work for the transformation of all practical instrumentalities of education till they are in harmony with these ideas." [1] Cuddy, page 11.

1916. John **Dewey** is recognized as the leader of the "progressive educators.' In *Democracy and Education*, he wrote, "There is always a **danger that increased personal independence will decrease the social capacity of an individual**.... It often makes an individual so insensitive in his relations to others as to develop an **illusion of being really able to stand and act alone--an unnamed from of insanity** which is responsible for a large part of the remedial suffering of the world." [1] Cuddy, 13. See also The Re-establishment of Peacetime Society

1921. The Psychological Corporation ("concerned with... promoting the extension of applied psychology....") was founded with "progressive educators" such as G. Stanley Hall, Edward Thorndike and other 'Deweyites' as Directors. [1] Cuddy, 15.

1932. John **Dewey** became **honorary president of the NEA**. [1] Cuddy, page 17.

1933. John **Dewey** co-authored the **first Humanist Manifesto**. It called for a "**synthesizing of all religions**" and a socialized and **cooperative economic order**." [1] Cuddy, page 18.

1950s. "Progressive educators (largely for Teachers College) had obtained key positions in Colleges of Education and as school superintendents and principals around the nation from which they could appoint teachers to their liking." [1] Cuddy, page 1.

1952. In the **Congressional Record**, Senator William Jenners stated, "**This war against our Constitution ... is being fought here... in our schools... colleges... churches... women's clubs**. It is being fought with our money, channeled through the State Department. It is being fought 24 hours a day.... while we remain asleep.... The UN is at work... every day and night, changing the teachers, changing the teaching materials, changing the very words and tones--changing all the essential ideas which we imagine our schools are teaching to our young folks." Sally Reed, *NEA: Propaganda Front of the Radical Left*."[15]

1960. "William F. Warde, in an article on "John Dewey's Theories of Education (published in the INTERNATIONAL SOCIALIST REVIEW, Winter, 1960, issue) wrote: "The Progressive Education Association, inspired by Dewey's ideas, later codified his doctrines as follows:

1. The conduct of the pupils shall be governed by themselves, **according to the social needs of the community.**
2. **Interest shall be the motive** for all work.
3. Teachers will... serve as guides... rather than as task-masters.
4. **Scientific study of each pupil's development**, physical, mental, social and spiritual, is absolutely essential to the intelligent direction of his development.
5. Greater attention is paid to the child's physical needs....
6. **Cooperation between school and home** will fill all needs of the child's development such as music, dancing, play and other extra-curricular activities.
7. **All progressive schools** will look upon their work as of the laboratory type, giving freely to the sum

of educational knowledge the results of their experiments in child culture."[5] The Dan Smoot Report

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John Dewey & his disciples

1899. In *The School and Society,* John **Dewey** wrote, "**The relegation of the merely symbolic and formal to a secondary position; the change in the moral school atmosphere**... **are necessities of the larger social evolution**." He quoted Friedrich Froebel who said, "The primary root of all educative activity is in the instinctive, impulsive attitudes of children, and not in the presentation and application of external material, whether through the ideas of others or though the senses."[1] Cuddy, page 10.

1904: John Dewey (an admitted socialist) left the University of Chicago to become head of Teachers College at Columbia University in New York - where his ideas have molded the thinking of leading American "educationists" ever since." When Dewey retired in 1930, two of his colleagues and disciples at Teachers College - Dr. **Harold O. Rugg** and Dr. **George S. Counts** - were well prepared to carry forward his drive for 'progressive education.'"[5] The Dan Smoot Report.

1933. Harold **Rugg**, president of the **American Educational Research Association** and author of 14 Social Studies textbooks, said in *The Great Technology*: "**A new public mind is to be created**. How? Only **by creating tens of millions of new individual minds and welding them into a new social mind**.

"Old stereotypes must be broken up and new climates of opinion formed in the neighborhoods of America. But that is the task of the building of a **science of society** for the schools..... Basic problems confront us: ... the development of **a new philosophy of life**... **appropriate to the new social order**....

