

The Origins of Outcome Based Education
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The purpose of this paper is to find the origins of a new method of teaching being implemented throughout the elementary and secondary schools throughout America. This entirely new method of teaching has been implemented in America without so much as a careful study, let alone a reasonable expectation of a successful program. For this and many other reasons, which will be demonstrated later in this study, it is important for the American people to be suspect about such an undertaking when the impact of building a road through a park merits a great deal of scrutiny and exhaustive investigatory research. It is more than just a program that is being implemented here, it is how the children of our nation will survive and progress or perhaps digress in the future. But truly, it is the motivation of the government and of the individuals involved in the implementation of this new teaching method that should be analyzed.

This new method of study involves the insertion of "Affective Education" into the realm of "Traditional Academic Education" into the curriculum of the educational process in America. It is important to realize the connection between some of the most objectionable features of "Affective Education" and the work of certain alien social psychologists who have provided the underlying foundation for this new method of teaching which is called Outcome-Based-Education (OBE). This method involves the division of Education into two domains; a "cognitive" domain and an "affective domain". The affective domain is the subject of this study because it has been implemented in this education method by about an eighty percent to twenty percent ratio. The "affective domain" can best be described as a method for changing the students' behavior and for remolding both personality and character traits.

The affective domain dominates the Outcome-Based Education (OBE) curriculum and is supported overwhelmingly by the education cartel. The "Education Cartel" is currently composed of the National Education Association/American Federation of Teachers, certain major Foundations, College and University Administrators, State and Federal Department of Education Officials, certain Behavior/Social Psychologists and certain Elected and Appointed Officials.

It is primarily the behavior/social psychologists who are the subject of this study. For a small group, who were alien in origin, they have performed a rather fantastic feat that has no precedent in recorded history.

They literally laid Western man, both American and European, on the psychologists couch and by selected opinion surveys and in-depth interviews, probed their system of beliefs, attitudes and values, in order to determine "how" they think and "why".

Having a Marxist mentality that was supplemented by the skills of Freudian psychoanalysis this group of alien social psychologists were superbly equipped to analyze both the inner and outer dimensions of western man, his society and Institutions. The efforts of these psychologists and their brethren sociologists have a singular purpose. It was to change the traditional system of beliefs, attitudes and values into its virtual opposite so that the resulting thoughts, feelings and behavior of Western Man, both Americans and Europeans, would form a new type of character that would also be the opposite

of their traditional character. This new type of character would be similar to their own special breed so that there would not be any effective opposition to a gradual and incremental advance toward the ultimate goal of unification of all mankind under the obscure banner of "international socialism".

In this sense, "international socialism" can be viewed as the pursuit of a managed economy on a global scale that would almost by definition become a system for the eventual control of the earth's resources, including manpower, money and raw materials.

Such a global-wide system also happens to be the opposite of the traditional American System. It also happens that the efforts of these social psychologists to change how Americans think has brought on a national condition of what the psychologists refer to as "cognitive dissonance" which means a serious and possibly incurable conflict of beliefs, attitudes and values that were instilled in the child by his/her parents. But, if these social psychologists through their copious writings continue to dominate the thinking of the Education Cartel as the available evidence suggests, this cognitive dissonance could conceivably become resolved in favor of those same psychologists. If totally successful, America would be changed forever. This is the purpose of the "Affective Domain" in OUTCOME BASED EDUCATION being widely taught in the schools in America.

What follows is a partial list of some of the features of elementary and secondary education that the proponents of traditional education object to as being the opposite of their own:

- God, prayer and the Christian religion removed from the classrooms and textbooks.
- Parental guidance and authority ignored as interference in school children's own decision making.
- The patriarchal family denigrated as obsolete.
- Sex education from kindergarten through the twelfth grade.
- The psychotherapeutic classroom.
- Traditional culture and customs downgraded.
- Codes of morality replaced by tolerance.
- Psychological tests to reveal beliefs, attitudes, values and personality traits.
- Nationalism viewed with disfavor.
- Patriotism denigrated as outmoded.
- Outcome Based Education

Excluding outcome based education, most of the above objectionable features happen to have been

addressed in one single book authored by Wilhelm Reich, one of the alien social psychologists of the Marxist persuasion, that was published in 1934 in Europe.

Outcome based education is a closely related matter. It is being implemented in various school districts across the nation as the latest reform measure under the slogan that all children can learn the same things equally well, except that some require more time than others.

