

HANDS OFF OUR CHILDREN!



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■ It's NOT just some dirty books! Educators no longer worry about whether a child can write. Instead they worry about conditioning that child to respond in an approved manner. It's no longer "See Susie and her mother." It's now "Susie lives in a slum. How does Susie relate to her mother? How do you relate to your mother?"

Comments like these, from a Washington mother who is a director of Citizens United for Responsible Education, correctly suggest that not all Americans are Dewey-eyed over what is happening in public education. In fact, protests over public-school textbooks are surfacing in every corner of America.

According to textbook publisher Craig T. Scmft, "This thing has spread since the West Virginia outbreak to the point that there is not an educational publisher of any size who has not made at least minor revision

in the face of pressure." Mr. Scmft, who also serves as chairman of the Freedom To Read Committee of the Association of American Publishers, says "the right of teachers to teach and publishers to publish and students to study is seriously endangered." He is not, of course, paid to lobby for the rights of parents and taxpayers.

In a recent report prepared for the Institute of Governmental Studies at Berkeley, professor of education James W. Guthrie writes: "The public no longer completely controls one of its major institutions, the schools." He says that although Americans spend as much on schools as on all other local services combined, the public "ironically is increasingly denied a say in how schools are run." Since 1940, the cost of public education has spiraled from one hundred dollars per pupil to eleven hundred dollars in 1975. At the same time, the

number of school districts has been decreased from one hundred thousand to some sixteen thousand in a consolidation which subjects parents and their children to the authority of powerful school bureaucracies. The Guthrie study noted that "Educators and their families now account for a larger segment of our population than the historically powerful farm bloc."

Parents have been asked to pay and pay, but are told to leave the education of their children "to the experts." The question should not be how good are the experts but what kind of an education parents want their children to have. Adolph Hitler had his experts, often brilliant scholars with impressive degrees after their names, who prescribed curricula and textbooks designed to fashion the Nazi mind. In Moscow there is a Ministry of Education composed of equally brilliant educational experts whose job it is to manipulate the minds of Soviet youth. The point is that there are always experts willing to carry out the wishes of those in power.

The special danger in this for our country is that America has been a great nation because of her great character . . . the high moral and ethical character of her free people. The American character has been our single most important national possession — our most precious heritage — passed from generation to generation with the obligation that we preserve and nurture and strengthen it. And it is based at once upon the work ethic and on what Henry David Thoreau called the infinitude of the private man. If that character is changed to favor welfare over work, or collectivism over self-reliance, we will be in the most serious kind of trouble.

Which is why the first strategy of those who would remake our country

as a province in what Henry Kissinger calls the New World Order is to create the new man . . . the *collectivist man*. But to do that the experts must first change the character of American youth. Many of the new textbooks have been designed to do exactly that. The experts call it "value changing." Parents are beginning to call it subversion.

The Conspiracy

Collectivists began their effort to manipulate American education when the Fabian Socialist Society, a Marxist group based in Great Britain, organized the Intercollegiate Socialist Society (I.S.S.) in New York City on September 12, 1905. The first meeting took place in a loft above Peck's Restaurant at 140 Fulton Street, Manhattan. Godfather of the group was radical muckraker Upton Sinclair, but other founders included William Z. Foster, Elizabeth Gurley Flynn, and Ella Reeves (Mother) Bloor. This was fourteen years before the founding of the American Communist Party, later to be headed by both Foster and Flynn, and guided by the infamous Mother Bloor.

By 1908 the I.S.S. had established permanent headquarters at the Rand School of Social Science in lower Manhattan. Walter Lippmann, a founder of the Establishment *Insiders'* Council on Foreign Relations, was president of the Intercollegiate Socialist Society at Harvard in 1909, and Walter Reuther was later president of the chapter at Wayne. Other prominent I.S.S. activists, to name a few, included Socialist boss Eugene Debs, former top Communist Jay Lovestone; Communists W.E.B. DuBois, Scott Nearing, and Lincoln Steffens; and, of course, John Dewey.

In 1921, with America becoming alarmed by widespread radical activity, the Intercollegiate Socialist So-

ciety found it necessary to change its name. The sixteen-year-old I.S.S. became the League for Industrial Democracy (L.I.D.), continuing to push its radicalism in the schools. By the mid-Thirties there were 125 chapters. John Dewey was then vice president of the League, and in 1941 became its president. He remained a leader of the League for Industrial Democracy until his death in 1952.