"**Through the schools of the world we shall disseminate a new conception of government**-- one that will embrace all of the collective activities of men; one that will postulate the need for scientific control and operation of economic activities in the interest of all people."[1] Cuddy, page 17.

1956. "**Dr. George S. Counts** expressed the real purpose of Dewey's 'progressive education': "... in school activities, in the relations of pupils and teachers and administrators, **the ideal of a cooperative commonwealth should prevail**... All of this applies quite as strictly to the nursery, the kindergarten, and the elementary school as to the secondary school, the college, and the university."
"You will say, no doubt, that I am flirting with the idea of **indoctrination**. And my answer is again in the affirmative, or, at least, I should say that **the word does not frighten me**." Rosalie M. Gordon, *WHAT'S HAPPENED TO OUR SCHOOLS*, AMERICA'S FUTURE, INC. 1956. [5] The Dan Smoot Report.

1956. "**Dr. Counts** helped organize a small group of educators to study the problem of changing the curricula, textbooks and teaching techniques in the schools of America. The group was called the **Commission on Social Studies of the American Historical Association**. Its work was financed by a $340,000 grant from the Carnegie Corporation, one of the tax-exempt organizations which supports the Council on Foreign Relations." Dan Smoot, *THE INVISIBLE GOVERNMENT*, 1962. [5] The Dan Smoot Report.

1958: "The **Commission** recommended that separate courses in history, economics, civics, and geography be abandoned - or, rather, all combined into one course to be called '**social studies,**' with **emphasis on 'social' or 'conflict of masses' ideas**. ... 'Cumulative evidence supports the conclusion, that, in the United States as in other countries, the age of individualism and laissez faire in economy and government is closing and that a **new age of collectivism** is emerging.'

"...it will involve a larger measure of **compulsory as well as voluntary cooperation of citizens** in the conduct of the complex national economy, a corresponding **enlargement of the functions of government**, and an **increasing state intervention** in fundamental branches of economy previously left to the individual discretion and initiative - a state intervention that in some instances may be direct and **mandatory** and in others indirect and facilitative....the actually integrating economy of the present day is the forerunner of a consciously integrated society in which **individual economic actions and individual property rights will be altered and abridged**." *Rene A. Wormser, FOUNDATIONS, Devin-Adair, 1958, pp. 146 ff.* [5] The Dan Smoot Report

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Psychology - the "science" behind NEA brainwashing

1879. **Wilhelm Wundt** established the first laboratory in **experimental psychology at the University of Leipzig**. His **students and disciples included Dewey's mentor G. Stanley Hall, Charles Judd and James Earl Russell** (later dean of Teachers College) and **Pavlov** (1884). [1] Cuddy, 7.

1882. Having studied physiology, Marxism and German philosophy (including evolution) at the University of Berlin -- and having earned his PH.D. in psychology at Harvard, Dr. G. **Stanley Hall** (a member of the NCE) established America's first laboratory in **experimental psychology**. Among his first students was John **Dewey**. [2] Sam Blumenfeld, page 45-47.

1889. **Teachers College** at Columbia University was founded, but it didn't rise to its prestigious position of leadership in "progressive" education until James Earl **Russell** assumed the leadership. Like Dr. **Stanley Hall**, Russell had studied in Germany, absorbed its **evolutionary philosophies** and was a member of the exclusive NCE. He became an fervent fan of the **New Psychology** soon to become **"the dominating force in American pedagogy."** [2] Sam Blumenfeld, page 48.

1896. John **Dewey's** "**educational laboratory**" opened at the University of Chicago. Called the Dewey School, it would pioneer experiments with **behavioral psychology.** [1] Cuddy, page 9.

1897. *My Pedagogic Creed* by John **Dewey** was published. In it, Dewey states, "I believe that the schools is primarily a social institution.... **Examinations are of use only so far as they test the child/s fitness for social life**..." [1] Cuddy, page 9.

