

equilibrium. Likewise, another assumption is that a person will avoid situations or information sources that give rise to feelings of uneasiness, or dissonance.

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1. Cognitive Dissonance

Motivational state produced by inconsistencies between simultaneously held cognitions or between a cognition and behavior; e.g., smoking enjoyment and believing smoking is harmful are dissonant.

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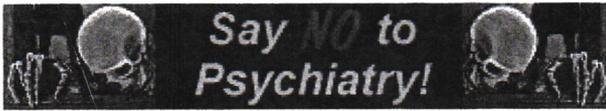
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PUT THE "PSYCHE" BACK IN PSYCHOLOGY!



Outcome Based Education - Questions Demanding Answers

by Ann Wilson

This is taken from Ann's book, Pavlov's Children: A Study of Performance-/Outcome-Based Education

Chapter Four:

Outcome-Based Education

Questions Demanding Answers

Now that you have read the 1953-54 Congressional reports and concerns, let's move to present-day questions and concerns. This chapter includes the most common questions posed about Performance-Based or Outcome-Based Education and answers. Keep in mind that OBE is packaged, with slight differences, under different labels, including President George Bush's "America 2000" and President Bill Clinton's "Goals 2000."

This material is reprinted from the Missouri State Federation Citizens for Educational Freedom Report and from Georgia Insight, October, 1993. If you want more information, contact the Missouri State Federation at 9333 Clayton Road, St. Louis, Missouri 63124, telephone (314) 997-6361.

1. How does OBE differ from traditional education?

Traditional Education focuses on teachers instructing students in various academic subjects during 12 years of education or its equivalent. Specific subjects must be covered to satisfy the Carnegie Units. Knowledge is determined through tests. Passing grades result in promotion. Graduation occurs when all required subjects have been passed.

Outcome-Based Education focuses on what the student *is*, not on what he knows. It is designed for every child to FEEL successful ("Gwinnett Organizing Around Learner Success") in school although he might not BE successful. Teachers become facilitators, coaches, or monitors (Designing Successful Learning Teacher Manual, "Performance Assessment Rationale," Gwinnett County, Georgia.) Academic emphasis is minimal. OBE focuses on changing specific complex behaviors (Dr. Barbara Kapinus, Georgia Lieutenant Governor's OBE Conference, May 13, 1993), to conform to predetermined outcomes. Outcomes control curriculum design. Designing curriculum to produce the desired outcomes is called "designing down" (Designing Successful Learning, "Putting all Together, Designing Down").

Local districts may design their own curriculum, but it must be structured around the outcomes. Students' assessments determine whether the outcomes are met. If not, they are recycled until they do. Assessment might be:

"not yet, somewhat, definitely," etc., (ibid, Invention Rubric). OBE holds all students to the same level of

achievement; none can attain above the other; and natural abilities and aptitudes are not encouraged or developed, but are ignored. ("Mastery Learning Reconsidered," by Robert Slavin, January 1987, published by Johns Hopkins University, Baltimore, MD).

2. Is OBE the same as mastery learning which failed in the 1970s?

Yes. Benjamin Bloom, a developmental PSYCHOLOGIST, and James Block developed the idea of OBE or Mastery Learning which first appeared in a program called PPBS in 1965 ("The Source of the River of Pollution," Planning, Programming, Budgeting System," by Cavell Bean, Educator Publications, 1972). In the late 1960s, California implemented PPBS, thinking it was only an accounting system, only to learn later that they had implemented education by *behavioral* objectives. Then in 1977, William Spady, a Harvard EDUCATOR, developed the organizational framework necessary to implement OBE ("The Roots of OBE", Free World Research Report, July 93, p. 9), but it's based on B.F. Skinner's work. He's a BEHAVIORAL ENGINEER (Educational Leadership, Dec. 92/Jan. 93, p. 67, "on Outcome-Based Education: A Conversation with Bill Spady," by Ron Brandt). Put those three together, and you have (a) OBE developed as Mastery Learning by Benjamin Bloom, a PSYCHOLOGIST: (b) OBE structured by Spady, an educator who is a SOCIOLOGIST: and (c) OBE conformed to Skinner's BEHAVIORAL ENGINEERING.

3. Why is the same failed process being tried again?

OBE is a failure from an academic perspective, having never made significant improvements in education; and it has, repeatedly, resulted in lower test scores in reading and other subjects.

In spite of that, by 1992, OBE had redefined what schools are for - moving from teaching academics to preparing students for future roles by changing their beliefs, attitudes and behaviors (Outcomes, Summer, 1992, "It's Time To Take a Close Look at OutcomeBased Education," by William Spady). *OBE's mission is to transform our culture by social engineering through psychological manipulation of behavior.* That's why it's tried and tried again. Education is NOT the goal of OBE. The goal is to restructure society by restructuring education, and in that sense OBE IS successful. If you need confirmation that society is being restructured, simply compare today's education and morality to those of yesteryear when 90% of America was literate and morals were absolute.

4. Does research indicate that OBE improves the academic knowledge of students?

No. The reverse is true. In fact, academic tests revealed such lowering of achievement that Chicago abandoned OBE after using it for five years at a cost of \$7.5 million. In Minnesota, Cheri Yecke, Stafford County's 1988 Teacher of the Year and finalist for an Agnew Meyer Outstanding Teacher Award, wrote in a 1992 Cottage Grove Bulletin, "The prevailing attitude among many students is "Why Study? They can't fail me so who cares?" What kind of work ethic is this producing in these children?" She also wrote that "A series of 23 meetings were held by the Minnesota Department of Education to gather input from the public concerning the issue of OBE. I attended the November 14 meeting at Park High School in Cottage Grove. Time after time, the same message was heard, as it is presently being implemented, OBE is not working, and is not in the best interests of our children. I estimate that at least 80% of the speakers were against OBE . . ." (Free World Research Special Report, April 1993, "Outcome-Based Education: Re-defining the School, by Wayne Wolf).

High achievers, especially, suffer because the outcomes are so low that the slowest learners can FINALLY reach them, no matter how long it takes ("Mastery Learning Reconsidered," by Robert Slavin, January 1987, Center for Research on Elementary & Middle Schools, Johns Hopkins University, Baltimore, MD). *OBE is not an academic process.* It focuses on complex human behaviors (Dr. Barbara Kapinus, George Lt. Governor's Conference on

OBE, May 13, 1993)

5. Explain "higher order thinking skills" (HOTS).

HOTS uses values clarification to modify behavior and change values by role playing and other strategies which require students to demonstrate their behavior in ambiguous situations. A traditional response based on absolutes is not acceptable. Students must adopt new behavior. Under OBE, higher order thinking skills are used to restructure, reorder or discard all previous knowledge and arrive at new solutions (Briefing Notebook for Georgia High School Graduation Test, June 7, 1993, Document A, p. 1, Dec. 16-17, 1991 Background Paper 2), Georgia Department of Education, Research, Evaluation & Assessment Division).

If students discard all previous knowledge, what foundation will they use to reach that new solution to problems? Most likely, they'll use the new information they have been facilitated to accept in class from teachers and peers.

Result: Situation ethics, new values, no right or wrong.

6. Why is one-third of the proposed graduation test dedicated to HOTS?

That was decided by the State Department of Education and the contractor for the test, Measurement Inc., in spite of the fact that most teachers surveyed prefer to teach academic content rather than behavior modification (Georgia High School Graduation Test Background Paper #5, Teacher Survey, Dec. 16-17, 1991, Document A).

The law governing the new graduation test was passed in 1991 (S.B. 328), was piloted in the Spring of 1993, and will be implemented in 1994 (Georgia Superintendent of Schools, House Curriculum Subcommittee Meeting, June 7, 1993). Eleventh graders will take the test, but any who fail may take it two or three more times. Even A students can't graduate until they pass it. S.B. 328 requires an emphasis on HOTS (values clarification to change behavior, beliefs, attitudes and values.)

7. What is the goal of HOTS and why is it critical to graduation?

HOTS can be used to change the attitudes, behaviors, beliefs and values of students. *Absolute values are not considered "politically correct."* The graduation test will determine whether the student has conformed to the outcomes which measure his behavior. If he has not conformed, he will take the test until he does. I believe the test, itself, is the remediation tool since repeating it will consistently redirect thought patterns until the answers come out "right" on the assessment.

8. Define "success" as it is used in the context of OBE.

Success in OBE has been defined by employers, not by educators, and educators have decided to implement curriculum as employers have defined it. Success in business means that workers can use and apply data, communicate orally and in writing, access and use technology, and work as a team (Lt. Governor's Conference on OBE, Speech by Dr. George Thompson, May 13, 1993). Teamwork is key.

Success doesn't mean necessarily that every student will be successful, but one county states that they want "every child to FEEL successful." Success means that the student will be molded into the worker of the future, regardless of his natural aptitudes. The outcomes aren't designed to meet the students' needs, but those of the employer of the future. Who knows what's needed in the future?

9. What is meant by "world-class" education?

When OBE proponents talk about "world-class," they don't mean the best. If you listen carefully, you will learn that student outcomes must produce "GRADUATES WHO PROVIDE MORE FOR LESS MONEY" (Lt. Governor's Conference on OBE, Roy Richards, CEO, Southwire Co.). To be competitive with third-world countries, United States businesses must maintain high quality products with equally high standards of service. But, costs cannot exceed those of other countries. Consider this: Why do American businesses send components to other countries for manufacture or assembly? The answer: Labor is cheaper. So, OBE is dumbing down our students so they will work for lower wages to allow American businesses to compete in the world market.

