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## Conference Report

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# Governors embrace Dark Age education

by Brian Lantz

The National Governors' Association conference in Tulsa, Oklahoma Aug. 14-17 was devoted to the theme "Strategic Investment: Tough Choices for America's Future." Since a major agenda topic was education "reform" of the kind Lyndon LaRouche and others have exposed as "spiritual child molestation," it can be fairly said that our nation's governors have been driven to consider whether we might survive the economic crisis by devouring our young.

Outgoing chairman Gov. Roy Romer of Colorado set the tone of resignation to the economic collapse imposed by international speculative finance, stating that today's crisis "is silent and insidious. If the stock market crashed and investors stopped buying bonds to fund the deficit, our nation would come to grips with the budget problem. The price of such a disaster is too great. The looming crisis we face is perilous, even though it is not immediate. We are witnessing the slow but steady deterioration of our economic and social well-being."

The NGA commands plenty of political clout. Composed of the governors of all 50 states, it maintains standing committees on a range of topics and creates task forces of governors and staff to consider pressing issues. Its research institute has a full-time staff. The Tulsa conference was addressed by President Clinton and members of his cabinet. Yet incoming NGA chairman Carroll Campbell, the governor of South Carolina, genuflecting in the direction of Sen. Phil Gramm and H. Ross Perot, told reporters at the final press conference that times require "getting more for less," "downsizing," and "streamlining." Thus the governors have reached a consensus, at least for now, which dooms their own institutions to dry up and blow away.

### Deconstructing education

Nowhere was this folly more obvious than in the NGA's adoption of outcome-based education, the satanically inspired "reform" agenda which proposes to complete the transformation of public education into a brainwashing conveyor belt for slave labor. OBE jargon filled the remarks of Secretary of Education Richard Riley to the governors: "We

are not talking about traditional input standards, such as class size or the number of books in the school library, which show little promise of helping to define the conditions that need to be met in order to promote the type of student learning we need. Instead, new standards must be more closely tied to content standards, and must reflect the quality rather than just the quantity of school resources."

The meaning of "content standards," "quality" not "quantity," and other gibberish is scattered through the pages of two reports released by the NGA's Task Force on Education, "Building Public Support for Education Reform," and "Transforming Education: Overcoming Barriers."

According to the reports, college admission standards and "Carnegie units" will make way for nebulous "new curriculum content or frameworks." (Carnegie units refer to specific hours of time spent on academic subjects such as English, mathematics, and science.) "Waivers will be granted so federal regulations [governing use of Chapter 1 federal funds] that prescribe time by subject area . . . total time spent by teachers with students and required textbooks," can be ignored. Instead, urban schools will be turned into social engineering centers, "providing a range of services for children and their families directly on a school campus." "Continuous improvement toward standards" will replace "national norms"; the Scholastic Aptitude Test (SAT) will be phased out.

The future would hold more: "Waivers, especially from subject-specific state learning objectives," will be sought to allow for "team learning and integrated subject areas. Teachers are in self-selected peer support groups with time for planning together and opportunities for peer coaching." To ensure that the new curriculum is accepted by teachers, seniority clauses in teacher contracts will be torn up to guarantee that "a faculty or team is philosophically in tune with the other teachers."

You might wonder how 50 governors dreamed up such wicked insanity. The reports were paid for by the Carnegie Corp. and the Lilly Endowment, Inc., two faceless foundations bankrolling the "America 2000" agenda. The Nazis' educational reforms, or Mao's Cultural Revolution rightfully come to mind.

### The 4,000-year-old monk

Among the major players in outcome-based education is Robert Muller, a former deputy director of the United Nations. The Robert Muller School in Arlington, Texas and its "World Core Curriculum Manual" have served as a Unesco Associated Schools Project. The 1986 Manual of the Robert Muller School states that "the underlying philosophy upon which the Robert Muller School is based will be found in the teachings set forth in the books of Alice A. Bailey by the Tibetan teacher, Djwhal Khul." Mr. Khul was the name given by Bailey, an occult Theosophist, to the 4,000-year-old monk she "spoke to"!