1912. The NEA saw **sex education** as a useful tool in their values-changing process.

1921. The **Psychological Corporation** ("concerned with... promoting the extension of applied psychology....") was founded with "progressive educators" such as G. **Stanley Hall**, Edward Thorndike and other 'Deweyites' as Directors. [1] Cuddy, page 15.

1948. **B.F. Skinner** (1972 Humanist of the Year) described a society in which children are reared by the State.

1956. In *Taxonomy of Educational Objectives, The Classification of Educational Goals, Professor* Bloom wrote, "...a large part of what we call 'good teaching' is the teacher's ability to attain affective objectives through **challenging the students' fixed beliefs** and getting them to **discuss issues**."[8] *See* The Mind-Changing Process.

1969."The Protestant Ethic will atrophy as more and more enjoy varied leisure and guaranteed sustenance.... Most people will tend to be hedonistic..." [2] *Feasibility Study, Behavioral Science Teacher Education Program (B-STEP)*, Department of Health, Education and Welfare, Bureau of Research.

1970. Chester Pierce, Professor of Education and **Psychiatry** at Harvard tells the **Association for Childhood Education International** in Denver that "every child in American entering schools at the age of five is **insane because he comes to schools with certain allegiances** toward our founding father, toward his parents, toward a belief in a supernatural being, toward the sovereignty of this nation as a separate entity... " Cuddy, page 51.

1970. The **Association for Supervision and Curriculum Development** (**ASCD**), the curriculum arm of the **NEA**, published *To Nurture Humaneness: Commitment for the '70's*. The visionary statements of its authors are coming true in our times: "**Vital questions of values, beliefs, feelings, emotions and human interrelationships in all forms must be integral parts of the curriculum**.[9] Arthur Combs, Professor of Education at the University of Florida

1981. In his book, *All Our Children Learning,* Dr. Benjamin Bloom (called "the father of Outcome-Based Education) wrote that "**the purpose of education** and the schools **is to change the *thoughts, feelings* and *actions* of students**."[10]

1988. The ASCD (the curriculum arm of the NEA) published "**Tactics for Thinking**," a framework for teaching a new way of thinking which was developed at the Mid-continent Regional Eduational Laboratory (McREL). [1] Cuddy, page 81. Critics equated it with brainwashing. [See "A New Way of Thinking"]

Supported by tax exempt foundations

1933. **Rockefeller** Foundation president Matt Mason told trustees that "The **Social Sciences** will concern themselves with the **rationalization of social control.**... the **control of human behavior**. (Together with the **Carnegie** Institute, it was also funding **eugenics** research). [1] Cuddy, page 18.

1948. The **NEA was** funded in part by the **Carnegie** Corporation.

1964. The **Carnegie** Corporation appointed and funded **The Committee on Assessing the Progress of Education** (chaired by Ralph Tyler) to obtain data on what Americans under 30 years of age know. Also funded by Ford Foundation.

1988. Ernest Boyer, president of **Carnegie Foundation of the Advancement of Teaching** (CFAT), said schools must be seen, not as "academic centers", but as "social service centers" that would provide day-long health-care (school-based health clinics), day-care for pre-schoolers, and other social services. [1] Cuddy, page 81.

1992 Marc Tucker, director of the **National Center on Education and the Economy (NCEE --** began as an agency within the **Carnegie Foundation)** and the master-mind behind this partnership between schools and labor, proposed "breaking the current system, root and branch." He said, "Our objective will require a **change in** the prevailing **culture--the attitudes, values, norms, and accepted ways of doing things**."[11]

In a post election letter to Hillary Clinton, he wrote, "What is essential . . . is that we **create a seamless web** of opportunities to develop one's skills that literally extends **from cradle to grave** and is the same for everyone...a system of unending skill development that begins in the home and continues through school, post-secondary education and the workplace."

Global connections & UN partners

1918. "**Russia is pointing the way** to a great and sweeping world changes. It is not in Russia alone that the old order is passing . There is a lot of the old order in America, and that is going, too.... I am glad it is so." William Boyce Thompson, Federal Reserve Bank director and founding member of the Council on Foreign Relations wrote these words in the January issue of *New York World*. [3] Charlotte Iserbyt, page 10.