This is actually a disguised version of the theology of equality and the proponents of traditional education rightly claim it is a part of a general "dumbing-down" or leveling process that has been underway in the elementary and secondary schools for quite some time.

However, the most objectionable feature of outcome based education is not outcomes per se since even traditional schooling has always had them. The most objectionable feature is that outcomes are now expressed as learning outcomes which includes, much like the objectionable features listed above, things other than strictly academic achievements. Since Pennsylvania was the first state in the nation to be subjected to Outcome Based Education, its 1964 "Ten Quality Goals of Education" that served as a model for subsequent learning outcomes pioneered "The Whole Child" concept.

Briefly summarized, "The Whole Child" concept encompasses how the child thinks, feels and acts. Its purpose is to change the child's behavior which involves changing the child's belief system, by impacting the subconscious mind with what the psychologists refer to as "Operant Conditioning". The child's whole personality is involved, the emotional, intellectual and psychomotor areas. The psychomotor being the behavior that results from what is going on inside the mind, due to feelings and emotions. All of this applies to adults as well, and as of most recent history, a whole nation of people such as the American nation.

Ralph Tyler, one of the renowned behavior scientists of the nation who participated in the composition of Pennsylvania's "Ten Quality Goals of Education", admitted in a 1974 publication entitled "Critical Issues in Testing" that in essence, suggested that learning was to be defined as acquiring new patterns of behavior through a set of experiences designed into the school curriculum. "The purpose of achievement testing is to ascertain whether, in fact, the students have acquired the desired behavior". Tyler also referred to the design of behavior modification methods as "Operant Conditioning". This highlights the most objectionable feature of the learning outcomes of Outcome Based Education, namely the departure from traditional academic achievement, in favor of self-esteem and related outcomes.

Outcome Based Education happens to be related to a concept called "Learning for Mastery" developed by Benjamin S. Bloom, who stated that the primary task of education was to challenge the students' fixed beliefs. William Spady and others adopted Bloom's psycho-behavioral concept in 1977 and renamed it as Outcome Based Education that William Spady currently promotes nationwide. This establishes a direct connection between Outcome Based Education and Benjamin Bloom's "Mastery Learning". Since Benjamin Bloom happens to be a key author of the "Taxonomy of Educational Objectives" which is subtitled "The Classification of Educational Goals", these facts confirm a direct connection between "Outcome Based Education" through "Mastery Learning" to the "Taxonomy of Educational Objectives". The Taxonomy of Educational Objectives consists of two handbooks: Handbook I covers the Cognitive Domain and Handbook II covers the Affective Domain. It must be

noted, that the curriculum being implemented through Outcome Based Education involves only 20% of "real academic learning" in the Cognitive Domain with the major effort of 80% being focused in the Affective Domain.

In the overview in Handbook II-the Affective Domain, it is explained that in 1948 a group of psychologists interested in achievement testing met at an American Psychological Association Convention in Boston to secure a common terminology for describing and referring to the human behavioral characteristics they were attempting to appraise in different school and college settings. Educational objectives were to specify in operational terms the actions, feelings and thoughts students were expected to develop as a result of the instruction process and types of responses specified as desired outcomes of education, which would be useful to the "achievement examiners". This can be interpreted to mean that desired outcomes evidenced by achievement tests could be expressed in terms of thoughts, feelings and actions.

The Handbook II - Affective Domain of the Taxonomy also includes references to the total organism or whole being; understanding the underlying process by which individuals undergo change in the affective domain; the shaping of attitudes which brings about the major changes; the reshaping and reorganization of basic attitudes that must take place in the individual if really new values and character traits are to be formed; and that "...it is this area of the affective domain that touches all of us as we attempt to alter our basic attitudes and values toward members of other ethnic, social and racial groups.

It further states at the end that "The affective domain is, in retrospect, a virtual Pandora's Box... It is in this "box" that the most influential controls are to be found". Controls as used can be interpreted to mean controls within or over the American System of Education. Since the most objectionable feature of William Spady's Outcome Based Education is that which can be directly related to the affective domain of the "taxonomy". It can be assumed that the imposition of Outcome Based Education on the school districts of America is somehow related to these influential controls. But why and for what purpose cannot be clearly comprehended without some familiarity with the sources of the affective domains' idea itself as listed in its bibliography. Relative to what is written in the Handbook II-Affective Domain concerning research directed toward understanding the underlying process by which individuals undergo change in the affective domain, the writings of Solomon E. Asch and Gordon W. Allport are referenced. Solomon E. Asch is cited on the subject of major changes brought about by "shaping attitudes" and Gordon Allport on the subject of "a basic reorganization of attitudes in order to form values and character traits". As clearly stated, this change in basic attitudes and values concerns other social and racial groups. The writings of both authors are listed in the bibliography.