10. What are the outcomes expected of students?

They are all behavioral outcomes which might be slightly different in different counties or states, but will all mean the same. One Georgia county, which is into its third year of implementing OBE, has Six Outcomes of Significance. They are listed here with the number of behaviors to be assessed per outcome: Complex Thinker, 7; Collaborative Contributor, 3; Innovative Producer, 4; Self-Directed Achiever, 7; Involved Citizen, 9; and Effective Communicator, 4.

These outcomes are to produce students who "succeed" as WORKERS, CONSUMERS, GLOBAL CITIZENS, and FAMILY MEMBERS who are LIFELONG LEARNERS. Note that there are 34 outcomes under these six Outcomes of Significance, but not one requires students to learn to read, spell or do arithmetic. The number of outcomes vary. Kansas has 7,000 and Ohio has 412. This Georgia county will probably expand the number of outcomes as the process continues.

11. Why were those outcomes chosen and what will they accomplish?

They conform to America 2000 (now Goals 2000) and accomplish "whatever it is we decide they should have been taught while they are with us," said Dr. George Thompson, Superintendent, Gwinnette County Schools, July 29, 1993. The outcomes promote a *global community and world citizenship*. The "right answers" will, most assuredly, be "politically correct," which means that students will be moved away from absolutes of right and wrong into *relativism (situation ethics)*. At that point, the foundations of parental training will crumble because students will be trained to reject absolute values and adopt the philosophy that *there are no right and wrong answers or actions*.

12. Tell me about "cooperative learning."

Since businesses say they need workers that conform to the group, educators have decided to teach conformity by giving group assignments and group grades. Each student may be given a different task which, when put together with the other assignments, make up a complete project. No student will be required to do the entire assignment, much like a factory worker would put a bolt or nut on a car and another worker would install the windows, etc. Each man can do his own particular job, but not one of them can assemble a whole car. That can be very beneficial in a factory, but school is not a factory. Cooperative learning does not accurately reflect employment policies, either. No employer will put up with workers who consistently have to do their work over. Real-life employers fire individuals who can't or won't do the job. *Cooperative learning deceives the low achiever when it allows the fast learner to do all the work and rewards both of them the same*. Real life doesn't let the slow learner repeat and repeat until he gets it right. An employer might allow that during training; but inevitably, every man must carry his own load.

13. Is it fair to give an entire class the grade one student made?

NO, IT ISN'T. In group grading the high achiever may work harder and faster than the others but he gets the same grade. He could feel cheated, and rightly so. The low achiever gets the same grade, feels good about himself and has a false sense of accomplishment for work he didn't do.

14. Does group grading breed resentment and frustration and hinder high achievers?

Yes, it could be divisive and cause resentment between students. Students know individual grades for individual work is fair, while the same grade for different levels of work is unfair to them all. It hinders high achievers and causes slow learners to lean on others to do their work. School drop-out might be a problem for high achievers who are not fairly graded and are not allowed to excel.

15. What is group learning and whom does it benefit?

Groups would consist of a fast learner, a slow learner, and two average students. With that scenario, it's easy to tell which one would determine the level of learning since ALL must attain the outcome before any can proceed. While it might benefit the slow learner, it could hinder a high achiever because he will be forced to learn at a slower pace. Group learning fosters peer dependence, especially by the slow learners, because they become dependent on others to do their work. In fact, high achievers are responsible for getting low achievers to the goal, although that's the teacher's job.

16. What is the start-up and continued cost of OBE, teacher-training and assessment?

OBE cost Chicago Public Schools \$7.5 million over five years (Free World Research Special Report, April 1993, "Outcome-Based Education: Redefining the School," p.3). Consider the cost of OBE staff development, teacher training, curriculum, assessments, consultants, computers, repairs and software to replace books. Development of the outcomes could be quite expensive. It requires time away from work for educators, travel expense and fees for experts and facilitators and an enormous cost for publications explaining OBE and its implementation. Software must be updated, new outcomes developed, new publications are required and broken-down or outdated computers must be replaced.

17. What is the connection between OBE and business and industry?

Educators have decided they haven't taught children to function as adults. That is true, since schools aren't teaching students to read. But, reading isn't on their list for education reform. Educators collaborated with businesses to mold students for the workplace rather than to educate them, so all students will "succeed." In fact, educators interested in computer curriculum predicted in 1984 that 65% of the jobs in our high-tech age will be for service workers, over half of which will be UNSKILLED service workers (Schooling & Technology Volume 3, Planning for the Future; A Collaborate Model, S.E. Regional Council for Educational Improvement, May 1984.) Result, the dumbed down curriculum to produce those unskilled laborers. It's all part of the plan. The Secretary's Commission on Achieving Necessary Skills (SCANS) was developed to "formulate 'national competency guidelines' that will be used throughout the country to help develop new curricula and training programs for schools," SCANS Report, Learning a Living. Note this quote from SCANS Commissioner Thomas Stinch, recorded in The Congressional Record, October 23, 1989, *"Ending discrimination and changing values are probably more important than reading and moving low income families into the middle class."* This means the United States Department of Labor has decided reading is NOT important, but ending discrimination and changing values ARE important.

18. Will computer curricula be subject to prior review as textbooks are?

How could they be? In May, 1984, "SCHOOLING & TECHNOLOGY, VOLUME 3, PLANNING FOR THE FUTURE: A Collaborative Model," reported that Dr. D. H. Heuston, founder of World Institute for Computer-Assisted Teaching Systems, said, "Won't it be wonderful when the child in the smallest county in the most distant area or in the most confused urban setting can have the equivalent of the finest school in the world on that terminal, and no one can get between that child and that curriculum?" *That publication quoted educators who doubt the value of teaching students math and spelling since there are machines to do those things.* Do educators want parents to know they're not teaching students math and spelling? Do you think parents want students taught math and spelling?

19. How can an individual education plan be tailored to each student?

Computer curriculum will fit the learning style of each student. The Grady Profile and Josten's Learning Systems are two products being used to accomplish this. (Details in "20" on next page.)

20. Explain the Grady Profile student tracking system. What information is kept on each student? How long will the student be tracked?

Grady Profile is one of the computer portfolios to assess student progress toward achieving the required behavioral and attitudinal outcomes. It records the student's voice, photograph, artwork, handwriting samples, and items that can be entered on a flatbed scanner. It will contain the student's social security number, if the parents choose to give it, and an assessment record of the student's work rather than the grades A, B, C, D, or F. Medical and other personal information on the student AND his family will be kept indefinitely. Nineteen behaviors will be assessed for change in both the student AND his family (Grady Profile, Apple Early Language Connections Hardware: Software Package). Walnut Grove Elementary School owns and is using this system. Jostens Learning Systems' Integrated Language Arts Dragon Tales, also, contains a portfolio in its companion software. Grady Profile and Jostens are two, but there are probably other distributors which produce and market student portfolio programs.

21. Why change attitudes, beliefs, values and behaviors?

The Congressional Record, April 8, 1975 quotes the author of "Concepts and Values," "*Any child who believes in God is mentally ill.*" Also, in Denver, CO, Dr. William Pierce of Harvard University told some 1,000 teachers at a Childhood Education International Association seminar:

"Every child in America entering school at the age of five is insane because he comes to school with certain allegiances toward our founding fathers, toward our elected officials, toward his parents, toward a belief in a supernatural being, toward the sovereignty of this nation as a separate entity. It's up to you teachers to make all of these sick children well by creating the international children of the future" (Free World Research Iowa Report, January, 1993, "The Established Religion of America's Public Schools," p. 4).

OBE is designed to produce "politically correct" students who will fit into a world community by removing intellectual and moral differences between Americans and citizens of other countries.

* 22. Isn't OBE mental manipulation and the practice of psychology?

Yes, it is. Psychologists must be licensed before they can practice psychotherapy. However, S.B. 137, which passed the 1993 legislature, (in state of Georgia and in Missouri S.B. 380), cleared the way for all teachers to practice psychology in the classroom WITHOUT A LICENSE. OBE's emphasis on higher order thinking skills (HOTS) places it squarely in the position of requiring psychotherapy in the classroom.

* 23. Why does education diagnose rather than test students?

The behaviors, attitudes, beliefs and values targeted by OBE cannot be measured on a test for knowledge. The student must be observed in various situations by a teacher who diagnoses from his behavior whether he has met the outcome. It is *very subjective* and can vary from teacher to teacher.

24. World economics seems to be very much at the center of this issue. Is a labor force working for lower wages the ultimate goal of OBE?

Yes. Undereducated adults often cannot command high salaries and a dumbed-down society can cause a lowering of United States living standards to third world levels. United States business can then compete in the world market with third-world countries because of reduced United States labor costs. The federal SCANS report refers to children as *human capital*, gives job descriptions and "foundation skills" which match Iowa's outcomes with only minor word changes. An electronic resume may go directly from school to employer and could be infringement on the right to privacy unless permission is given.