1922. The International Federation of **League of Nations Societies** published ***Propaganda Through the Schools***. [1] Cuddy, page 15.

1925. The **International Bueau of Education** was founded with a grant from the **Rockefeller Foundation**. It later became part of **UNESCO**.[1] Cuddy, page 15**.**

1935. In a report presented at the 72nd annual NEA meeting, Willard Givens (later NEA executive secretary) wrote: "**A dying laissez-faire must be completely destroyed** and **all of us**... **must be subjected to a large degree of social control**. .. **The major function of the school is the social orientation of the individual. It must seek to give him understanding of the transition to a new social order**."[1] Cuddy, page 20.

1942. The editor of the **NEA** Journal, **J. Elmer Morgan**, wrote an editorial titled "The United Peoples of the World." In it, he explained **a world government's need for an educational branch**, a world system of money and credit, a world police force, "a world bill of rights and duties." (December 1942), page 261.

1946. In his NEA editorial, "The teacher and World Government," **J. Elmer Morgan**, wrote, "In the struggle to establish an adequate world government, the teacher... can do much to prepare the hearts and minds of children.... **At the very top of all the agencies which will assure the coming of world government must stand the school, the teacher, and the organized profession**." *The NEA Journal* (January 1946); 1.

1946. The **NEA** printed ***"National Education in an International World"*** (Teacher's College): The establishment of [UNESCO] marks the culmination of the a movement for the creation of an international agency of education.... **Nations that become members of UNESCO accordingly assume an obligation to revise the textbooks** used in their schools.... **Each member nation... has a duty to se to it that nothing its it curriculum... is contrary to UNESCO's aims**."

1946. An NEA-sponsored "**World Conference of the Teaching Profession**" drafted a **Constitution for a World Organization of the Teaching Profession**. It would be "**a mighty force in aiding UNESCO**" said William Carr (associate secretary of NEA's Education Policies Commission). [1] Cuddy, 24.

1948. Julian Huxley (first Director-General of UNESCO) wrote in UNESCO: Its Purpose and Its Philosophy: The general philosophy of UNESCO should be a **scientific world humanism**, global in extent and **evolutionary** in background... In its education program it can... **familiarize all peoples** with the implications of the **transfer of full sovereignty from separate nations to a world organization**.... Tasks for the **media division** of Unesco [will be] to promote the growth of **a common outlook shared by all nations** and cultures... to help the **emergence of a single world culture**." [1] Cuddy, 25.

1968. Professor **John Goodlad** reported that Professor **Benjamin Bloom** [called Father of OBE] "was **invited by UNESCO in 1968 to submit a proposal for a six to nine week training program** which would partially fulfill recommendations made at **UNESCO's Moscow meeting** dealing with the formation of **national centers for curriculum development and research**...." Bloom's "program was ultimately **approved by the UNESCO** General Council..."[7] John I. Goodlad & Associates, *Curriculum Inquiry--the Study of Curriculum Practice* (NY: McGraw Hill, 1979), 261. Cited by Iserbyt, 25.

1976. An NEA program titled ***A Declaration of Interdependence: Education for a Global community***, was made available to schools across the country.

1981. Professor Benjamin Bloom explained that the **International Association for Evaluation of Educational Achievement (IAEEA)** "is an organization of 22 national research centers which are engaged in the study of education. This group has been concerned with the use of ***international tests***.... The evaluation instruments also represent an ***international consensus*** **on the** ***knowledge and objectives most worth learning***."[12]

1985. The curriculum arm of the NEA, the Association for Supervision and Curriculum Development (ASCD) co-sponsored an international curriculum symposium in the Netherlands. According to *Education Week*, the ASCD executive director, Dr. Gordon Cawelti "urged representatives of other Western nations and Japan to press for the development of a *'world-core curriculum*' based on knowledge that will ensure 'peaceful and cooperative existence among the human species on this planet'."This World Core Curriculum would be based on the teachings of theosophist Alice Bailey who received her channeled instructions from her spirit guide, Djhwal Khul. The framework would be written by occultist UN leader Robert Muller. His beliefs and influence are explained in "The International Agenda."