Dewey's influence on our public schools can not be overemphasized. His theories of "progressive education," developed at the Columbia Teachers College, were based upon the Marxist premise that there is no such thing as truth, and there are certainly no eternal truths, no moral laws. "There is no God," Dewey proclaimed, "and there is no soul. Hence there are no needs 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 permanent moral absolutes."

John Dewey, a radical Socialist, believed the schools could be used to promote the Fabian Socialist dream of the "new society." He contended that the public schools must "take an active part in determining the social order of the future . . . according as the teachers align themselves with the newer forces making for social control of economic forces."

"Social control of economic forces" is of course Marxism. To promote his Marxist views, Dewey organized the Progressive Education Association; and, in 1915, the American Association of University Professors. By 1919 he and Charles Beard, a fellow Socialist at Columbia, had founded an experimental school there — the New School for Social Research — to test their radical ideas on children. The outcome was the introduction into American public schools of a "social



Fabian Socialist John Dewey (above), the atheist "Father of Progressive Education," led the destruction of traditional education and texts from his base at Columbia, where 40 percent of the heads of our nation's teacher colleges were indoctrinated.



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studies core education." The key object of this program was to homogenize the teaching of history, geography, economics, and civics into one core class and relate it to what the Communists call environmental determinism. Like Marx, whose disciple he was, Dewey believed the environment to be the single most important factor in affecting history and economics. In other words, control the environment and you control the people in the environment, and can lead them to the "new society."

To perfect his technique, Dewey, Bertrand Russell, and Harold Laski — all Fabian Socialists — traveled to Russia in the early Twenties to help organize a Marxist educational system for the Workers' Paradise. John Dewey's two years in Russia produced such educational havoc there that in 1931 Stalin dispatched hundreds of thousands of students and their Deweyite teachers to Siberia.

The Soviets went back to the Russian equivalent of the Three R's. Progressive education, they decided, was fine for corrupting capitalists, but was idiotic caprice once the dictatorship was in control. Dr. George S. Counts, one of Dewey's chief lieutenants, was very frank about this. In 1931, Counts authored a book titled *The Soviet Challenge*, explaining:

The revolutionary movement embraces much that is rich and challenging in the best sense of the word. The idea of building a new society along the lines developed by the Communists should provide a genuine stimulus to the mind and liberate the energies of millions.

... [It] would seem to require fundamental changes in the economic system. Historic capitalism, with its deification of the principal of selfishness, its reliance upon the forces of competition . . . and its exalta-

tion of the profit motive, will . . . have to be displaced altogether . . .

Counts, who was an officer of the National Education Association and president of the American Federation of Teachers, soon laid down the Fabian Socialist plan in another book called *Dare The Schools Build A New Social Order?* Here he described how the Dewey "progressive education" would be used in the public schools to build the Marxist Utopia — what he called "the collectivist society now emerging." And he concluded: "You will say, no doubt, that I am flirting with the idea of indoctrination. And my answer is again in the affirmative."

Dr. Counts received hundreds of thousands of dollars from the Carnegie Corporation to help implement his Deweyite programs through social studies courses designed to promote collectivism. The game was to rewrite textbooks and teaching materials.

Another Dewey assistant, Dr. Harold Rugg, was meanwhile producing fourteen textbooks and as many workbooks to further the scheme, achieving a distribution of five million copies. Dewey was himself writing training courses, holding seminars, and doing research to lend an aura of respectability to this Marxist quackery. He was made honorary president of the National Education Association (N.E.A.) and celebrated as the "Father of Progressive Education."

While John Dewey and his fellow Fabians at Columbia were busy writing their textbooks and indoctrinating radicals to be placed in the nation's leading teachers colleges, teams of associated behavioral psychologists were actively laboring to justify this Marxist movement into education. One of the most important figures in this group was Abraham Maslow, chairman of the department

of psychology at Brandeis University. The *Los Angeles Times* reports that Maslow's psychology was used as the foundation for the National Training Laboratories in Washington, D.C., now called the Institute for Applied Behavioral Science.