A reading of Solomon Asch's "Social Psychology" and Gordon Allport's "The Nature of Prejudice" reveals that both authors reference a book entitled "The Authoritarian Personality" written by Theodor W. Adorno, et al, which is also listed as a source in the bibliography. "The Psychology of Character Development" by Robert J. Havighurst and Robert F. Peck is listed in the bibliography and in that book Erich Fromm's "Man for Himself" is credited as their specific stimulus. Erich Fromm's "Escape from Freedom" is included in the bibliography. Also, Abraham H. Maslow's "Cognition of Being in the Peak Experiences". Maslow wrote an article entitled "The Authoritarian Character Structure" in 1943 as a result of Erich Fromm's influence and is listed as a reference in Theodor Adorno's "The

Authoritarian Personality".

The influence of Theodor Adorno and Erich Fromm in the bibliography of the affective domain of the "Taxonomy of Educational Objectives" lies in the fact that both were alien Marxist revolutionaries in the guise of social psychologists who came to America from the Institute of Social Research, located at Frankfurt University, Germany. This Institute was established in 1923 in order to promote social revolution in the West. It became known as the "Frankfurt School".

Its members combined Marxism with Freudianism to fashion a potent psychological weapon in which Marxist analysis was used to analyze the "outer man" and Freudian psychoanalysis was used to analyze the "inner man". The central work of the Institute of Social Research was its "Studies on Authoritarianism and the Family".

Other former associates of this Marxist Frankfurt School, whose works were also listed in the bibliography of the Taxonomy include Max Wertheimer, Marie Jahoda, Kurt Lewin, Nevitt Sanford, whose work "Personality Development During College Years" was listed in the bibliography, was co-author of "The Authoritarian Personality". Theodor Adorno's "The Authoritarian Personality" has in turn Wilhelm Reich's "The Mass Psychology of Fascism" as one of its references. Wilhelm Reich was also a former member of the Frankfurt School and it was in his book that most of the above listed objectionable features implanted by the Education Cartel into elementary and secondary education were addressed in the negative.

In brief, the objectionable and controversial features of Outcome Based Education can be traced through Benjamin S. Bloom's "Learning for Mastery" and from there to Bloom's "Affective Domain" of the "Taxonomy of Educational Objectives" and from these to the theoretical analyses of the Institute for Social Research which were Marxist in origin. The fact that Wilhelm Reich was the author of "The Sexual Revolution" and Herbert Marcuse, another former member of the Frankfurt School, agitated in the colleges and universities of America in the early 1960's to bring about the Feminist Revolution as well as the Black Revolution which the Education Cartel has facilitated in every way possible, should provide ample evidence of the reasons why American education exhibits the characteristics that it does. Therefore, Outcome Based Education can be viewed as an outgrowth of a large concerted effort by social revolutionaries whose origins lie in the works of Karl Marx.

The ideas expressed by Wilhelm Reich in his "The Mass Psychology of Fascism" served as an example of the themes that have been injected into American Education. He asserted that organized religious mysticism in the form of Christian mythology contagion and a mystical upbringing became the foundation of fascism. He expressed the intent, in his works: "...to dethrone the patriarchal power in and outside of man, a power that had been accumulating over thousands of years and finally celebrated its most bloody triumph in the fascist ideology". He blamed the authoritarian family for patriarchal sexual morality, the paternal suppression of children and for being the core of cultural politics. As a contrast, he wrote of the "Affirmation of Adolescent Genital Sexuality", the elimination of sexual repressions and dissolving the infantile ties to the parents. Also, evidence Hillary Clintons and the "Child Defense League's" preoccupation with "Childs Rights" and the child's ability to divorce itself from the family, as early as its preadolescent years.