1988. In "Globalism Tramples on American Values," Dr. D. L. Cuddy wrote: "...an **American Forum on Education and International Competence** will.. have workshops on such topics as 'Developing Strategies for Internationalizing State Curriculum' and 'Political/Religious Challenges to Global Education.'... According to a report by the **Study Commission on Global Education,** all school courses should be 'infused with a global perspective.'" *St. Louis Post-Dispatch*, May 12, 1988. [1] Cuddy, 81.

1993. The 240 international affiliates of the NEA and the American Federation of Teachers joined to form **Education International (EI)**. Its new president was the former head of the NEA, Mary Hatwood Futrell. [1] Cuddy, 100.

NEA's Revolutionary Goals

1948. The **NEA...** produced a set of international guidelines called *Education for International Understanding in American Schools - Suggestions and Recommendations*. It included this statement:

> "The idea has become established that the preservation of international peace and order may require that ***force be used to compel a nation to conduct its affairs within the framework of an established world system.*** The most modern expression of this doctrine of collective security is in the **United Nations Charter**... Many persons believe that **enduring peace cannot be achieved so long as the nation-state system continues as at present constituted. It is a system of international anarchy**."[13]

1956. Former teacher, Communist and Union organizer, Dr. **Bella Dodd** states, "...the **Communist party whenever possible wanted to use the Teacher's Union for political purposes** but the party had a definite interest in education also. The Communists in the Teachers' Union were for progressive education. We were its most vocal and enthusiastic supporters.... **Most of the programs we advocated, the NEA followed the next year or so**." [1] Cuddy, 32.

1962. An editorial in the *Chicago Sun-Times* states: "...**real control over the nation's children is being shifted rapidly to the NEA.** That organization has about completed the job of cartelizing public schools education under ... an organization known as the **National Council for Accreditation of Teachers Education**, an agency whose governing council is tightly NEA controlled. ... The manner in which the NEA is usurping parental prerogatives... is...very simple: control the education and hiring of teachers." [1] Cuddy, 35.

1967. Working with the educational establishment, **Carl Roger**s (1964 Humanist of the Year) wrote a book called "A Plan for Self-Directed Change in an Educational System:" "...**the goal of education must be to develop individuals who are open to change**... The goal of education must be to develop **a society in which people can live more comfortably with change than with rigidity**." [1] Cuddy, 40.

1970. The **Association for Supervision and Curriculum Development** (**ASCD**), the curriculum arm of the **NEA**, published *To Nurture Humaneness: Commitment for the '70's* [NEA, 1970). The visionary statements of its authors are coming true in our times:

> "**The old order is passing**.... The controls of the past were sacred.... Social controls cannot be left to blind chance and unplanned change -- usually attributed to God. **Man must be the builder of new forms of social organizations**.... Here education must play a stellar role." (Dan W. Dodson, Professor of Educational Sociology at N. Y. University)
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> "The school will need to be supplemented by neighborhood family centers which provide infant care and developmental activity.... Education may well begin at birth in cooperative family centers. (Francis Chase, Professor Emeritus of the University of Chicago)
>
> "Many daily decisions and value judgments now made by the individual will soon be made for him... How to plan for one's children's education will be partially taken out of his hands. (John Loughary, Professor of Education at the University of Oregon."[9]

1972. **NEA** president Catherine Barrett said, "**We are the biggest potential political striking force in this countr**y, and we are **determined to control the direction of education."**

"**Those who rose highest in the public schools establishment and the NEA were those most strongly committed to secularism and statism**," wrote Blumenfeld. Those **two complementary philosophies** fueled the vision of NEA leaders who sought an utopian world, freed from Biblical constraints and ruled by humanist politicians and taught by progressive educators. **Parental rights and religious freedom would be swallowed up by the surpassing rights and rules of the greater community -- the controlled collective**. [2]Sam Blumenfeld, 31.