Bailey's *Education in the New Age*, quoted at length in Muller's *World Core Curriculum Manual*, lays out the rationale for using schools to turn children into docile helots for the oligarchy: "Education should be the process whereby youth is taught to reason from cause to effect, to know the reason why certain actions are bound inevitably to produce certain results and why (given a certain emotional and mental equipment, plus an ascertained psychological rating) definite life trends can be determined and certain professions and life careers provide the right setting for development and a useful and profitable field of experience. Some attempts along this line have been undertaken by certain colleges and schools in an effort to ascertain the psychological aptitudes of a boy or a girl for certain vocations but the whole effort is still amateurish in nature."

### Opposition feared

OBE was denounced as "spiritual child molestation" at an Aug. 17 press conference on the steps of the Tulsa Convention Center by community leaders and Schiller Institute spokesmen. Rev. Wade Watts, executive director of the Oklahoma state NAACP charged, "Outcome-based education is just another form of tracking. the way things are now, you pretty much know by the seventh grade whether you are going to be a doctor or chemist, or whether you are being sent to vo-tech [vocational trade school]. Outcome-based education just starts the whole business sooner. . . . It is racist, worse than what we have now."

The mounting opposition to the satanic "reforms" has not gone unnoticed. The NGA report "Building Public Support" warns: "In public hearings, newsletters, and videos across the country, opponents are charging that states are trying to control the children, putting them all into a dumb-down" conformist mold. "In some places, state education departments have created problems by using the documents that focus heavily on what may be considered 'touchy-feely' issues — self-esteem, values, and peer pressure — rather than on academic standards and learning. Directing the debate toward emotional or behavioral issues can result in a loss of support from citizens who are already skeptical about the schools and particularly insistent that the basics come first."

Both reports issued at the NGA conference by the Task Force on Education complained that "many citizens do not really understand 'systemic reform,'" and that turning children into members of a suggested third or fourth sex goes against "practices supported by deeply held beliefs in the local communities." As a result, the reports suggest that the "jargon" be dropped.

### New standards?

*EIR*'s reporters queried several governors on the growing opposition to OBE and Core Curriculum programs. Gov. John Voinovich of Ohio, co-chair of the Task Force on Education, said that the solution was to "get out to the public."

"We have to make clear that we're only interested in standards. We're not trying to influence family values," he lied. Gov. James Hunt of North Carolina was blunter. "I don't think we should listen to them. We have our standards and I think we should set out to meet them." Incoming chairman Governor Campbell's answer was that citizens "cannot afford to stick their heads in the sand." Vermont Gov. Howard Dean, incoming NGA vice-chairman, added, "We have to set standards . . . then let the ingeniousness of local folks figure out how to meet the standards."

What are these "standards"? In conjunction with "values clarification" in support of sodomy and "resolving inner conflicts," another OBE and Core Curriculum shibboleth is supplanting standard curricula with incompetent "vocational-technical skill standards" and testing procedures. Rather than mastering mathematics, a student will learn only specific applications, which will be added to his "portfolio." (At McDonald's you don't even have to add or subtract.)

An NGA brief, "State Initiatives on Industry-Based Skill Standards," circulated at the conference, proposed: "A system of skill standards and credentials can be the driving force to effect changes in curriculum, pedagogy, and assessment practices throughout the education and training systems." Moreover, "states are planning to abolish the general track and develop a core curriculum for college-preparatory and technical preparation students." Knowledge is to be "boiled down." The open secret is that the faceless foundation policy makers have written the United States off as an industrial nation. "Outcomes" measuring fixed skills are to replace a foundation in academic subjects in grades K-12 — which means that workers cannot cope with high rates of technological attrition produced by advances in science and technology.

In 1992, Bush's Labor Department launched efforts, with the "America 2000" program, to set up a national system of narrowly defined industry-based skill standards and certificates, the apparent origin of the "mastery certificates" advocated in OBE programs to replace high school diplomas. Since most of the manufacturing base has been wrecked over two decades, the focus of the 1992 survey was on the Aquarian "services" paradigm — auto repair, printing, fast food management, and non-union construction. This lunacy is continuing under Clinton. In his Tulsa speech, Education Secretary Riley promoted the administration's GOALS 2000 education bill. "Just two weeks ago, President Clinton transmitted to Congress legislation which Secretary of Labor Bob Reich and I developed jointly, to build a school-to-work transition system. . . . We will give the states the flexibility they need to form partnerships and design problems that reflect and respond to their own needs. And we will provide waivers to restrictive rules and regulations in other related education and training programs." In other words, each state will set standards based on the remains of locally based, depression-savaged businesses.