25. Does OBE increase local control or tighten state control?

It tightens state control. This year's S.B. 74 authorized Charter Schools (in state of Georgia), which **MUST** use OBE. Next Generation Schools curriculum and structure are **PRESCRIBED**, which means OBE in the classroom. Schools of the Future, also, **REQUIRE** the use of OBE. Schools of the Future are freed from rules, regulations and laws that govern other schools, and are **REGULATED** entirely by the Dept. of Education using concepts from Professor Carl Glickman's *Renewing America's Schools, A Guide for School-Based Action*, Jossep-Bass Education Series, San Francisco, CA, 1993. Charter Schools are freed from rules, regulations and laws that govern other schools (State Board of Education Policy 160-4-9-04, Appendix A, p. 2), including that law which prohibits *distribution of contraceptives, abortifacients and referral for abortion on school grounds*, but must **OBEY** a charter. Next Generation Schools are Georgia's America 2000 schools, and everything about it is **PRESCRIBED** by Georgia 2000, the state version of America 2000. All of this tightens control. **MUST, PRESCRIBED, REQUIRE, REGULATED** and **OBEY** are mandatory words. The local school board may choose to become one of these schools; but after that decision is made, local control is dwarfed.

26. What happens to teachers who disagree with implementing OBE?

Some teachers in Georgia have been told to get on the program or look for another job. New teachers will be hired **ONLY** if they are willing and qualified to work in an outcome based education (Creating Our Future Together, First Annual Update, 1992, Strategy II, Gwinnett County Public Schools).

27. Can parents opt children out of a school that is facilitating OBE?

As the Charter School bill was debated in the Georgia legislature, a representative asked what could a parent do who does not want his child to attend such a school. Answer: "Move out of the district."

28. Will students be required to achieve "politically correct" outcomes?

Yes, the outcomes will reflect "politically correct" behavior, and students will have to perform accordingly. A local Teacher Training Manual has a section which lists eleven diversities to be taught. Number ten is sexual orientation. The manual states that diversity will be taught in every class and that *tolerance and acceptance can be learned and practiced* (Designing Successful Learning Teacher's Manual, "Valuing Diversity Rationale" and Transparency D-4, Gwinnett County) Acceptance of homosexuality has become politically correct, and educators have set out to make sure students conform to that attitude.

29. Illiterate students are graduating. Shouldn't educators teach students to read instead of redirecting their attitudes, beliefs, values and behaviors?

Yes, but there is not a goal that requires students to learn to read. The shift from academics to higher order thinking skills proves that *attitudes and behaviors are the real focus of education*. In fact, redirecting attitudes, beliefs, values and behaviors is NOT education. It's PSYCHOTHERAPY and every child receives the same treatment. Untrained psychotherapists can cause great damage to students. Do you know any licensed psychologist or physician who prescribes the same treatment or the same medication for every patient? No? Well, teachers are doing just that.

30. How will parents react when they learn that their children's attitudes, beliefs, values and behavior are being altered at school?

If parents really knew what was happening to their children in school, they would be outraged. This is much worse than the problems we've had in sex education. OBE is a cultural transformation and has been called that by educators. Culture is determined by the intellect and morals of its citizens. To transform culture, society's knowledge and morals which determine behavior must be changed. So, *OBE is changing morals and behavior*. They call it *cultural transformation*, but it's *social engineering which is being done with taxpayer's children, using taxpayers' dollars, against taxpayers' values and standards*.

31. Doesn't the Federal Protection of Pupil Rights Act, 20 United States Code 1232h require parental consent for psychological testing of students?

Yes, parents and students are protected by the Federal Protection of Pupil Rights Act (20 United States Code SS 1232h, Regulated by 34 CFR Part 90-Student Rights in Research, Experimental Programs, and Testing), which covers federally-funded educational programs that invade student and parent privacy. Regulations were not written until public pressure demanded it, and they are not being enforced. Legal action should be taken against any educator who invades student and family privacy. Also, we need a State Protection of Pupil Rights Act to cover all state-funded curriculum.

Outcome-Based Education is packaged under other names, including "Mastery Learning," "Performance Based Education," "Glasser's Reality Therapy," "Management by Objectives (MBO)," "Planning Programming Budgeting Systems (PPBS)," "Total Quality Management (TQM)," "Accelerated Schools," "Effective Schools," "Comer Schools," "Johnson City Schools," "Schools for the 21st Century," "Sizers Coalition of Essential Schools," "Professional Development Schools," "Outcomes Driven Developmental Model (ODDM)," all of which are Outcome-Based Education.

Get The Book!

Pavlov's Children: A Study of Performance-/Outcome-Based Education by Ann Wilson - reveals how the whole system came to be and how powerful conditioning is used in the government controlled public school systems. Reading this book could save your child's future!

Suggested Reading List - the Demise of the Educational System - OBE (Outcome-Based Education), NEA (National Education Association), educational psychology, German psychology & influences, demise of public education, educational sabotage, Wundt, Pavlov, Dewey, Skinner, Watson.

Say NO To Psychiatry!

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By Charlotte Thomson Iserbyt

EXPERIMENTATION WITH MINORITIES AND DELIBERATE DUMBBING DOWN FOR THE PLANNED ECONOMY

July 29, 2003

Location of Some Important Entries Documenting the Deliberate Dumbing Down of America and especially the Use of Minorities to Restructure Education from Academics to Performance-Based Education ... taken from **"The Deliberate Dumbing Down of America... A Chronological Paper Trail"** - Charlotte Iserbyt

The following information (partial list of entries taken from 700+ page book!) will help the reader locate those key entries which document the experimentation on minorities over the past century in order to restructure education from academics to global work force training. Such training has been planned ultimately for all Americans, with exception of 10% elite (future world leaders) who will receive a traditional academic education, with a global government brainwash orientation. The change agents knew they could get away with using the minorities who were not in a position to successfully challenge their activities.

While reading these entries please keep in mind the endless promises to the minorities, the multi billions of tax dollars geared to "help" minorities, the use of Skinnerian mastery learning/OBE/direct instruction on minorities, and the resulting decline in test scores for those inner city children upon whom the change agents experimented. It becomes obvious that academic success was never intended for the minorities.

The minorities were experimented on (used) very simply in order to change the traditional system, the fundamental structure of American education, from one based on content which stressed academics, competition, excellence, and a focus on the importance of the individual's pursuit of knowledge for his own sake, thereby allowing him upward mobility, to one based on performance/outcomes... what is good for the group/state/global economy (the corporate fascist partnership between the corporations and the public schools to benefit the global economy.

This radical change focuses on individualized "training", not education, in narrow work force skills ... "limited learning for lifelong labor." ...

commonly known as the performance-based School to Work Agenda. It is important to remember that while animals can be trained, only human beings can be educated. Aristotle said "Educated men are as much superior to uneducated men as the living are to the dead." (384-322 B.C.)

Although many Americans consider the past 100 years of reform/restructuring to have resulted in moral and academic chaos, those change agents at the United Nations/national/state/university level, whose goal is to implement a global planned economy (world government) are pleased with their success in turning our once superb system of education on its head by making it outcome/performance based. In order to restructure, one must first destructure (destroy). Kentucky and Philadelphia are good examples with the lead change agent, Carnegie Corp.'s David Hornbeck, at the helm.

It is also important to keep in mind that when the present U.S. Department of Education speaks of scientific research based education it is referring to the controversial Pavlovian animal training mastery learning method, the label of which has changed frequently, in order to cover up its disasters... from mastery learning to outcomes based education to the present "direct instruction", all of which reside under the umbrella of Effective Schools Research which was first piloted in Jackson, Mississippi schools.

The following entries relate primarily to experimentation on minority children. They represent but a small percent of entries related to the larger subject of the deliberate dumbing down and creation of moral chaos which has effected all children in the nation's public schools and which is extensively covered in my book. The author plans on writing a separate paper documenting the deliberate creation of moral chaos played by change agents associated with the United Nations, the U.S. Dept. of Education, universities and in our state and local governments.

Page numbers are in bold print.

PAGE 9, John D. Rockefeller, Jr.'s Director of

Charity for the Rockefeller Foundation, Frederick T. Gates, set up the Southern Education Board in 1913 (later known as the General Education Board.) Excerpts from "The Country School of Tomorrow" are most revealing and include one in particular:

"In our dream, we have limitless resources, and the people yield themselves with perfect docility to our molding hand. The present educational conventions fade from our minds; and, unhampered by tradition, we work our good will upon a grateful and responsive rural folk."

PAGE 14, A DELIBERATE MATH "DUMB DOWN" WAS DISCUSSED IN 1928. Mr. O.A. Nelson, an educator, was informed at a meeting of the American Association for the Advancement of Science, that math instruction would be changed so it couldn't be applied to life situations when students get out of school. This was the New Math which was introduced much later in 1952. Nelson related that this discussion took place at a private meeting at which Dr. Zeigler, a member of the Council on Foreign Relations, Dr. John Dewey, and Edward Thorndike, who experimented with chickens, were present, and that the aforementioned persons were paid members of the Communist Party.

PAGE 20, THE EIGHT-YEAR STUDY, 1932, with funding from the Carnegie Corporation and the General Education Board (former Southern Education Board), was foundational to outcome-based education and proposals to remove the Carnegie Unit (number of credits in math, science, English, history, etc. required to graduate), all necessary requirements for the present school to work agenda.