As a true social revolutionary in the Marxist tradition, Wilhelm Reich made his own position and that of the Frankfurt School very clear. Matriarchy was favored by the revolution. Revolutionary sexual politics that would lead to sexually awakened women "would mean the complete collapse of the authoritarian ideology". Birth control was a revolutionary ideology and man was fundamentally relegated to that of a sexual animal. He wrote of the "disintegration process of the authoritarian state apparatus". He also strongly inferred that Karl Marx's international socialism was the only true kind as opposed to "chauvinistic National Socialism". The "revolutionary" must concentrate his energy and knowledge on the changing of the social order that tends to obscure the goals of the cultural revolution as was expressed by Wilhelm Reich. These revolutionaries use deceptively acceptable labels to disguise their true intent, as referenced by identifying "liberals" as "progressives", is one example.

It was Wilhelm Reich who revealed that the Frankfurt School band of social revolutionaries had abandoned class warfare between the bourgeois and proletariat in favor of warfare between two opposite character types: "reactionary" versus "revolutionary". There are no class distinction when it comes to character was the reason he gave. The "reactionary" character later became the authoritarian character and authoritarian.

After they migrated to America, the revolutionary character was changed to democratic personality in "The Authoritarian Personality". Reich did not really explain the central reason why this shift from class to character warfare was made. The Marxists had failed miserably to mobilize the workers against the Fascists. However, this was made clear by the Italian Marxist Antonio Gramsci who concluded the workers in the West were unreliable revolutionaries so long as they have "religious sentiments". But he went a step further and based on the Soviet experience urged that a radical intelligentsia should initiate a massive effort to create a "new socialist man" in advance of any political revolution. It was Antonio Gramsci who made clear that this kind of revolution would be pushed through the education system and the culture. It is this attack, through the school curriculum in the schools, upon anything and anybody deemed "religious" in nature. This is what the argument over "prayer in the schools" is really all about.

Undoubtedly, this is why Wilhelm Reich's "The Mass Psychology of Fascism" was not listed in the bibliography of Benjamin S. Bloom's "Taxonomy of Educational Objectives". It would have been too blatant a revelation that the affective domain's focus on achievement and outcomes in terms of changes in thoughts, feelings, actions, beliefs, values and personality was actually for the purpose of advancing a revolutionary political agenda but indirectly through the creation of a "new socialist man" in the schools of America without anyone realizing what was transpiring. The national departure from traditional education in favor of affective education should be prima fascia evidence that the views of the Frankfurt School band of social revolutionaries have in fact prevailed in American education over the views of proponents of traditional education. It should be noted that Wilhelm Reich's "The Mass Psychology of Fascism" was in its ninth printing as of 1991, and is available in most college bookstores. It serves as a handbook for the molding of American society to the will of the Education Cartel. Currently the Cartels explanation is that the nation is going through an "Implementation Dip" where our nation is expected to accept a lower level of "Cognitive Learning" so as to become part of the international community. However, it is being sold to the American public under the guise of World Class Education. As of the last five years, American children have consistently ranked at the bottom of the spectrum in world education and that trend doesn't appear to have an end in sight. If this is the

quality of product that the Education Cartel is only capable of producing, then American Education needs to be overhauled back to the basics and the Educrats need to be fired and replaced by the proven method of "Traditional Education", the same education system that brought this country the most successful "Middle Class" in the history of this planet. When questioned, the Education establishment boasts of being highly successful in the realm of education. How can they, when they are graduating students who can't even read their own diplomas? Are they really talking about their success in the "other" learning, as described herein.

Erich Fromm's "Escape from Freedom" is an ideological companion to Wilhelm Reich's "The Mass Psychology of Fascism" published in 1941. It claims to differ from the instructional or biological drives of Sigmund Freud's analysis of the inner man. Instead, he asserts that early capitalism induced a social order that resulted in a sado-masochistic and authoritarian character of which Martin Luther and Adolf Hitler were prime examples.

The same social order resulted in Calvin's theory of predestination which Fromm asserts was the principle for the basis inequality of men that was revived in Nazi ideology. He attributed the authoritarian character of the lower middle class to the rise of Adolf Hitler.

For Fromm, the authoritarian character experiences only domination or submission. Differences, whether sex or race, are necessary signs of superiority or inferiority. Erich Fromm writes of positive freedom which implies the principle that "there is no higher power than the unique individual self"; that man is the center and purpose of life; that the growth and realization of man's individuality is an end that can never be subordinated to purposes which are supposed to have greater dignity. The real meaning of this is made clear in another book "The Dogma of Christ"..."wherein he describes a revolutionary character such as his own as "The man who has emancipated himself from the ties of blood and soil, from mother and father, from special loyalties to state, class, race, party and religion". In other words, the new socialist man to be produced in American schools is to be turned inward to his own inner self and thereby isolated from all traditional loyalties to others. Fromm's bottom line is that the irrational and planless character of society must be replaced by a planned economy and then asserts: We may call this new order by its true name,"democratic socialism".