1880. The **National Council of Education (NCE)** was established. An exclusive forum for leaders in position of influence and power, in included John **Dewey**, G. **Stanley Hall**, Charles Eliot and James **Russell**. Here they would discuss progressive ideas, blend psychology and evolutionary 'science' into a new vision of human progress, and lay the foundation for America's planned transformation. B-43 Samuel Blumenfeld described **their aims** in *NEA: Trojan Horse in American Education*:

> "...to create the kinds of schools and curricula which would produce, if not perfect men, at least the kinds of men and women the educators considered desirable.
>
> "The **most important idea that would influence the educators was that of evolution**.... It was all 'matter in motion' and it fit in very well with the **dialectical materialism** of the atheist **Marxists** who were now able to link man's physical evolution with his social evolution."[2]Sam Blumenfeld, 43.

Standards and accreditation

1974. NEA president Helen Wise said, "**We must seek professional standards** and practices legislation in every state so that we have a meaningful voice in **how teachers are trained, and who enters the profession**." Resisters have been harassed or driven from their profession. Sally Reed, 75

1967. **NEA** executive secretary Sam Lambert said, "NEA will become **a political power second to no other** special interest group... NEA will have more and more to say about **how a teacher is educated, whether he should be admitted to the profession**, and whether he should stay in the profession."

1970. NEA president George Fischer told a NEA assembly that "a good deal of work has been done to begin to bring about uniform certification controlled by the unified profession in each state.... With these new laws, we will finally realize our 113-year old dream of controlling who enters, who stays and leaves the profession.... we can also control the teacher training institutions."

1970. An editorial in NEA's *Today's Education* stated, "**The change-agent teacher**... is part of an association of colleagues in his **local** schools system, in his **state** and across the **country** that makes up **an interlocking system of change-agent organizations.** This kind of system is necessary because

changing our society through the **evolutionary educational process requires simultaneous action on three power levels**."

1970s (early). "NEA presidents such as Catharine Barrett... began to talk of de-emphasizing academic basics in favor of teachers becoming philosophical 'change agents.'"[1] Cuddy, 1.

Trading Facts for Feel-good Experience

1967. The *NEA Journal* published "The New Social Studies," which said, "...the most obvious change occurring in the social studies is a **breaking away from the traditional dominance of history**, geography and civics. Materials from the **behavioral sciences. ...sociology, social psychology...are being incorporated** into both elementary and secondary school programs."

1988. Dr. Donald A. Cowan asked a leading question during a forum at the Dallas Institute of Humanities and Culture: "What will take the place of logic, fact and analysis in the coming age? The central way of thought for this new era will be **imagination**. Imagination will be the active, creative agent of culture, transforming brute materials to a higher, more knowable state...."

1956. In *Taxonomy of Educational Objectives, The Classification of Educational Goals, Professor* Bloom wrote, "...a large part of what we call "good teaching" is the teacher's ability to attain affective objectives through *challenging the students' fixed beliefs* and getting them to *discuss issues*."[8]

> Note: While a sound body of factual knowledge should be the foundation of all thinking processes, this model reduced factual *knowledge* and *comprehension* to the rank of **lower order thinking skills,** suggesting that traditional knowledge had become relatively insignificant--and could even be a hindrance. In contrast, the more subjective processes--application, analysis, synthesis, and evaluation--were elevated to **higher order thinking skills**.
>
> How can students apply, analyze, synthesize and evaluate without facts? How can they reach a rational conclusion without comprehension? They can't.In the absence of foundational facts, those *higher order thinking skills* can only lead to subjective, uncertain answers. Without a broad knowledge base, children are rudderless and headed for disaster. Deprived of the factual comprehension needed for moral, spiritual and intellectual discernment, they cannot recognize deception. At the mercy of manipulative social revolutionaries, they are ready to embrace the New Age/Neo-pagan view of "reality" - which has no basis in *real* reality.
>
> Dr. Bloom's process controls the *outcome* or end-product of thinking which was often an opinion or a value judgment. By censoring a students knowledge base, the teacher can direct the student's thinking. It works. Through biased information, carefully designed hypothetical stories, and pointed Socratic questioning, students are persuaded that their home-taught beliefs and values are incompatible with the needs for the 21st century.