PAGE 23, "CONCLUSIONS AND RECOMMENDATIONS FOR THE SOCIAL STUDIES," 1934, funded by the Carnegie Corporation, and carried out by the American Historical Association. Prof. Harold Laski, a philosopher of British socialism, said of this report:

"At bottom, and stripped of its carefully neutral phrases, the report is an educational program for a 'Socialist America'."

1
* read all 3 pgs.

This report said in part:

"Cumulative evidence supports the conclusion that in the United States as in other countries, the age of *laissez faire* in economy and government is closing and a new age of collectivism (socialism/communism) is emerging. The implications for education are clear and imperative: (a) the efficient functioning of the emerging economy and the full utilization of its potentialities require profound changes in the attitudes and outlook of the American people, especially the rising generation—a complete and frank recognition that the old order is passing, that the new order is emerging. Organized public education in the United States, much more than ever before, is now compelled, if it is to fulfill its social obligations, to adjust its curriculum, its methods of instruction, and its administrative procedures to the requirements of the emerging integrated order."

PAGE 34, UNITED NATIONS CHARTER BECAME EFFECTIVE ON OCTOBER 24, 1945. Playing an important role in the creation of the United Nations was the United States Chamber of Commerce which would assist in moving the member states' education systems from classical academic-oriented subjects to work force training using the performance-based Skinner/Pavlovian mastery learning/direct instruction method.

PAGE 72, ELEMENTARY AND SECONDARY EDUCATION ACT (ESEA) OF 1965 WAS PASSED BY CONGRESS, marking the end of local control and the beginning of the nationalization and internationalization of education in the United States. Use of goal setting, and systems management, PBS and MBO for accountability purposes would be totally funded by and directed from the federal level. ESEA targeted low income/minority students for experimentation with Skinnerian "basic skills" programs; i.e., Follow Through (mastery learning/direct instruction), Right-to-Read, Exemplary Center for Reading Instruction, etc. The Behavior Science Teacher Education Program was also funded which initiated the change of teacher from instructor of content to facilitator/behavior modifier (performance-based education). Professor Bloom defines good teaching as "challenging the students' fixed beliefs."

PAGE 78-80, "LEARNING AND INSTRUCTION, A CHICAGO INNER CITY SCHOOLS POSITION PAPER", JUNE, 1968, deals with one of first mastery learning experiments. See especially quote on page 79 starting with "The following is an excerpt from an article published in *Education Week*, March 6, 1985 entitled 'Half of Chicago Students Drop Out, Study Finds: Problem Called Enormous Human Tragedy'."

PAGE 82-83, "THE FOUNDATION MACHINE" BY EDITH KERMIT ROOSEVELT, December 26, 1968 issue of *The Wanderer*. An excerpt from this entry says:

Even now the Carnegie Corporation is facing protests from parents whose children are exposed to the textbooks financed by the foundation under its "Project Read." This project provides programmed textbooks for schools, particularly in 'culturally deprived areas.' An estimated five million children throughout the nation are using the material in the programmed textbooks produced by the Behavioral Research Laboratories, Palo Alto, California. These foundation-funded books reveal a fire pattern that amounts to an incitement to the sort of arson and guerilla warfare that took place in Watts, Washington, D.C. and elsewhere.

On one page in the series we find a torch next to a white porch. The caption reads invitingly, "a torch, a porch". Further along there is a picture of a man smiling while he holds a torch aloft. The caption beneath it reads: "This man has a t_rch in his hand." The children are required as an exercise to insert the missing letter to fill in the word torch.

The next picture shows the burning torch touching the porch, with a caption, "a torch on a porch." Thus, the children are led in stages to the final act that suggests itself quite naturally...Tragically these young children are being indoctrinated with a pattern of anti-social ideas that will completely and violently alienate them from the mainstream of American middle-class values."

APPENDIX VII, A-32-34, Excerpts from article in *Phi Delta Kappan* entitled "Performance-Based Teacher Education", by Stanley Elam. 1971, especially para. 2, 3 and 4.

Elam says in part:

"The American Association of Colleges for Teacher Education is pleased to offer to the teacher education community the Committee's first state-of-the-art paper on performance-based programs."

He also says:

"Probably the roots of Performance-based Teacher Education lie in general societal conditions and the institutional responses to them characteristic of the Sixties. For example, the realization that little or no progress was being made in narrowing wide inequality gaps led to increasing governmental attention to racial, ethnic, and socio-

economic minority needs, particularly educational ones."

Iserbyt comment: Thus the change agents whose primary goal was to change our system from academics to work force training, using mastery learning/OBE/direct instruction, found their justification to do just that. They laid the reason for this important change in teaching method at the feet of the minorities since there was no other way to get approval for such a radical change from the population at large!

PAGE 134-134, PROJECT INSTRUCT, ANOTHER MASTERY LEARNING PROGRAM, was approved for dissemination throughout the nation by the U.S. Office of Education, May 14, 1975. The final evaluation stated that "The intent and emphasis in 1970 was on behavioral indices and concrete ways of showing accountability; and the data would suggest that the reading of the students themselves may not have increased, but the impact of Project INSTRUCT in the Lincoln, Nebraska Public Schools seems to be very extensive and influential."

PAGE 146-147, THE WASHINGTON POST, AUGUST 1, 1977, COMPETENCY TESTS SET IN 26 SCHOOLS: NEW CURRICULUM SHIFTS TEACHING METHODS IN DISTRICT. This entry regarding the wholesale experimentation on the District of Columbia's children is shocking. The Assistant Superintendent involved in this experiment, Guines, said in part "The new curriculum is based on the work in behavioral psychology of Harvard University's B.F. Skinner who developed teaching machines and even trained pigeons during World War II to pilot and detonate bombs and torpedoes."

PAGE 155-156, EDUCATIONAL LEADERSHIP, NOVEMBER 1979, "MASTERY LEARNING: THE CURRENT STATE OF THE CRAFT", BY PROF. JAMES BLOCK in which he says:

"Entire school districts throughout North America (Chicago, Denver, D.C., New Orleans, Vancouver) are actively testing the value of Mastery Learning for their particular educational situation."

PAGE 171, ALL OUR CHILDREN LEARNING, PROF. BENJAMIN BLOOM, 1981.

"In an attempt to maximize curriculum effectiveness...curriculum centers throughout the world have begun to incorporate learning for mastery instructional strategies into the redesign of curriculum."

Iserbyt comment: This is proof that mastery learning is international (UNESCO) training system. In this book Bloom also stated "The purpose of education is to change the thoughts, feelings, and actions of students."

PAGE 183, "REGULATED COMPETITION IN THE UNITED STATES", 1981, speech delivered by Harvard Professor and Council on Foreign Relations member Anthony Oettinger before a Northern Telecom Worldwide Corp. meeting. Prof. Oettinger said, in part:

"The present 'traditional' concept of literacy has to do with the ability to read and write. But the real question that confronts us today is: How do we help citizens function well in their society? How can they acquire the skills necessary to solve their problems?... It is the traditional idea that says certain forms of communication, such as comic books, are 'bad.' But in the modern context of functionalism they may not be all that bad."

PAGE 182, WILLIAM SPADY, "THE FATHER OF OUTCOME BASED EDUCATION" made the following statement during a conference held at the U.S. Department of Education in 1982 (attended by this writer).

"Two of the four functions of Mastery Learning are: Extra: whole agenda of acculturation, social roles, social integraton, get the kids to participate in social unit, affective (attitudes, values and beliefs, ed.); and Hidden: a system of supervision and control which restrains behavior of kids; the outcome of the hidden agenda should be the fostering of social responsibility or compliance."

APPENDIX XXVI, A-159-166. "SHAMANISTIC RITUALS IN EFFECTIVE SCHOOLS", BRIAN ROWAN, APRIL 1984, produced under U.S. Dept. of Education contract, in which Rowan states:

"The ritual is particularly suited to application in urban or low performing school systems where successful instructional outcomes among disadvantaged students are highly uncertain but where mobilized publics demand immediate demonstrations of success. The uncertainties faced by practitioners in this situation can easily be alleviated by what scholars have begun to call 'curriculum alignment.' Also, "Student variability in performance can be reduced, and relative performance increased, not by changing instructional objectives or practices, but simply by changing tests and testing procedures."

Iserbyt comment: This is Teach to Test which is being implemented nationwide under the Leave No Child Behind legislation. Rowan was also involved in the infamous 1984 Spady Utah OBE grant.)

PAGE 215, GRANT APPLICATION, 1984, FROM FAR WEST LABORATORY FOR EDUCATIONAL RESEARCH to the U.S. Department of Education for "Excellence in Instructional Delivery Systems: Research and Dissemination of Exemplary Outcome-Based Programs", was approved by Secretary T.H. Bell. William Spady and Brian Rowan (above) carried out this project the intent of which was "to put outcome-based education in place, not only in Utah but in all schools of the nation."

PAGE 227, *Education Week*, August 28, 1985, "Proponents of Mastery Learning Defend Method after its Rejection by Chicago" in which Prof. James Block states "he doesn't know of any major urban school system in the United States that has not adopted some kind of mastery learning program." (Iserbyt comment: This proves that urban schools were targeted for implementation of the failed mastery learning method.)