The writings of Erich Fromm and Wilhelm Reich provide a glimpse of the Marxist mentality and the ideas that served as a basis for the "Affective Domain" of Benjamin S. Bloom's "Taxonomy of Educational Objectives" and from there into the "Affective Education" segment of Outcome Based Education. Further insight can be gained by comprehending the connection between the Frankfurt Schools new method of character warfare as related by Reich and Fromm and the works of Abraham Maslow, another psychologist like Reich and Fromm. Abraham Maslow is an important link not only because his "The Authoritarian Character Structure" written in 1943 became a reference in Theodor Adorno's "The Authoritarian Personality", but also because Maslow was the founder of "Third Force Humanistic Psychology" and is considered one of the instigators of the "Psychotherapeutic Classroom" that is part of the Affective Education in the elementary and secondary schools throughout the nation. After attending a series of lectures by Erich Fromm in New York, it was Abraham Maslow who revealed in his 1943 article "The Authoritarian Character Structure" that the concept of an authoritarian character was a means of designating enemies in America. This is entirely

consistent with what Reich and Fromm revealed was the origins of character warfare and their association with conservatism and authoritarianism. This would lend credence to why the "Left Wing Media" consistently wage "character assassination" attacks against conservatives, even for their stands on commonly held beliefs.

The inclusion of Theodor Adorno's "The Authoritarian Personality" in Benjamin Bloom's "Taxonomy of Educational Objectives" is significant because it tends to confirm the findings of researchers that the Education Cartel has been attempting to restructure American Education in order to restructure American Society. Keeping in mind, that Adorno's theory is ...that prejudice is the mark of a potential Fascist Authoritarian Personality, a few selected quotations from him should explain:

- "Our aim is not to merely describe prejudice but to explain it in order to help in its eradication. Eradication means re-education, scientifically planned on the basis of understanding scientifically arrived at explanations. And education in a strict sense is by its nature personal and psychological".

- "The major influences upon personality development arise in the course of child training as carried forward in a setting of family life. What happens here is profoundly influenced by economic and social factors. It is not only that each family in trying to rear its children proceeds according to the ways of social, ethnic and religious groups in which it has membership, but crude economic factors affect directly the parents' behavior toward the child. This means that broad changes in social conditions and institutions will have a direct bearing upon the kinds of personalities that develop within a society".

- "It seems obvious therefore that the modification of the potentially Fascist structure cannot be achieved by psychological means alone. The task is comparable to that of eliminating neurosis, or delinquency, or nationalism from the world. These are products of the total organization of society and are to be changed only as that society is changing".

- "we should consider, first, psychological techniques for changing personality".

- "countermeasures should take into account the whole structure of the prejudiced outlook".

- "Techniques for overcoming resistance, developed mainly in the field of individual psychotherapy, can be improved and adopted for use with groups and even for use on a mass scale".

- "attention becomes focused upon child training".

Note what Theodor Adorno and other psychologists who authored "The Authoritarian Personality" are mandating. Their aim is to eradicate prejudice by reeducation; broad changes in social conditions and institutions will have a direct bearing on the development of personalities; psychological techniques for changing personality should be considered; techniques can be used on a mass scale, and a focus on child training. This is really an outline of a formula for Affective Education. And techniques for use on a mass scale could have signaled the need for "Operant Conditioning" of the whole American nation.

The text of "The Authoritarian Personality" is replete with such terms as pseudoconservative, pseudopatriotism, pseudomascuine, hereditarian thinking, ethnocentrism, conventional values, moral values and rigidity. All of these terms are used in the most disparaging sense. This kind of attitude is expressed in the conclusions as follows:

"Thus a basically authoritarian, exploitive parent-child relationship is apt to carry over into a power-oriented, exploitively dependent attitude toward one's sex partner and one's God may well culminate in a political philosophy and a social outlook which has no room for anything but a desperate, clinging to what appears to be strong and a disdainful rejection of whatever is relegated to the bottom. The inherent dramatization likewise extends from the parent-child dichotomy to a dichotomous conception of sex roles and of moral values, as well as a dichotomous handling of social relations as manifested especially in the formation of stereotypes and of ingroup-outgroup cleavages".