Consensus & Change through Group Dialogue

1948. B.F. Skinner (1972 Humanist of the Year) described a society in which children are reared by the State rather than their parents, are **never punished, and learn only "desirable" characteristics from birth**. [1] Cuddy, 25.

1952. In ***Crowd Culture***, Dr. Bernard Bell warns: "**To the Dewyites,** a sound education is one which accustoms the pupils to **discover group convictions** and then **conform to them. This is known as 'becoming socially adjusted'**. ... they assume that ... the **group** is always **more trustworthy and wise than anyone within it**."[1] Cuddy, 29.

1952. **National Training Laboratories (NTL)** becomes a part of the NEA. In 1986, it will be separated under the name NTL Institute for Applied Behavioral Science. 29

1967. The *NEA Journal* published "**Helping Children to Clarify Values**" by Louis Raths, Sidney Simon and M Harmin. It said: "The **old approach** seems to be to **persuade the child to adopt the 'right' values rather than to help him develop a valuing process**...."

> Professor Sidney Simon went a step further. His book, *Values Clarification*-A *Handbook of Practical Strategies for Teachers and Students,* added a more intrusive note to the vast selections of manipulative values-changing strategies used to speed the social transformation. Among the classroom exercises which soon filtered into textbooks and schools everywhere was a tactic called "values voting."... For example, "How many of you
>
> - think there are times when cheating is justified?
> - regularly attend religious services and enjoy it?
> - would choose to die and go to heaven, if it meant playing a harp all day?"

1968. **NEA** president Elizabeth Koontz tells the **American Association of Colleges for Teacher Education** that "The NEA has a multi-faceted program already directed toward the urban school problem, embracing every phase, from the Headstart Program to **sensitivity training for adults-- both teachers and parents**."

1969. Today's Education, an **NEA** publication, contains "Forecast for the '70s," by **Harold** and June **Shane**. They wrote, "...ten years hence it should be more accurate to **term [the teacher] a 'learning clinician**.' This title is intended to convey the idea that **schools are becoming 'clinics whose purpose is to provide individualized psychosocial 'treatment'** for the student, thus increasing his value both to himself and to society." Children would "become the objects of [biochemical] experimentation."

1969. In ***Schools without Failure***, psychiatrist William **Glasser** wrote: "We have to let students know **there are no right answers... and may alternatives to certainty and right answer**."

> Note: To understand this planned rebellion against biblical values, consider ***Schools Without Failure***, which introduced a **manipulative strategy for turning the class into an encounter and counseling group:** Children would **share their feelings** and air their complaints under the **guidance of a trained facilitator** with a politically correct answer. They learned to **empathize with another's lust** and respect each other's feelings. Soon, they had traded God's moral standards for self-made choices. No longer would authoritarian parents impose their values on submissive children. They would write their own rules! Or so they thought.
>
> Actually Glasser's tactics manipulated students into yielding individual choice -- along with privacy and family loyalty.... A child's "honest" sharing about family activities gives school officials the needed data about family values. It enables them to monitor every family member -- not just the kids in the classroom.

1972. William Glasser's **Institute of Reality Therapy** was affiliated with ICC (International Cooperation Council (which became **Unity-and-Diversity World Council**). Rejecting the ICC "proposal for New Consciousness Education, the California Scientific Information and Education Council stated, "Taxpayers should not be expected to support programs which would destroy previously held political, moral and religions convictions, in an attempt to homogenize all individuals into a common human nature and all societies into a one-world government."