PAGE 229, U.S. President Reagan and Soviet President Gorbachev signed an agreement in 1985 calling for cooperation in the field of science and technology and additional agreements in other specific fields, including the humanities and social sciences; the facilitation of the exchange by appropriate organizations of educational and teaching materials, including textbooks, syllabi and curricula, materials on methodology, samples of teaching instruments and audiovisual aids, and the exchange of primary and secondary school textbooks and other teaching materials...the conducting of joint studies on textbooks between appropriate organizations in the United States and the Ministry of Education of the USSR." At the same time Carnegie Corporation signed agreements with the Soviet Academy of Sciences which resulted in "joint research on the application of computers in early elementary education, focusing especially on the teaching of higher level skills and complex subjects to younger children."

Iserbyt comment: This agreement, still in effect, carved in stone the necessary changes in education, i.e., from academics to the failed Soviet performance-based polytech system using Pavlovian methods for workforce training and brainwashing. These agreements are a direct result of Carnegie Corporation's earlier plans (1933 and 1934 above) and the tax-exempt foundations' efforts to merge the United States with the Soviet Union (international socialism). See page 46, Reece Committee Congressional Hearings, 1953, regarding White House recommendations to foundations to spend their money so that United States could be comfortably merged with the Soviet Union (Lenin's international socialism being implemented right now with the blessing of U.S. Congress).

APPENDIX XXV, A150-156, "THE TRUTH ABOUT HOW WE ALL HAVE BEEN HAD", Charlotte Iserbyt. See especially *Washington Post*, August 17, 1987 article on A-155 which quotes Thomas Sticht, close associate of William Spady, both of whom were involved in D.C. mastery learning disaster, as saying:

"Many companies have moved operations to places with cheap, relatively poorly educated labor. What may be crucial, they say, is the dependability of a labor force and how well it can be managed and trained—not its general educational level, although a small cadre of highly educated creative people is essential to innovation and growth. Ending discrimination and changing values are probably more important than reading in moving low income families into the middle class."

PAGES 287-288, "HUMAN CAPITAL AND AMERICA'S FUTURE: AN ECONOMIC STRATEGY FOR THE NINETIES", 1991 EDITED BY DAVID HORNBECK AND LESTER M SALAMON, which states in part

"Employer beliefs about the superior capabilities of educated people turned out NOT to be confirmed in practice (emphasis in original); educated employees have higher turn-over rates, lower job satisfactoin, and poorer promotion records than less educated employees. (p.7)

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Charlotte Iserbyt is the consummate whistleblower! Iserbyt served as Senior Policy Advisor in the Office of Educational Research and Improvement (OERI), U.S. Department of Education, during the first Reagan Administration, where she first blew the whistle on a major technology initiative which would control curriculum in America's classrooms. Iserbyt is a former school board director in Camden, Maine and was co-founder and research analyst of Guardians of Education for Maine (GEM) from 1978 to 2000. She has also served in the American Red Cross on Guam and Japan during the Korean War, and in the United States Foreign Service in Belgium and in the Republic of South Africa.

Iserbyt is a speaker and writer, best known for her 1985 booklet *Back to Basics Reform or OBE: Skinnerian International Curriculum* and her 1989 pamphlet *Soviets in the Classroom: America's Latest Education Fad* which covered the details of the U.S.-Soviet and Carnegie-Soviet Education Agreements which remain in effect to this day. She is a freelance writer and has had articles published in *Human Events*, *The Washington Times*, *The Bangor Daily News*, and included in the record of Congressional hearings.

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To order Charlotte Thomson Iserbyt's *The Deliberate Dumbing Down of America...A Chronological Paper Trail* (700 pages pb, \$47.00 including S/H), go to www.deliberatedumbingdown.com
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SCRIPT 2

SIGNING OF COMMON CORE BYPASSED PARENTS

Good evening, Superintendent _____ and board members: My name is _____.

I come before you tonight to give you my concerns and reasons about Common Core State Standards Initiative, the new federal education program that Governor Paterson quietly signed in 2009, which is now being implemented in all of our districts across New York State for Math & ELA (English Language Arts).

Most people have not yet heard of **COMMON CORE STATE STANDARDS**; that was by design. You were not

SCRIPT 2

SIGNING OF COMMON CORE BYPASSED PARENTS

supposed to know about it. Congress did not know either and was sidestepped. Both Congress and all of the State legislators in the 45 States that signed onto it were *bypassed in the decision-making.*

Why? Because this is the way the Administration and the Federal Department of Education designed it. They recruited Achieve, Inc. to write the Common Core State Standards then worked in conjunction with two national consortiums, SBAC (Smarter Balanced Assessment Consortium) and PARCC, (Partnership for Assessment of Readiness for College & Careers).

SCRIPT 2

SIGNING OF COMMON CORE BYPASSED PARENTS

The federal government then realized the need to make this *look like a state-generated initiative*.

The DOE, Department of Education recruited the National Governors Association (NGA) and the Council of Chief State Officers (CCSSO), both of which are DC based trade associations and *neither of which had a grand of authority from states to write national school standards*. This made the implementation of the CCSS efforts much easier to enact it to the States without a lot of controversy and hagglng. It was not meant for it to be debated.

SCRIPT 2

SIGNING OF COMMON CORE BYPASSED PARENTS

The DOE, Department of Education went to the Governors directly while their legislatures were not in session, so discussion, nor a vote, by the legislators were held.

This new education program, preparing the way for "Race to the Top assessments," will take place starting 2013-2014 when all the computer software is in place to test the minds of the nation's children and the children of New York State which has already started to see how well Common Core has been sufficiently taught.

SCRIPT 2

SIGNING OF COMMON CORE BYPASSED PARENTS

Common Core pretends to be a benign "State" program, State-written and State-controlled.

It is sold as being "more rigorous and internationally benched marked" and that it will "better prepare students for college and the workplace." This claim has now been recanted by The Common Core State Standard Initiative's website and is no longer posted there.

However, I am afraid none of the above is true. Common Core is really a deceptive Trojan Horse, a program, written by Achieve, Inc. in conjunction with two national consortiums SBAC, which is known as

SCRIPT 2

SIGNING OF COMMON CORE BYPASSED PARENTS

Smarter Balanced and PARCC, Partnership for Assessment of Readiness for College and Career, siphoned through the National Governors Association (NGA), and the Council of Chief State Officers (CCSSP), both of which are DC based trade associations supported by the Administration and the Federal Department of Education (Arne Duncan).

It is imposing a national, top-down standards and curriculum on all of the 45 States that have signed on to it. We are told by the Administration that the Common Core standards were “voluntarily” adopted by the states that have signed onto the program. Actually,

SCRIPT 2

SIGNING OF COMMON CORE BYPASSED PARENTS

it was more like the States were "coerced" by tempting them with enormous stimulus grant money, a waiver to get out of "No Child Left Behind's" rigid requirements and threatening to take away Title I funds if they did not sign on.

Please review this important information while you can still exercise your power as a member that is part of the local school board, for which you were voted into by those who pay school taxes like myself.

Thank you for your time.

Danette Clark

Utah K-12 Curriculum Material and Teacher Training Provided by Progressive Annenberg Foundation

Posted on [April 1, 2013](#) | [3 Comments](#)



"Enculturating the Young into a Social and Political Democracy"
Office of Alpine School District, Utah

By Danette Clark

There are some states that seem to have just completely thrown it all away.

It's not surprising to find a liberal school on every corner in parts of California, Illinois, and New York; but what

are Arkansas, Colorado, and Utah doing? Are the people in charge of education in these states just not paying attention, or are they closet progressives who know exactly what they're doing?

Do our tax dollars not pay for someone to review lessons before they are approved for use in the classroom, or are our education *leaders* just that ignorant about the history of our country?

Whether ignorant or maniacal, these people have got to go. If conservative legislators in these states don't get busy pursuing the truth and making the hard decisions that need to be made to reverse course, then they need to go as well.

As far back as 1999, the Coalition of Essential Schools began working in the State of Utah. The [Utah Principals Academy](#) trained 43 principals from 17 school districts on "the ten common principles" of CES schools.

CES is the progressive education reform movement behind both CSCOPE in Texas and the nationally proposed Common Core State Standards that President Obama is enticing every state to adopt.

Today, the Utah State Office of Education is in partnership with Utah Education Network (UEN) to provide professional development, lesson plans and curriculum resource material.

UEN's website reveals that its professional development [workshops](#) and UEN-TV [course materials](#) are provided by the Annenberg Foundation and Annenberg Media. Curriculum resource material and lesson plans are [provided](#) by Annenberg Media and Annenberg learner.org.

Annenberg is the money, 'political weight', and power force behind the Coalition of Essential Schools.

Annenberg's learner.org provides pro-communist history lessons like those found in CSCOPE and the ones I wrote about in [Discovery Channel Communications Company Partners with Radical Progressives to Bring Anti-American Curriculum to the Classroom](#) and [Was George Washington Any Different From Palestinian Terrorists...?'](#)

In addition to the dangerous alliance with Annenberg through UEN, Utah State Office of Education [partners with](#) WestEd, Learning Forward, and ASCD in the development of Utah measurement tools and the implementation of Common Core. All three organizations [partner](#) with the Coalition of Essential Schools to advance the radical CES school reform model.