The National Training Laboratories (N.T.L.) became an arm of the National Education Association (N.E.A.) in 1952, making its headquarters in the N.E.A.'s Washington offices. In 1961, N.T.L. published a book called *Issues In Training*, which spelled out its role in developing and experimenting with Human Relations Training, a euphemism for Sensitivity Training. On page forty-seven of that book, behavioral psychologists whose experiments have become the basis for many of today's textbooks, tell us what it's all about, explaining: "Human relations training fits into a context of institutional procedures which includes coercive persuasion in the form of thought reform or brainwashing as well as a multitude of less coercive, informal patterns."

You read that right. What these top educators have been pushing is "thought reform" and "brainwashing." Rather than directing research toward assisting teachers to impart

knowledge and information, the emphasis has been on behavioral "thought reform or brainwashing."

The system of "thought reform" developed at Columbia by Abraham Maslow proved inspirational to such radical psychologists as William Glasser and B.F. Skinner. "We have to let students know there are no right answers," says Dr. Glasser, a promoter of the inquiry method of learning. So most current social-studies textbooks are now written to allow collectivist teachers to lead open-ended discussions about social problems without "moralizing." Kept ignorant of the history of their own country and of Western Civilization, students in the public schools are thus placed at the mercy of Socialists who are having a field day.

Dr. B.F. Skinner (that's Burrhus Frederic), the famous war-time pigeon trainer, has also been active in this scheme. He was given a \$283,000 grant by the National Institutes of Mental Health to write a book called *Beyond Freedom And Dignity*. According to columnist Paul Scott, Skinner's subsidized book proposes to have the state "alter modern life by conditioning the behavior of each citizen by positive or negative reinforce-

William Tiernan



ments." Dr. Skinner, a Harvard psychologist, dreams like Marx and Dewey of creating "a new man." Scott continues: "The power of computerized information systems, coupled with mood-creating or altering biochemical discoveries, provide an overwhelming new tool for those who, like Skinner, feel that social engineering is more important than individual freedom."

Are we overemphasizing the importance of such radicals? Hardly. A Johns Hopkins poll among psychology faculties and graduate students around the nation has named Skinner as the most respected social scientist alive. A poll taken among educators by Southern Methodist University named him one of the ten great minds in the history of psychology.

The *Paul Scott Report* of January 5, 1972, tells us that Representative Cornelius E. Gallagher (D.-New Jersey) turned up seven thousand grants and Skinneresque contracts for behavioral research projects at the Department of Health, Education and Welfare (H.E.W.), and ten thousand within the Manpower Administration of the Labor Department. As more and more collectivists of the Skinner mold are given federal and foundation grants to write textbooks and do research it is hardly surprising to see "Susie lives in a slum. How does Susie relate to her mother? How do you relate to your mother?"

Wholesale Reaction

The radical change in textbooks effected by the collectivists and their social scientists has now become so blatant that concerned parents all across the nation are organizing to do something about the situation. The most famous textbook protest thus far was the one last year in Kanawha County, West Virginia, where parents challenged most of the 325 new titles

intended for use in the county's 121 public schools.

Social engineering along Deweyite and Skinnerian lines had been ordered by the West Virginia Board of Education. Kanawha County was told that it must buy books larded with "inter-ethnic and inter-cultural" concepts. William P. Hoar translates that from educationese in his excellent article, "Morality Sees Farther Than Intellect," in *The Review Of The News* for November 6, 1974. What this meant, says Mr. Hoar, "was introduction into the schools of 'authors' like Communist rapist Eldridge Cleaver; pimp, drug addict, and racist demagogue Malcolm X; and the work of Communist Angela Davis's erstwhile 'lover' George Jackson."

Fortunately, the collectivists did not count on the perseverance of Mrs. Alice Moore, a Conservative member of the Kanawha County Board of Education. When the texts were approved, this wife of a Christian pastor, herself the mother of four children, launched a campaign to rescind the decision and rid the schools of the radical books. After petitions containing thirteen thousand signatures failed to prevent the purchase of the books, thousands of parents kept their children out of school — nearly twenty percent of Kanawha County's forty-four thousand students, ninety percent in some districts, stayed home. The boycott soon spread to neighboring counties, and thousands of coal miners and construction workers walked off their jobs in sympathy. A union report said the walkout was causing a daily loss of half a million tons of coal and two hundred thousand dollars in wages.