The attitude surveys conducted by the authors of "The Authoritarian Personality" as part of their Freudian psychological studies of American men indicated that they had a very negative obsession with the masculine gender. This took the form of referring in numerous places to masculinity as pseudomascuine and pseudomascuinity. These items were applied to those who seemed to score high on their prejudice scales. For such high scorers, the traits of their pseudo-mascuinity were described as determination, energy, industry, independence, decisiveness and will power. Other attributes of higher scorers used in the disparaging sense include glorious masculine roles; rugged masculinity; intense focus of non-mascuinity; intense fears of sexual approach to white women by black black men; masculine status and the opportunity of asserting superiority, etc.

Their opposite of their pseudomascuines who were low scorers were described as gentle, mild, soft-spoken, with traits of passivity, softness and weakness. In the conclusions, the opposite of the pseudomascuine is characterized by affectionate, basically equalitarian and permissive interpersonal relationships, which they infer is representative of the true masculine as opposed to the false pseudomascuine. All of this focus on masculinity would seem very strange and even incomprehensible unless there is prior familiarity with the concept of warfare between two opposite character types as revealed by Wilhelm Reich. And this in turn is related to his assertion that "the revolution favors matriarchy". For then it should become clear that this focus on the masculine sex is merely a manifestation of the theory contained in "Studies of Authoritarianism and the Family" of the Institute of Social Research (The Frankfurt School), which is included as a reference in the "The Authoritarian Personality". But then it must be comprehended that the Frankfurt School theory that

the authoritarian personality is a product of the patriarchal family which forms the basis of the "Studies on Authoritarianism and the Family" is in turn directly connected to Frederick Engels' "The Origins of the Family, Private Property and the State" which promotes matriarchy.

Since Engels' "Origins of the Family" was written from notes prepared by Karl Marx after Marx became acquainted with the theory of an American anthropologist, Lewis H. Morgan in his "Ancient Society", namely that the Iroquois Indians of New York state were matriarchal, the Frankfurt School theory is directly connected to Karl Marx and thus back to "The Authoritarian Personality". Furthermore, it was Karl Marx himself who wrote about the radical notion of community of women in the Communist Manifesto. And it was Karl Marx himself who wrote disparaging about the idea that the family was the basic unit of society in "The German Ideology" of 1845. He also wrote out a formula for the disintegration of the bourgeois middle class in his 1843 "Contribution to the Critique of Hegel's Philosophy of Right. The stream of connections between Karl Marx's disintegration process and the Affective Domain of Outcome Based Education has a crucial bearing on the current disintegration of traditional education in American schools.

What the aforementioned works reveal is a group of psychologists whose attitudes are essentially: anti-God, anti-Christianity, anti-Family, anti-Nationalism, anti-Patriotism, anti-Conservative, anti-Hereditarian, anti-Ethnocentrism, anti-Masculine, anti-Traditional Values and anti-Moral Values. Under the guise of eradication of prejudice, these attitudes characterize "The Authoritarian Personality". Then there is Wilhelm Reich's ideological progression from class warfare to character warfare and his intent to dethrone the patriarchal power both in and outside of man. Then there is Erich Fromm's preferred character type being without loyalties to anyone or any group. Then there is the insinuation in "The Authoritarian Personality" that the preferred masculine type would have no determination; no energy; no independence; no decisiveness and no will power. In view of this, "The Authoritarian Personality" can be interpreted to be not primarily a handbook for the conduct of warfare against prejudice as such, but as a handbook for the conduct of psychological warfare against the American male for the purpose of rendering him unwilling to defend traditional and formerly held beliefs and values. In other words, the purpose would be to demasculate him. Undoubtedly, this is what is meant by "psychological techniques for changing personality".

The Authoritarian Personality can be rightly seen as preparing the way for the subsequent warfare against masculinity promoted by Herbert Marcuse of the Frankfurt Schools band of social revolutionaries under the guise of Womens' Liberation and the Feminist Revolution. The evidence that psychological techniques for changing personality is intended to mean demasculation of the American male is provided by Abraham Maslow, founder of "Third Force Humanistic Psychology" and promoter of the "Psychotherapeutic Classroom", who wrote that: "the next step in personal evolution is a transcendence of both masculinity and femininity to general humanness. This was suggested as a major plank in the recent UN Sponsored "Womens Conference" held in Beijing, China. This should provide additional insight as to the reasons for personality testing (Education Quality Assessment Tests) and Affective Education, in general, in American schools. Even some teachers and educators understand the nature of what is going on in the elementary schools. This is why America 2000/Goals 2000 call for life-long learning starting at birth. This is clear evidence that the Education Cartel wants to start this process as early in life as possible, long before traditional values and religious morality can be instilled in children, by their parents and their religious faith. In response to parental