Learning Forward (formerly named National Staff Development Council) recently teamed up with Linda Darling Hammond,

one of several radical educators behind CSCOPE and Common Core, on a [multi-year study](#) titled, *The Status of Professional Development in the United States*.

WestEd's work includes 10 '[Equity Assistance Centers](#)', all funded by the U.S. Department of Education, to provide "assistance and training in the areas of civil rights, equity, and school reform".

The National Equity Project (formerly BayCES), a regional affiliate of the Coalition of Essential Schools, has [partnered](#) with WestEd on several initiatives. Linda Darling Hammond is an advisory board member to the National Equity Project.

It appears that parents in Utah, like many other states, are in for quite a battle in their fight against Common Core. Not only has Utah signed onto Common Core and, to date, shows no sign of turning back, the governor's office and DOE even participated in the creation of the college and career readiness standards issued by the Council of Chief State School Officers (CCSSO) and the National Governors Association (NGA) (leaders in the creation of Common Core).

This Utah Department of Education document from 2009 boasts of the State's involvement with CCSSO and NGA:

"Staff members of both the Governor's office and the USOE were involved in the development, providing input, direction and feedback."

"Members of our Institutions of Higher Education (IHE) partners also served on design committees."

Please go to [whatiscomoncore.wordpress.com](#) and [utahsagainstcomoncore.com](#) and do what you can to support their efforts.

We have to believe it can be done, even if it means completely cleaning house. We only have a year-and-a-half until mid-term elections!

For more on Utah, go [here](#) and [here](#) to read some of the shocking things currently taking place in their schools.

- Claire Danes' Choice <http://bit.ly/162NArB>

-
-
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3 RESPONSES TO UTAH K-12 CURRICULUM MATERIAL AND TEACHER TRAINING PROVIDED BY PROGRESSIVE ANNENBERG FOUNDATION

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Thanks for sharing/ warning people. Happy Easter!

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Common Core Interview With Christina Michas Who is the Founder and Leader of the Palm Springs Patriots Coalition

by Fred Brownbill on SEPTEMBER 13, 2013 in COMMON CORE



Recently, I met a remarkable woman who has accomplished an extraordinary work in her mission toward educating the American people of a clear and present danger to their children and the methods by which said danger can be stopped. This lady's accomplishments speak for themselves

BIO

Christina Michas is the Founder and Leader of the Palm Springs Patriots Coalition. Prior to getting involved in the Tea Party, Christina was the Owner of a Design and Development Business. Christina felt the calling to stop her business completely and get involved in saving her country, which led to her becoming involved full time in politics and issues facing our nation. As a result, in February 2009 she founded the Palm Springs Patriots Coalition. Since then, Christina has been involved in many organizations and events while continuing to work with her group to educate and activate people in her community. She has worked diligently with her local officials to bring positive changes to local area cities. She was the VP and Head of Marketing for Consumers Power Alliance (CPA), a coalition of groups dedicated to stopping Smart Meter Installations in California. Through the work of CPA, they won the right for all Californian's to opt out of Wireless Smart Meters.

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Christina is the recipient of the 2010 Salvatori Award for her instrumental work in the Tea Party Movement. Christina is also a producer for Breaking News Journal. Today Christina is the Co-founder of a newly formed Coalition called CURE (Citizens United for Responsible Education) to join in the fight to stop the Common Core Curriculum Standards of a Government led take over of our education system. She has been on numerous local and national radio shows in the effort to educate and activate citizens and to encourage all to get involved. As Christina states, "It is time for all of us to step up and take personal responsibility for what is happening in our nation", to become our own representatives and to stop looking to Politicians to fix the problems. Christina is a Greek American and is a strong believer in the Lord from which she draws her strength. This enables her to look at current events objectively through the prism of the Bible and end time prophecy.

The Interview:

Sher: Christina, thanks so much for being here with me, today. You are doing an extraordinary job of bringing the truth about what is happening in the government public school system in the USA...and it isn't pretty. During his brutal reign in Russia, in which he established the Soviet Union or USSR, created the Secret Police, established Siberian prison camps, killed thousands of peasants when they did not work as hard as the ruling Communist elites demanded or if they questioned anything these same Communists did Vladimir Lenin, also, said "Give me four years to teach the children and the seed I have sown will never be uprooted." He was referring to the Luciferian Communist Party's child education--aka indoctrination--system. "Common Core" appears to have all of the earmarks of the old USSR's programming system for children with several new innovative and chilling twists. It is also firmly tied to Agenda 21--the land-grabbing and human suppression and depopulation program.

Would you give us a brief synopsis of what Common Core is, and why it is so dangerous to our children and to us all?

Christina: Common Core is a Nationalized Federal government takeover of our Education system which of course is against the law as the Federal Government is not allowed to set any educational curriculum standards, a right reserved to the States. Least of all do they have the power to create a one size fits all complete take over of education on all levels. This is a States rights issue. The Federal Government has standardized the education curriculum that will apply to all public schools, charter schools, private schools, Christian schools and homeschooling. No one is safe from this new mandate. Common Core Standards are being mandated and implemented by the Federal Government via organizations such as National Governors Association, Achieve and the Council of Chief State School Officers (CCSSO) ...

What makes common core so dangerous to our children and us is becoming more evident each day. First of all, it is a one size fits all, education takeover. So, let's say your child has a learning disorder. He or she will be left behind, as CC has no provision for helping those that can't keep up.

* MT 10,000

Secondly, the comparison of Nazism and Common Core (CC) are uncanny. One such comparison is that Nazism had Leaders and Master Teachers in the National Socialists Teachers League that visited schools and kept data files on Teachers. The Obama Administration funded 10,000 Master Teachers (MT'S) to train Teachers on CC and the MT's will keep data files on students and Teachers. Students were taught to spy on parents and teachers. CC will have students as young as 5 participating in the evaluation of Teachers.. In Nazism the curriculum was rewritten to provide a Nazi (government) approved curriculum.. Common Core curriculum is being rewritten to provide a global approved curriculum. Nazism kept huge data files on students and teachers and Common Core will data mine the students with over 400 different data points on each child, their family and teachers from pre-kindergarten to workforce...And one final comparison is Nazism had strong Teachers' Unions (NSTL). We have but to look at how powerful the Teacher's unions are in our country and only growing stronger in power and influence under this current Obama Administration's unholy alliance with them at America's expense and the expense of the education of our children..

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The quality of the educational standards of our children has suffered at the hands of these Teacher's Unions. Common Core is no different. Our children will suffer at the hand of a government controlled education system. They will no longer be able to have dreams and goals but only those that the government wishes them to have (UNESCO -A21). If this isn't Nazism, Communism, Marxism and all the "ism's", I don't know what is.. The worst part is they are lying to parents and teachers about what Common Core really is and the effects it will have. Teachers don't even realize that their jobs are in jeopardy for, if they do not conform, they will be removed.. But, then again, were not the people of Russia, Germany etc. all deceived until it was too late?

You asked why it is dangerous? In addition to the above, according to the Dept. of Education's own document, Grit, Tenacity and Perseverance, they outline the data mining methods that will be used on the children. fMRI's will be used through their computers to scan the child to see how they react to different stimuli (pg. 32)...On page 44 of the same document, they show the different technologies that will be used such as Facial Expression Camera's that will be on the computer, Posture Analysis Seats, Pressure Mouse and Wireless Skin Conductance Sensors..(Operant Conditioning- Skinnerian/Pavlovian direct instruction, see: *Deliberate Dumbing Down of America* by Iserbyt at deliberatedumbingdown.com) All of these methods, along with the other data they will collect on families, religious affiliations, voting affiliations, health records, whether or not families own guns etc. are just a few of the data points they want to collect from the children.. children will be encouraged to spy and report on what their families do at home...Sounds like one of the famous "ism's" to me. Big Brother will know everything about how you and your children live, work and play... None of the technology being used has been tested to see what effects, if any, it will have on the children. And, if that is not enough, the Master Teachers will be instructing the Teachers to not teach our nations framework or any form of nationalism. Instead they will be trained to be "good global, sustainable citizens" prepared for a global world not our proud heritage as we were taught. They will become a "managed work force" for the New World Order...Many will be forced to choose a career path by 9 years old based on the data mined on each child.. Children will be separated based on how their data is analyzed to see if they will comply or be rebellious and will be placed into groups accordingly...Communist China has this method. The Chinese government decides what "career" you will have.. No longer will a child be able to strive to achieve his or her own goals.. They will be "managed"..

Children will no longer be taught the usual math, literature, history or social studies. The curriculum, as designed, will change how children learn as much of our history has been distorted or eliminated by the authors of Common Core.. Teachers will teach to the test only.. They say that it is to the child's benefit not to teach them critical thinking and problem solving, but rather to memorize desired information; teaching to tests only.. It will be the dumbing down of our children. Many of our states currently have superior curriculum to CC but it will be discarded in favor of the inferior CC Curriculum.. California is one State believe it or not.. The adoption of Common Core Curriculum Standards will be substantially identical across all states, "a one size fits all" and does not address the unique individuality of each child. It is teaching children all the same thing at the same time regardless of their developmental or language differences

These are just a few examples of what Common Core is and why it is dangerous for our children and us. Many corporations are lining up at the gravy trough as they will be poised to make a bundle especially the tech industries.. Microsoft, Google, AT&T, and many others are signed on along with Exxon Mobile, Wal-Mart, General Electric, Warren Buffet, and George Soros. William Ayres of the Weather Underground Terrorist organization along with his good friend, Linda Darling Hammond, both far left radicals; Bill and Melinda Gates Foundation; Jeb Bush is a strong proponent. This is but a short list of the corporations that will benefit from the CCSS..