By mid-September, the beleaguered school board proposed a thirty-day moratorium on strikes and demonstrations, then hastily ap-

pointed a citizens committee to re-appraise the textbooks. During September and early October the Review Committee, composed of twelve "Liberals" and six Conservatives, held four meetings where recommendations by Mrs. Moore and the five other Conservatives were hooted down by the "Liberal" majority of twelve. On November eighth the board reaffirmed its decision to purchase the radical books and get on with the Skinnerian "value changing."

Again the demonstrations resumed, with town meetings and anti-textbook rallies and marches by parents. The Establishment media began to hound the concerned parents, trying to make them look like Know-Nothings and hayseeds. Superintendent of Schools Kenneth Underwood, the textbook "Liberal" who had ordered the books, began issuing truancy warrants against parents whose children were not in school. Next, social workers began visiting the homes of protesters in a campaign of planned intimidation.

Parents retaliated. Underwood and four "Liberal" members of the school board were arrested November fifteenth on warrants drawn up by the Upper Kanawha Valley Mayors Association. The charge was "contributing to the delinquency of minors," and all were released on bond pending hearings. Which might help to explain why eight of the books were soon dropped — including Eldridge Cleaver's *Soul On Ice*, with its detailed descriptions of how Eldridge raped black girls as practice for raping whites. Another of those dropped from the list was Freud's *Character And Anal Eroticism*.

At the height of the controversy the radical National Education Association (N.E.A.) sent a fact-finding committee into West Virginia. In an eighty-seven-page report, it con-



When parents objected to a hate book by this fugitive Communist, the N.E.A. called them extremists.

cluded that the whole thing was a counterrevolutionary plot. Quoting from the N.E.A. report, the *American Libraries* magazine for April 1975 picks up the line:

The panel did question the intent of the groups in becoming involved in the protest pointing out that "forces of extremism in this country are destructive of every advance toward [sic] social justice that this nation has made over the past twenty years. In their super-patriotic pose of defending America, the extremists move in devious ways to destroy the very conscience of America — its Constitution and Bill of Rights."

In their defense of the imagined constitutional right of radicals to indoctrinate our children with the work of Communist rapist Eldridge Cleaver and Freud's *Character And Anal*

Eroticism, the N.E.A. panel forgot to mention the Ninth and Tenth Amendments to the Constitution — part of the Bill of Rights — which clearly forbid the federal government to give educational grants or subsidies in any form whatsoever. As a matter of fact, the N.E.A. is consistently lobbying for federal funds in education which are, themselves, unconstitutional — funds which allow people like collectivist B.F. Skinner to cook up the rationale for placing “value changing” materials in the textbooks of our children.

Alerted by the concerned parents in West Virginia, parents all across the country began to look into their children's textbooks. So great was their concern about what they found that U.S. Commissioner of Education Terrel H. Bell issued an announcement to be read to the American Association of Publishers, School Division, at their December convention in New Jersey. Commissioner Bell declared that “parents have the ultimate responsibility for the upbringing of their children.” Then, referring to the responsibilities of publishers, the U.S. Commissioner of Education warned: “Textbook authors have the right, indeed the obligation, to present new knowledge and to comment on social change in ways that stimulate and motivate students, excite their curiosity to learn. At the same time publishers should concentrate on good literature that will appeal to children without relying too much on blood and guts and street language for their own sake.” The Commissioner concluded:

What the present controversy comes down to, I believe, is a growing concern on the part of parents that they have lost control over their children's education and, therefore, their children's future.

Which is why the parents of Kanawha County, West Virginia, are still battling. The school board is keeping most of the textbooks it has ordered, but has unanimously passed two resolutions — one declaring that no student may “be required to use a book that is objectionable on moral or religious grounds,” and another providing that no teacher is “authorized to indoctrinate a student to follow either moral or religious values which are objectionable to either student or parents.” That is a good beginning, but it is a long way back to sanity.

Inside The Books

As the textbook controversy continues to rage, “Liberals” are arguing that fanatics are seeking “censorship.” But it is hardly censorship to prefer one book to another; or to decide, for that matter, that a book (once chosen) should be dropped in favor of a better one. We are talking about taste and judgment. And we are also talking about the ultimate authority of the parents whose children are involved, who are paying the bills, and who wish to retain the traditional American values which underpin our character as a nation.

Let us look at some of these textbooks, and make up our own minds about what is going on here.