1976. Phi Delta Kappan printed "America's Next 25 Years: Some implications for Education" by **Harold Shane**, **Project Director for the NEA Bicentennial Committee**. Notice that Shane used the same buzzwords that characterize Outcome-based Education today:

> Rather than adding my voice to those who urge us to go "back to the basics," I would argue that we need to move ahead to ***new* basics**... Certainly, cross-cultural understanding and empathy have become fundamental skills of human relations and intercultural rapport... **the arts of compromise and reconciliation, of consensus building, and of planning for interdependence,** a command of these talents becomes "basics"... As young people mature, we must help them **develop... a service ethic** which is geared toward the real world... the global servant concept in which we will **educate our**

young for planetary service and eventually for some form of world citizenship. Harold Shane, "America's Next 25 Years: Some Implications for Education," *Phi Delta Kappan* (September 1976). Cuddy 59.

1977. In ***Social Change*** ***(vol 7, #2)***, a newsletter from the **NTL Institute for Applied Behavioral Science**, Massell Smith wrote, "**Couch the language of change in the language of the status quo. Use the stated objectives of the status quo.**"

I want to thank Dennis Laurence Cuddy, Ph.D., former Senior Associate in the U.S. Department of Education, for providing most of the quotations below from his extensive *Chronology of Education*. [1] I also thank Charlotte Iserbyt, former Senior Policy Advisor with the U.S. Department of Education, and Dr. Samuel Blumenfeld for their vital contributions.

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1. Dennis Laurence Cuddy, Ph.D., *Chronology of Education With Quotable Quotes (*Highland City, FL: Pro Family Forum, Inc., 1993). The quotes in the Introduction are from from pages 15, 24, 24. The quotes in the chronology are listed by dates and can be found in the same chronological order in Dr. Cuddy's book.

2. Samuel L. Blumenfeld, *NEA: Trojan Horse in American Education* (Phoenix, AZ: The Paradigm Company, 1985).

The quotes in the Introduction are from from page 78.

3. Charlotte Iserbyt, *The Deliberate Dumbing Down of America* (Ravenna, OH: Conscience Press, 1999). The quotes in the Introduction are from from pages 40, 48.

4. Lewis A. Alesen, M,D., Mental Robots (Caldwell, Idaho: Caxton Printers, Ltdl, 1960), page 59.

5. The Dan Smoot Report -October 22.

6. http://www.nd.edu/~rbarger/www7/nea.html

7. John I. Goodlad & Associates, *Curriculum Inquiry--the Study of Curriculum Practice* (NY: McGraw Hill, 1979), 261. Cited by Iserbyt, 25.

8. David Krathwohl, Benjamin Bloom and Bertram Massia, *Taxonomy of Educational Objectives, The Classification of Educational Goals, Handbook II: Affective Domain*, (McKay Publishers, 1956), 55.

9. To Nurture Humaneness: Commitment for the '70's (Washington DC: Association for Supervision and Curriculum Development, NEA, 1970); pages 50-51, 106-107, 79 and 181.

10. Benjamin Bloom, *All Our Children Learning* (NY: McGraw Hill Paperbacks, 1981), 33, 35. Cited by Iserbyt, 25.

11.Marc Tucker, "How We Plan to Do It," Proposal to the New American School Development Corporation: National Center for Education and the Economy, July 9, 1992.

12. Benjamin Bloom, *All Our Children Learning* (NY: McGraw Hill Paperbacks, 1981), 33, 35. Cited by Iserbyt, 25.

13. Dennis Cuddy, Ph.D., *The Grab for Power: A Chronology of the NEA* (Marlborough NH: Plymouth Rock Foundation, 1993); 8.

Arthur M. Schlesinger, Jr., THE AGE OF ROOSEVELT, THE POLITICS OF UPHEAVAL, Houghton Mifflin Company, Boston, 1960, pp. 154 ff.

14. Marc Tucker, "How We Plan to Do It," Proposal to the New American School Development Corporation: National Center for Education and the Economy, July 9, 1992.

15. Sally D. Reed, *NEA: Propaganda Front of the Radical Left* (No publisher mentioned in the book, 1984.

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