Mark Tucker, President of the National Center on Education and the Economy is another radical from the Clinton era and was instrumental in the development of this plan. His plan in a letter to Hillary Clinton in Nov. 1992 lays out his goal to "remold the entire American system" into a seamless web that literally extends from cradle to grave" and is the same system for everyone (Common Core). Tucker's plan would change the mission of the schools from teaching children academic basics and knowledge to *training them to serve the global economy in jobs selected by workforce*



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boards. Hence all the corporate involvement.

Tucker's plan was implemented in 3 laws and passed and signed by President Clinton in 1994. "The Goals 2000 Act", "The School-to-Work Act" and the "Reauthorized Elementary and Secondary Education Act".. These are just new names put to an old agenda of OBE (outcome based education), Operant Conditioning and Mastery Learning.

Arne Duncan, Sec. of Education is a strong proponent with UNESCO. The Pearson Foundation and Gulen Foundation (Charter Schools in the US), just to name a few..

Sher: Which US States have already agreed to the

Communist Common Core teaching methods and why do you believe they did so?

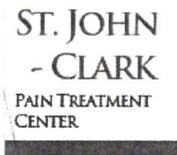
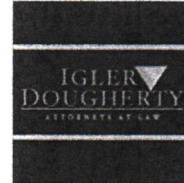
Christina: Common Core was funded through the stimulus bill in 2009. What happened to those "shovel ready jobs"? Instead, we got "shoveled" a United Nations UNESCO global education agenda. The Tides Foundation in conjunction with UNESCO and Bill Gates of Microsoft had this program prepared prior to Obama's election and once elected, the funding was incorporated into the Stimulus and funded without knowledge or consent of Congress as usual. Deception! The government created a Race to the Top Grant program that was used to coerce the States into signing onto this Curriculum sight unseen. If they did not agree to implement the Common Core Curriculum, the educations grant monies for the States was withheld. This was bribery by our Government to force the States to sign or lose grants for education. The Common Core was developed and implemented without State legislative authority and funded by Bill and Melinda Gates Foundation by at least \$173 million dollars and still climbing. They claim it is a "State Led Initiative or Standard". They Lie!! As you can see, the States had no input or choice. They were coerced. Now that they have signed onto this Common Core Curriculum Standard, the States sadly abdicated their States rights to have local control of education. 46 States signed on to Common Core and RTTT Grants between Nov. 2009 and Jan. 2010. The States were given 2 months to comply or lose their grant monies. When will the States learn to say "no" to the dangling carrot of the Federal Government money bribes? States need to wake up and just say "no"! Now if a State wants to opt out of Common Core, it will have to go through the legislatures and governors, which is what should have happened in the first place. Most all states signed on without their legislatures knowledge or input and none of them actually "read the standards" as they were not yet developed but signed on, sight unseen. There are currently approximately 23 states that are attempting, in one form or another, to remove Common Core from their respective states.

Sher: I understand that teachers will now be renamed "facilitators" and that actual history will continue to be rewritten by the Common Core groups. In what other ways will classroom "facilitating" and children be trained to become the elites' 'good new world order global citizens'?

Christina: They now have what they call "Master Teachers" that will be teaching the teachers on how to teach to Common Core.

At some point, teachers or "facilitators" will actually be irrelevant. They do not want Teachers force-feeding "education". According to the Master Teacher's presentation, they want a greater emphasis on development of the child's voice vs the Teachers voice. Teachers or "Facilitators" are taught not to have an adherence to the text, as "Truth is relative"; that "history has no distinct truth". Children will have no moral compass and no allegiance except to government.

As per one Master Teacher who gave a presentation to Teachers said, "The teachers theme is to teach students that the Civic Mission of Schools are as guardians of Democracy and will promote a



correlation between government and education. The key word here is Democracy. Communist nations are considered as democracies. The US is a democratic Republic. The collective is about "democracy" or "social justice, economic justice and redistribution, which is another way of saying Tyranny and Government Control. They will teach a more Statist oriented education. As an example, for English Literature, required reading will be "informational texts" such as the EPA bills and regulations, the Affordable Healthcare Act and environmental propaganda to promote the correlation of government and education. This is to teach children from an early age that they should look to "Big Brother" for their needs. Actual literature as we were taught will only be allowed if the States choose to implement under the provision that they can input 15% of the curriculum. Common Core is a copyrighted curriculum standard and cannot be changed or altered. It must be taught as is. They tell you that the States will be able to implement their own curriculum standards but that is a lie. Only 15% input is permitted. The key is that there will be no time for the 15%, as all time will be taken up 'teaching to the test' for the assessments. Another lie!!

This same MT discussed a parallel writing technique where students are encouraged to create division and class warfare in the classroom. Students love to argue in everything and to encourage this will enhance their "creative" side; to be angry with parents; to encourage them and give them permission to be rude and nasty. Kids will love it and it will teach them "oppositional behavior". It is all sick and designed to destroy the family unit...

Sher: Christina, how does Common Core ultimately tie into the Agenda 21 removal of all private property from human populations and the planned culling of multiple millions of us as Obama's friend Bill Ayers suggested when he said in the 1970s that at least 25,000,000 Americans—alone—would have to be exterminated?

Christina: Agenda 21, it is actually called the United Nations Agenda for the 21st Century. President H.W. Bush initially brought the UN Agenda into the US. He was the one that initially spoke those now infamous words, "New World Order".. The UN Treaty for this was never ratified by Congress so in 1993, President Bill Clinton signed an Executive Order creating the President's Council on Sustainability Development (Sustainable America) dropped the UN Agenda into this order, thus incorporating Agenda 21 into our country and implementing a UN driven agenda through regulations and legislation bypassing Congress and the ratification of the UN treaty. Another deception foisted onto the American people!

UNESCO is the educational and sustainable division of the United Nations. They are tasked to facilitate partnerships through a work program approved by the United Nations Council on Sustainable Development. . In 2004, Bill Gates signed an agreement with UNESCO to further their agenda here in the US and globally. Common Core Educational Standards originate from UNESCO and are being implemented and promoted by the Progressive left in the US.

To tie Agenda 21 Sustainability movement into Common Core one has but to look at excerpts of the UNESCO Mission Statement:

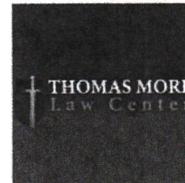
"It may be hoped that in time anybody will be able to persuade anybody of anything if he can catch the patient young and is provided by the State with money and equipment"

"There are thus two tasks for the Mass Media division of UNESCO, the one general, the other special. The special one is to enlist the press and the radio and the cinema to the fullest extent in the service of education, of science and learning, of art and culture. The general one is to see that these agencies are used to promote the growth of the "common outlook" shared by all nations and cultures".

"Education should aim at destroying free will, so that, after pupils have left school, they shall



STRATEGIC ALLIANCES



be incapable, thought the rest of their lives, of thinking or acting otherwise than as their schoolmasters would have wished"....written by Johann Gottlieb Fichte, he goes on to state: "The social psychologist of the future will have a number of classes of school children on whom they will try different methods of producing an unshakable conviction that snow is black. When the technique has been perfected, every government that has been in charge of education for more than a generation will be able to control its "subjects" securely without the need of armies or policemen"...

Julian Huxley, a major player for UNESCO in 1945, served as its first Director. Huxley was also the VP of the Eugenics Society from 1937 thru 1944. In 1947, he wrote: "***Thus even though it is quite true that any radical eugenic policy will be for many years politically and psychologically impossible, it will be important for UNESCO to see that the eugenic problem is examined and that the public mind is informed of the issues at stake so that much that now is unthinkable may become thinkable.***"

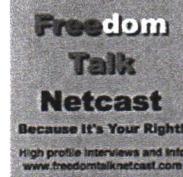
From reading these quotes and excerpts, we can see how Common Core fits ties into Agenda 21's global goals for the New World Order. Control! Control!

The ultimate goal of UNESCO, via the nationalization of our education system is to create "good global, sustainable citizens who will be "managed" by a Global Government.. The ultimate goal is to have a "managed citizenry", a managed economy, and a managed environment once again returning to Mother Earth worship..