In 1973, Prentice-Hall published a text called *Behind The Mask, Our Psychological World*, in which the author suggests to students that “to truly induce completely creative thinking, we should teach children to question the Ten Commandments, patriotism, . . . monogamy, and the laws against incest.” Here is another quotation from the same book: “. . . honesty is not something you either have or don't have . . . teenagers are merely trying to sift through the garbage adults have
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been handing out for years." And here is another: "We do all manner of quite bizarre things that don't fit together objectively — like the good Christian tax-evader" And another: "Probably the most bizarre scapegoating comes under the guise of religion"

Is it "censorship" to suggest that authors of such views are too ignorant, bigoted, and perverse to be instructing children?

Shirley Correl of Lakeland, Florida, has just reviewed another of Prentice-Hall's ventures into educational propaganda. This one is a series called *Inquiry Into Crucial American Problems*. Mrs. Correl, an active member of the Florida Action Committee for Education, was instrumental in putting together a statewide organization, county by county, to review textbooks and other educational materials used in Florida. Mrs. Correl reports that the recent Prentice-Hall series is composed of sixteen different titles, ranging from "Population" to "Prejudice And Discrimination." In this series the authors actually propose to solve the population problem through an *international population lottery*. And children are treated to an article by professional atheist Madalyn Murray.

Situation ethics is promoted by Allyn & Bacon in their 1972 text *Inquiries In Sociology*, which emphasizes: "There are exceptions to almost all moral laws, depending on the situation." The telling of lies is cited as an example. This same book offers the following: "The Seminarian had been talking about the conversion of Paul 'What color was Paul?' He paused, but not long enough for an answer, and then went on, 'He had to be black because he was a Hebrew

— the original Hebrews were black. . . . What color was Jesus? He was a Hebrew too wasn't he?' " Apparently Jesus Christ and the Apostle Paul are black or white . . . depending upon the situation.

In *Our World*, released by Taylor Publishing Company in 1971, teachers are told: "Mastery of knowledge is no longer the central feature of the education program." Our children are to "begin to learn the language of uncertainty and tentativeness." There is to be no place for mastery of subject matter or absolute principles or permanent moral standards in the New World Order. All must be relative to accord with the slightest wish of Establishment *Insiders* guiding us toward Marxian Utopia.

Certainly teachers must never moralize — an unforgiveable sin which smacks of absolutism. In fact, The Macmillan Company's 1970 teacher's manual, *Macmillan Gateway English*, expressly instructs the teacher on page twenty-eight *not* to "moralize." This immediately follows a number of lessons on breaking the law through civil disobedience — replete with examples of "freedom" songs, marches, sit-ins, boycotts, "freedom" rides, and the like.

Even Mother Goose is now used to promote approved changes in traditional moral attitudes. Publisher Simon & Schuster offers a 1969 textbook titled *Inner City Mother Goose*. On page twenty-six a "Liberal" Mother Goose lays this egg: "Jack be nimble/ Jack be quick/ Snap the blade/ And give it a flick/ Grab the purse/ It's easily done/ Then just for kicks/ Just for fun/ Plunge the knife/ And cut/ And run"

Attacks on patriotism are another feature of this systematic propaganda. Some are subtle; some not so subtle. In *Many Peoples, One Nation*, published by Random House in 1973,

the editors have excerpted a July 4, 1852, speech by Frederick Douglass to convey America's heritage to fifth graders. How would your ten-year-old feel about our country after a diet of such porridge as this:

No nation on earth is guilty of practices more shocking and bloody than is the United States at this very hour. Go where you may and search where you will. Roam through all the kingdoms of the Old World. Travel through South America. Search out every wrong. When you have found the last, compare your facts with the everyday practices of this nation. Then you will agree with me that, for revolting barbarity and shameless hypocrisy, America has no rival.

The Hate America cult is using the textbooks of our public schools to sow seeds from which we can only reap the whirlwind. Holt, Rinehart and Winston, for instance, published *Introduction To The Behavioral Sciences* in 1969. On Page 159, this one puts it down where the cats can get at it, declaring: "American society is ugly, trashy, cheap and commercial; it is dehumanizing; its middle-class values are seen as arbitrary, materialistic, narrow and hypocritical." How many high-school students, at a critical stage of developing their attitudes toward God and country and their home, will be able to deal effectively with such subversion? Eighty percent? Seventy? What about the twenty or thirty percent who take it as the truth?