complaints, parents are asked: What, do you want your son to grow up to become another Hitler or Mussolini? Such parents do not yet reply with the logical counter-question: Are you attempting to fashion my son into a "new socialist man" so that he will be unwilling to defend us against the "new order of international socialism" that you have planned for us? Is the National Education Associations insistence of the need for a public education system, to ensure that the desired behavior would be that behavior deemed "appropriate" by the state? Keep in mind that one of the ten major tenets of the communist manifesto was a public education system that would combine learning with economic production. Does this sound familiar? If it doesn't, listen to the Secretary of Labor, Robert Reich's description of the governments plans for "school to work" programs, with an insistence on "continual" job training, that will combine learning with jobfare. He never seems to use the word "career" when he refers to future employment in America. Traditional education was most noted for its ability to prepare the children for future careers and general independence. This "general independence" would be antithetical to the designs of the "new socialist man".

Most proponents of traditional education in America do not realize that they are dealing with social revolutionaries who think in terms of the "destruction of the existing social order" in order to create a "new social order" in the world. But this is the core of the Marxist mentality that is derived from a demonic genius named Karl Marx, the same Karl Marx who proposed that... a whole nation be terrified of itself, a psychological technique which contemplated the disintegration of a whole class of people in order to create a proletariat world.

Then, there is Wilhelm Reich who used expressions as "destruction of the authoritarian state apparatus"; and "the disintegration process of authoritarian moralism", and "a total disintegration of the moralistic ascetic modes of life". Clearly, they advocate the disintegration of the traditional family. And just as clearly, they advocate the disintegration of strong character. Therefore, the disintegration of traditional education should be of no surprise to anyone.

This whole area of psychologists, who have essentially psychoanalyzed the American people, has staggering implications that are beyond the limited scope of this brief outline. In terms of knowing how the enemies of traditional education really think, there is, for instance, Solomon Asch in his "Social Psychology" of 1952 who wrote of the aspiration to control society. This is reflected in Benjamin S. Bloom's "Taxonomy of Educational Objectives" where he wrote that the most influential controls were to be found in the Affective Domain, now [Outcome Based Education]. Allusions to the Marxist mentality, creation of a new socialist man and creation of a new order of international socialism are not really adequate to comprehend the true purpose of the "Affective" part of Outcome Based Education. It is better explained as an attempt by the social psychologists, particularly to control the thoughts, feelings and actions of each and every individual student in the elementary schools by attempts to change the students' beliefs, attitudes and values. This means that they are engaged in a concerted effort to ultimately control the thinking, feeling and behavior of every living American. In reality, this is "psychological slavery". It is also a reflection of the ultimate depravity on their part to even contemplate such a thing as seeking to control society in this manner.

Naturally, this raises the question as to the beliefs, attitudes and values of these social psychologists themselves, which according to their own research determines their own thinking, feeling and

behavior. By describing them as social revolutionaries under the guise of social psychologists who possess a Marxist mentality is meant that they have immersed themselves in the collected works of Karl Marx and Frederick Engels as contained, for instance in "The Marx-Engels Reader", edited by Professor Robert C. Tucker of Princeton University; having read Engels'"The Origins of Family, Private Property and the State"; have a working knowledge of Freudian psychoanalysis; are thoroughly acquainted with the critical theory of the Frankfurt School as revealed, for instance, in Martin Jay's "The Dialectical Imagination: A History of the Frankfurt School and the Institute for Social Research 1923-1950, and have presumably read most, if not all, of the referenced sources contained in the "Taxonomy of Educational Objectives" and possibly in "The Authoritarian Personality".

For a normal American who has a traditional education and comprehends what is going on in American Education today, reading these works of these social revolutionaries is literally a soul-wrenching experience. But then there comes the realization that there might indeed be something in Reich's and Fromm's idea of there being two virtually irreconcilable opposite types of characters. When a normal American mind encounters such things as studying ways to disorganize behavior as presented by Kurt Lewin; a technique for inducing "cognitive dissonance" in young students by values conflicts, a subject addressed by Leon Festinger in his " A Theory of Cognitive Dissonance", designing "Operant Conditioning" methods for behavior modification as did Ralph Tyler and Richard Wolf in their "Crucial Issues In Testing", and neuro-linguistic programming as did John Gringer and Richard Bandler in their book "Trance-Formations: Neuro-Linguistic Programming and the Structure of Hypnosis", it seems as if a character type is involved that is totally different from that of a normal American.