This is where eugenics and William (Bill) Ayres, Obamacare, the Nationalization of our Economy, Energy, Health and Education systems comes into play.. Ayres is a major driver behind Common Core and sadly is a very radical Professor today that has had much influence on students thinking ... He and other key players including the Clinton's, Bushes', Gore, Gates, Soros, Rockefeller, Warren Buffet, Obama and his minions, etc.. Understand that one cannot "manage" most of adult America today. The ultimate goal of these radicals from the UN, the US and other nations is to set up Internment or Re-education camps for those that will not comply with their sick agenda.. You either are "retrained" or you will have to be eliminated. The Healthcare Bill will take care of the "useless" senior population via "managed care". The government will have free reign with the youth.. You cannot change a nation unless you change how it thinks and operates...Hence, the lesson learned from Lenin, Stalin, Marx et al, "get the children and you change generations"... I know this sounds insane, but sadly, it is a reality we are facing today.. Don't take my word for it, do your research.. Just go to the United Nations and look at Agenda 21... do your own homework. Research the Sustainability Movement. There is no shortage of information available. This is a very real Agenda that is being thrust onto citizens here in America and across the globe.. The US stands in the way of ultimate implementation. Hence George Soros's, Open Society, states: "we must have a managed decline of America in order to bring about the New World Order"... Do your research everyone.. This is very real and is happening at record speed.. The target is the US and our children. Hence the implementation of Common Core to achieve the mission goals of UNESCO stated above..

In 1985, President Reagan signed an agreement with then President Gorbachev to merge our education system with the Soviet Polytech Workforce education system at the same time Carnegie Foundation signed an agreement with the Soviet Academy of Sciences re: technology...does this sound good for our sovereignty or our children?. A conservative study group founded by supporters of Reagan issued a report that advocates, "*Republicans 'shed' some of their deep rooted antipathy for a 'planned economy'.*" this sounds like socialism/communism (hence the Russian connection? hmmm?) What happened to Free Markets and Capitalism? If you can't see a pattern of destruction of the US Constitution and our sovereignty, I don't know what else to say.. President Reagan had a chance in 1985 to abolish the Dept. of Education, which the government has NO legal right under our Constitution to be involved in education, instead, he signed an agreement with the Soviets to implement their workforce labor education system here:

(www.deliberatedumbingdown.com). It is over 40 years of history of the planned demise of America, as we know her and the take over of our children via the education system to create manageable



global citizens. The vehicle for this will be Common Core and the Charter School system/school choice or privatization, hence the Trojan Horse of Common Core.. Corporations will be the new masters of our children..

Now, if this is not bad enough, let me give you one more piece of the puzzle.. Let's briefly discuss "Connect All The Schools (their website is entitled: One World Education—sound like America to you?) Our DOD and DOE has partnered with the Connect All Schools program. Connect All Schools is connected to Vartan Gregorian.. He is connected to Barack Obama in many ways including serving as a member of the WH Fellowship Commission and Bill Ayres whose connections go back to Chicago Annenberg Challenge. Gregorian picked Bill Ayres for the project and Ayres selected Obama to direct funding of Ayres, Small Schools Workshop.. Any of this sounding like it will be an asset to our children? Vartan Gregorian is also tied to the Muslim Brotherhood.. Hmm.. the plot thickens!! Vartan Gregorian is currently the president of Carnegie Corporation (yes, the same Carnegie that signed the agreement with the Soviet Academy of Sciences to create an education standard for our children via technology and has a seat on the board of The Qatar Foundation International. This foundation partnered with the DOE and DOD to facilitate match making between classrooms in the US and international schools through something called the "connect all schools project".. The QFI, funded by the Qatar government (home of Al Jazeera and strong supporters of the Muslim Brotherhood), explains on its site, "the initiative was founded in response to Obama's call in his June 2009 speech to the Arab world in Cairo, Egypt to "create a new online network, so a young person from Kansas can communicate instantly with a young person in Cairo or Qatar, OR? Where would YOU like your child to be connecting? Remember, all programs in CC are on the computer so parents will have no idea who their child connects with..

Tariq Ramadan, who is part of Connect All Schools, is also connected to Muslim Brotherhood.. He was banned from the US by Bush and reinstated in 2010 by Sec. of State, Hillary Clinton.. This Administrations ties to the Muslim Brotherhood continues to rear it's ugly head. We have an administration that is, in fact, in bed with the Muslim Brotherhood.. There is much to write about this but I digress... Do your research.

Agenda 21 is the UN's vision for a centrally managed global society.. Agenda 21 has a plan for how you will live (as per Marx, "private property ownership must be eliminated") where you will live (stack and pack communities; walkable communities, livable communities; "managed communities "under the guise of "sustainable and/or "smart growth". Even the American Planning Assoc. is complicit in helping to implement this agenda via local planning, zoning, etc. in conjunction with ICLEI, another UN agency. Hence the removal of personal/private property via regulations).. how you commute (high speed rail and public transportation—cars a thing of the past); what you will eat (genetically modified foods —another unholy alliance with Monsanto and Archer Daniel Midland and others), and what you will learn or be taught (BINGO, COMMON CORE!).. And, even "who your God will be" — social justice anyone"..... When fully implemented, Agenda 21 will have government involved in every aspect of life for every human on earth from cradle to grave".....

Global Warming was the vehicle invented to drive this Sustainable Agenda from the UN. Read, "Agenda 21: The Earth Summit Strategy to Save our Planet.. The goal is to save "Mother Earth".

Indeed, the Rockefeller Foundation had population control, as it's founding principle —all part of UN A-21—

Quote from the Club of Rome (Gro Harlem Brundtland —previous President of Norway, the Brundtland Commission. All members of Club of Rome are huge supporter of eugenics. She worked with Al Gore on Climate Change Agenda)

One quote: "Agenda 21 proposes an array of actions which are intended to be implemented by ever person on earth.. it calls for specific changes in the activities of all people. It "will require a

profound reorientation of all human society, unlike anything the world has ever experienced—an unprecedented redeployment of human and financial resources.. The shift will demand that a concern for the environmental consequences of every human action be integrated into individual and collective decision making at every level...

One last quote from Club of Rome: "the common enemy of humanity is man..In searching for a new enemy to unite us, we came up with the idea that pollution, the threat of global warming, water shortages, famine and the like would fit the bill.. All these dangers are caused by human intervention and it is only through changed attitudes and behavior that they can be overcome.. The real enemy then, is humanity itself..."end quote...

I could go on and on about this, but I think you get the idea. If you go back over this article, based on the above from UNESCO and the UN Agenda 21 goals, you will be able to readily see how Common Core ties into A-21/ UNESCO's ultimate goals and visions.. Controlled Education Curriculum; Data Mining; Master Teachers, technology to monitor children et al... Connect the dots for yourself.. It is not a "warm and fuzzy" agenda.... Not difficult to connect the dots.. It is being thrust on America via lies and deception by this Government to serve their global, utopian agenda of a One World Order ..

Sher: What can people do to stop this onslaught and destruction of our children?

Christina: We have formed a national Coalition called CURE, Citizens United for Responsible Education. They can go to our website or contact me directly and we can hook them up to people in their respective states so they can get involved. I have only scratched the surface here today. I encourage everyone to research Common Core and Agenda 21 as they are part and parcel of each other.. Find out what is happening in your states. Join our coalition.. I strongly encourage parents to get their children out of the Public Education system into Christian Schools, private schools or homeschooling.. be sure to ask if they are implementing Common Core.. and not Charter Schools either.. They are involved with CC as they are a public/pvt. funded partnership.(Fascism)

And don't fall for the mantra that "school choice, privatization/charters/vouchers are the answer. This is where the deception comes into play with Corporations and privatization. All of the above are the TROGAN HORSE of Common Core.. As mentioned previously, Corporations are lining up at the money trough of "privatization/school choice/charters for their "built in labor force" for the global economy. They are involved in the promotion of CC as they will benefit from the public/private partnership with the government (Fascism not Capitalism). Our taxes wind up paying for Corporations future global labor workforce via this marriage with government.. Taxation without Representation.. Once in place, parental rights are gone and so are elected boards. Regionalism will control the Charters with regional appointed boards (Gershner WSJ 2008).. Parents will have no place to take their concerns while all the while, tax dollars will be funding this demise of "parental rights".

We also have Gulen Charter Schools of which Gulen supports CC (Turkish Charters funded by our government with Turkish teachers only)...

None of this is to benefit our children but rather to benefit the government and business for the new global managed society to which our children will be enslaved as human capital or human resources.. not children. We are now 'assessing" our children.. one assesses property or cars for value.. Since when do we 'access' our children for their 'value'.... only for a global managed workforce would we need to assess children to see where they will fit in this new World Order utopian society they are attempting to create.. Do Not fall for the deception..

There are numerous homeschooling Associations and organizations to research.. Be wary of Sylvan Learning Centers as their National Headquarters were contacted by our organization and found that they are complicit to Common Core curriculum standards. Be sure to ask!!

We are working on developing alternatives for parents as they struggle to navigate this new paradigm. Contact us and get involved to help stop this government takeover of our children. We must stand together! ...

Sher: Thanks so much for your insight, your excellent work and your time, Christina. To which website can people go to keep updated on all you and others are doing to stop Common Core?

Christina:

Our website is: www.natcure.org or one can reach me via email at: cmichas@dc.rr.com

Homeschooling sites:

www.theeducationalfreedomcoalition.org

homeschoolcollegeusa.com

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One Response to *Common Core Interview With Christina Michas Who is the Founder and Leader of the Palm Springs Patriots Coalition*



Pastor Ron Budwine September 14, 2013 at 3:51 am #

An excellent interview indeed "Sister" Christina! IF this article fails to open up eyes among our American citizens then we will finally have confirmation of a "Blind Society" placing itself & its citizens in harms way! Amen
Peace be with you.

REPLY

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