Sometimes the volume of material presented is used to achieve the same effect. *Search For Freedom: America And Its People*, published by Macmillan Company and Benzinger Brothers in 1973 provides an example. In this fifth-grade text, Hollywood sex-symbol Marilyn Monroe

rates six and a half pages, while George Washington receives only a few passing remarks.

The role of millions of American women as housewives and mothers is also under attack. At the 1972 and 1973 public textbook Hearings in Texas, publishers made concessions to feminist radicals which will have nationwide consequences. They agreed to change "mom" to "Tom," "mother" to "Greg," and "mother" to "father." The object is to confuse traditional roles of men and women. It works like this: Instead of the text reading "Mother is showing me how to cook," it will now read "Greg is showing me how to cook." And in many instances the word "mother" is simply deleted. While there is certainly nothing wrong with men and women sharing duties and responsibilities, a steady diet of "uni-sex" is degrading to millions of traditional homemakers, subversive of their values and family life, and might very well prove psychologically debilitating to both boys and girls.

We have not yet seen a textbook which attacks apple pie, but attacks on God are as common as assaults on mother. Consider the Rand McNally *World History Through Inquiry*. In two textbooks of that series we find, "The religion of Jesus deserves all our hatred"; and, "I regretted that I ever joined the YMCA and decided to set myself against Christianity once and for all"; and, "When the missionaries preached the Gospel to me, I almost always got tired and often felt sick in my stomach and wanted to vomit." In the Oxford Book Company's *Psychology For You*, a 1972 high-school text, we learn that "the story of Jesus is a myth." You see, says the textbook: "A great many myths deal with the idea of rebirth. Jesus, Dionysius, Odin . . . were reborn, or arose from the dead."

Nor does the Bible, itself, escape attack. In *Perspectives In United States History*, published in 1972 by Field Education Publications, we find this on Page 450:

A student today might challenge the fundamentalist Protestant's assumption that the Bible is the inspired word of God . . . in fact, scholars have cast serious doubt upon the authenticity of the formal Bible. . . . Some books of the Bible have been omitted . . . the translation of the Bible was often faulty because early scholars did not sufficiently understand the ancient Greek . . .

Gutter language and cursing are also part of the current script. For instance, Houghton-Mifflin's 1973 textbook, *Liberty And Union*, Volume II, includes seventeen curse words in one run of eighteen lines, plus the repeated use of "My God." When this book was protested, the publisher replied in writing that such usage in an immigrant family during the Depression was "more prayerful than blasphemous." These publishers are apparently as bigoted as they are vulgar.

During the Kanawha County textbook controversy the Business and Professional People's Alliance for Better Textbooks placed an advertisement on this theme in the *Charleston Gazette* for November 14, 1974. The advertisement fills an entire newspaper page with documentation of foul language used in various series by Webster Publishing, a division of McGraw-Hill; Scott, Foresman and Company; and McDougal, Littell Company. Some of the filth in other texts is so bad that *Editor & Publisher* for November 16, 1974, noted: "We don't know of any newspaper in general circulation that is prepared to print the stuff verbatim . . ."

You Pay The Bill

Since we are dealing here with a conspiracy to change American values, it is not surprising that so many of the textbooks are now often supported by fat federal grants. Federal funding for such projects as B.F. Skinner's plan for using the public schools to enforce tyranny began in 1950 with passage of the National Science Foundation Act. Since that time swarms of radical behaviorists have applied for tax money to support their educational experiments, research, and textbook writing. The collectivist bureaucrats continued to build this new center of influence with the National Defense Education Act, the Higher Education Act, the Higher Education Facilities Act, and the Elementary and Secondary Education Act.

The results have been grisly. Consider the series *Man: A Course Of Study*, better known as M.A.C.O.S. According to Robert W. Lee, writing in *The Review Of The News* for July 30, 1975, it all began on March 26, 1963, when the National Science Foundation (N.S.F.), a federal agency, gave some ninety thousand dollars to the Education Development Center (E.D.C.) to enable Dr. Jerome Bruner, an educational psychologist, to develop a fifth-grade social studies course that would have been the envy of Dewey and Counts. By the end of 1967 the federal government had paid out four million dollars, but with the help of Dr. B.F. Skinner the M.A.C.O.S. program was at last submitted to fifty-eight publishers.* Undaunted when all fifty-eight rejected it, N.S.F. and E.D.C. approached Curriculum Development Associates (C.D.A.) to tackle the job.