These various techniques convey the impression that some kind of unfathomable evil has descended upon the nation. They seem to be beyond ordinary comprehension when viewed as a group. A certain flair of demonic genius seems to be reflected in their various works, the same kind that caused the father of Karl Marx to describe him as "a demonic genius". However, that is an explanation, imprecise as it may be.

By their own admission, social psychologists such as Theodor Adorno, Erich Fromm and Wilhelm Reich were beings with a different character type than that of the middle class which they seem to despise. In their writings, they made it very clear that they despised middle class values such as God, Christianity, the Traditional Family, Nationalism, Patriotism, Morality and other things generally considered as conventional values. So it can be assumed that this negative outlook is a function of their own particular character type. This assumption is based on their own assertions. It can be extrapolated to include Benjamin Bloom and possibly William Spady and others who are promoting Outcome Based Education. Otherwise, the ideological chain of connections between William Spady and Karl Marx would probably not exist and there would be no real reason for the "Affective Domain" in Outcome Based Education. If this is so, then the current conflict between two irreconcilable types of characters that adds another dimension to the problem of restoring traditional education in the schools of America. We cannot exclude the works of Carl Rogers and William R. Coulson when we address curriculum development in the American classroom. It would be highly unlikely given their work in curriculum design to not have the same ideological persuasion of the others whose

connections lead back to Karl Marx.

These social psychologists and their brethren sociologists having a Marxist mentality believe that Karl Marx's social and economic analysis together with Freud's psychoanalysis has provided them with powerful analytical tools which are above and beyond and therefore superior to anything else produced in the West. They believe that Karl Marx's ruthless criticism of Western Civilization, as a source of such things as: imperialism, militarism, colonialism, nationalism, chauvinism, exploitation and oppression were fully justified. They believe these are evils that must be banished from the earth in the name of all humanity and they are the only ones qualified to lead the way. For them, a new order of universal peace, justice and equality in the world is entirely feasible, if only they can eradicate all differences among the human species. They believe that the critical theory of the Frankfurt School has provided them with a nearly perfect analytical tool that advances Marx's criticisms into the realm of character and personality by the assertion of a series of connections between hierarchical capitalism, the patriarchal family and a character type that gave rise to Fascism and Nazism.

Having the belief in the validity of Karl Marx's dialectical stages of socio-economic development that was to advance from slavery to feudalism to capitalism and then to socialism and finally to communism, these social psychologists have come to believe that dialectical stages in the psychological realm have equal validity. Out of this came the belief that they could achieve their aims by dialectical stages of operant conditioning by words, just as the Russian Ivan Pavlov maintained could be done to effect the desired behavior. B.F. Skinner and other behavior psychologists like Carl Rogers and William R. Coulson, represent the American branch that has common roots with Pavlov in the works of Wilhelm Wundt, the so-called founder of experimental psychology at Leipzig University in the nineteenth century. Dialectical stages of operant conditioning by words, written and verbal, describe the incremental step-by-step method for gradually changing the traditional system of beliefs, attitudes and values into its virtual opposite which is almost entirely negative, expressed as this is in "The Authoritarian Personality". Basically, this seems to be what is going on in the elementary schools in America.

Despite the many books by authors critical of what is going on in American Education and the horror stories which are related by parents, the Education Cartel seems to proceed on its way as if impervious to criticism. The recent "National Standards for United States History", is an example of the long-standing effort by the Education Cartel to rewrite all of the textbooks in the nations schools in order to gradually change the traditional American system and values. The defenders of traditional education have yet been unsuccessful in stemming the tide of "psychological manipulation" and "indoctrination" that is a part of the Affective Domain. Instead of focusing on techniques and processes as is currently being done, the only certain way for the defenders of traditional education to succeed is for them to learn to articulate the ideological connections between Affective Education and its origins as outlined herein. The focus of such articulation is to discredit, delegitimatize, and embarrass the Education Cartel before the eyes of the American people - the court of last resort. For in the final analysis, only after the American people express an adequate degree of moral outrage will the nation's political leaders gather enough courage to restore traditional education to its rightful place in the scheme of things.