*M.A.C.O.S. includes a collection of films, records, books, games, songs, cards, thirty-one student booklets, and nine teacher's manuals.

The C.D.A. is a small publishing firm in Washington, D.C., headed by former U.S. Secretary of Labor Willard Wirtz — the same Willard Wirtz who assisted his brother Robert, a Communist Party organizer, in collecting signatures to place the party's candidates on the Illinois ballot. The generous National Science Foundation arranged for an eighty percent discount for Wirtz on royalties due the federal government for commercial sales of M.A.C.O.S. material, and by September of 1969 the program was available in over seventeen hundred elementary schools in forty-seven states and sixteen foreign countries. What is more, it had received ninety separate N.S.F. grants totaling over two million dollars for promotion and marketing.

Congressman Jack Kemp (R.-New York) observes that M.A.C.O.S. contains "repeated and approving references to such tribal habits as adultery, bestiality, cannibalism, incest, infanticide, murder, revenge, robbery, and mate swapping." Congressman Kemp has been joined by Representative John Conlan (R.-Arizona) and many others in speaking out against the millions in federal subsidies given to develop the perverted M.A.C.O.S. materials, but such outrages continue.

Nor is federal spending the only means the collectivist *Insiders* of the Establishment have of using tax-free cash to control course content in the public schools and colleges. Writing in the *Educational Record* for Winter 1972, F.E. Andrews, author of *Philanthropic Foundations*, reports:

An analysis of the current status concerning the direction of education cannot omit the unique influence being exerted by foundations. These include commissions fostered by foundations such as the Carnegie Corpo-

ration. The Carnegie Commission on Higher Education has exerted influence and direction over higher education unique in American history. The 23 recommendations of this commission have been . . . implemented almost as gospel. [You remember our friend George S. Counts.] In addition to the Carnegie Corporation, the Rockefeller, Ford, Danforth, Taconic, Alfred P. Sloan, Babcock, Russell Sage, Mott, and Kellogg Foundations, the Peabody Education and Twentieth Century Funds, and the Guggenheim are major foundations exerting influence on the direction of higher education.

The game is quite sophisticated. For instance, one of the top educational experts now operating out of the Carnegie Corporation is James A. Perkins, who as early as 1953 served as a social-science consultant to the Research and Development Board of the Defense Department. By 1971, Perkins was chairman of the Center for Educational Enquiry and serving on the board of directors of David Rockefeller's Chase Manhattan Bank. In 1974 he was listed as a participant at the Establishment *Insiders'* super-secret Bilderberg meeting at Megève, France . . . and he was again at their 1975 meeting in Cesme, Turkey. Now chairman of the International Council for Educational Development, Perkins is a leader of what Congressman Carroll Reece described as the "network" or "cartel in the social sciences."

The Reece Committee Report on Foundations said that the Rockefeller, Carnegie, Ford, and other foundations had gained control of American education by working with various "intermediaries" or "clearing houses" including the John Dewey Society, The Progressive Education Association, the League for Industrial

Democracy, the National Science Foundation, and the National Education Association. Described in detail by René A. Wormser in *Foundations: Their Power And Influence*, this cartel has for years been seeking to influence education toward Marxist concepts supportive of what Henry Kissinger and other Establishment *Insiders* call the New World Order. The *Insiders* of this cartel have for years been calling the tune in educational materials and curricula. Their game is to lay the educational groundwork for that Socialist New World Order.

Does that sound extreme? Consider the new social-studies curriculum endorsed by the National Council for the Social Studies and promoted by the Institute for World Order. William Boyer, a University of Hawaii instructor, writes about it in the *Phi Delta Kappan* for April 1975:

World order education is an upgraded form of political education. It is citizenship education which transcends the nationalistic and pre-ecological values of the old citizenship education. It is global in outlook, human-value-centered, problem solving, and futuristic. Its closest kin, international education . . . has been nation-state centered, value neutral, and concerned centrally with understanding the present rather than creating a better future. World order education . . . is an instrument of social-culture change.

. . . Many leaders have addressed themselves to the need to make this transition. Social philosophers ranging from Marx to Dewey have tried during this last century to tie knowledge and value into a public philosophy . . . creating a new world order.

That just about sums it up. Collectivists from "Marx to Dewey" have

been working for a "futuristic" world citizenship, a "new world order." And they are counting on "world order education" to do the job.

Which is why our collectivist *Insiders* have moved into textbook publishing with a zeal that few outsiders understand. A steady stream of Socialist and "value changing" bedtime stories are being flooded into America's schools in an attempt to prepare children to accept government controls as the best means of dealing with the world's problems. The Leftist management of Xerox Corporation, for example, has bought some ten companies in the education field, including *My Weekly Reader*, which is read by millions of American schoolchildren. Annual sales from the Xerox education companies are now running at \$1.5 billion. In a report on a recent survey of fifty top Xerox executives we are told that in just twenty-five years "Students will no longer attend schools. Computers will bring knowledge into their homes, and they'll learn — even while sleeping — simply by wearing an electronic skull cap hooked to the computers. . . . books will disappear." How's that for the Brave New World Order?

According to *U.S. News & World Report* for September 30, 1974, book publishing is a three-billion-dollar-a-year industry, with textbooks accounting for one-third of the sales — an increase of 102 percent in the last ten years. Education, itself, is now the nation's biggest business, involving twenty-nine percent of the population at a cost of \$108 billion a year. So this "social change" is not just a philosophical goal . . . it's a cash enterprise.

One has but to look at the lists of new books to see where the emphasis on mind-bending has been. According to *Publishers Weekly* for May 12, 1975, the largest category of new

books published in 1974 was Sociology/Economics — with 1,082 new editions. Fiction, by way of comparison, offered only 491 new editions, while History presented only 203. In 1975 it was much the same, with Sociology/Economics again at the top — this time with 1,163 new titles — while Fiction trailed with 615 and History with 186. The emphasis is overwhelming in favor of social and economic change.

In *Publishers Weekly* for April 15, 1974, we learn that McGraw-Hill, headed by Elliot V. Bell of the *Insiders'* Council on Foreign Relations, earned \$505 million from educational sales last year. It was followed by Macmillan, a subsidiary of Crowell-Collier Publishing Company, which is headed by the C.F.R.'s Paul C. Smith, with \$447 million in sales. These two giants of the industry have a huge stake in promoting the New World Order.

Now the Establishment *Insiders* are busy opening doors to Russia. According to *Publishers Weekly* for January 6, 1975, Macmillan, McGraw-Hill, John Wiley & Sons, and Dell Publications have signed a deal with Soviet copyright boss Boris Pankin to open American publishing circles to the Communists and vice versa. To be sure that all goes smoothly, Secretary of State Henry Kissinger has been busy naming "experts" to the twelve-member Government Advisory Committee on International Books and Library Programs so federal money can be used to grease the runway.

How far will it go? Columnist John D. Lofton Jr. reported in early September that Assistant Secretary of State for Educational Affairs John Richardson met in Moscow last May with Soviet Deputy Minister M.I. Zhuravleva at the Ministry of Education. According to Lofton:

During this protocol visit, Richardson made the incredible suggestion that the U.S. and the U.S.S.R. examine each other's schoolbooks to be sure that neither country is getting a distorted view of the other. In the words of a State Department cable: "Secretary Richardson noted that people's perceptions of foreign countries are often implanted in early school years and that this is therefore an important time to inculcate positive human feelings for other people."

Both Madame Zhuravleva and Richardson agreed that such a project was possible between our two countries and they would regard their discussion as an informal proposal to think about such an exchange.

What hope we have of stopping this effort to march our children into the New World Order now rests on the fact that parents in almost every corner of America are beginning to wake up and take note of the textbooks being used in our nation's classrooms. In recent months there have been angry textbook protests in Randolph, New York; Keyport, New Jersey; Bedford County, Virginia; New Hanover County, North Carolina; Prince Georges County, Maryland; McKeesport, Pennsylvania; Grinnell, Iowa; Neilsville, Wisconsin; Syracuse, Indiana; Sauk Village, Illinois; Boise, Idaho; Beresford, South Dakota; St. Paul, Minnesota; Austin, Texas; Baton Rouge, Louisiana; and, in scores of other American cities and towns.

What is building is a wave of indignation that will break this conspiracy to indoctrinate our children . . . or put an end to public schools. "Liberal" educators and publishers would do well to realize that the two propositions are not mutually exclusive. An awakened America could do both. ■ ■