

By Charlotte Thomson Iserbyt

SOVIETS IN THE CLASSROOM: America's Latest Education Fad

Education Agreements with the Soviet Union

Is the repugnant act of burning the American flag more damaging to our nation's political integrity than letting the Soviets into our classrooms, in person, on video, or through U.S.-Soviet jointly developed curricula?

One would think so considering the extensive establishment media coverage given the flag decision compared to the *wall of silence* built around the Soviet Invasion of American classrooms.

Maybe America needs a Supreme Court decision, similar to the flag-burning decision, saying it's legal to let the Soviets teach our children and to "put up statues of well-known Soviet cultural figures in our parks," as called for in the General Agreement between the U.S.A. and the U.S.S.R. on Contacts, Exchanges and cooperation in Scientific, Technical, Educational, Cultural and Other Fields, signed in 1985 and 1988 at Geneva and Moscow, respectively. The media might find it impossible to "cover up" a Supreme Court decision.

Perhaps if Americans knew about and understood the deep significance of these agreements, their outrage might even exceed that demonstrated over the flag decision. They might even call for a fully televised Congressional investigation leading to cancellation of all education agreements with the Soviets (government as well as with tax-exempt private foundations).

The agreements call 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 U.S.S.R."

What do the Soviets, who kidnapped 10,000 Afghan children and shipped them to the Soviet Union for "reeducation" and in the spring of 1989 used poison gas and sharp-

ened shovels to disperse a nationalistic demonstration in Soviet Georgia, killing at least twenty persons and injuring 200, have to offer our children in the way of school materials? What does a country which, according to an "out-of-print" 1987 AFL-CIO book *Cruel and Unusual Punishment—Forced Labor in Today's USSR*, holds tens of thousands of political prisoners in Soviet prisons, labor camps, and psychiatric hospitals and between four and five million non-political prisoners in slave labor camps, have to offer our children in the way of school materials? What does a country which publishes children's books for disinformation purposes overseas and, in the case of books distributed in India, portrays Americans as "rich, uncaring, and prejudiced, and compares us with the Brahmin caste, which is the ruling caste much resented by the disadvantaged in India," have to offer our children in the way of school materials? ¹

Contrary to the media's portrayal of political change in the Soviet Union, the August 1986 issue of *Comparative Education Review*, in an article entitled, "Aspects of Socialist Education—the New Soviet Educational Reform" states that the Soviet reform movement recommends the "intensification of ideological education." A June 2, 1986 Washington *Times* article entitled "Russian Education Obsolete" says in a discussion of education reform "The specialist of today should have thorough Marxist-Leninist training." Professor Adam Ulam, the distinguished director of Harvard's Russian Research Center, reports that "one of the principal goals of military patriotic education is to counteract any pacifist tendencies, to teach all Soviet citizens, from the youngest children to pensioners, that they must be prepared at any moment to fight for socialism...the determination to instill explicitly military values in the schools comes through with equally striking clarity in textbooks and manuals used by teachers." Soviet General Popkov wrote in August 1986 in a regional military paper *Sovetskiy Voin* that "the schools are taking on ever increasing importance in military and patriotic indoctrination. Party documents on school reform define an extensive, scientifically-based program for this work." ²

In light of the above information, which contradicts Gorbachev's *glasnost/perestroika* propaganda, why has our government

signed education agreements calling for extensive cooperation with the Soviets in curricula development, exchanges of educational materials, and the conducting of joint studies?

Why are Soviet educators permitted to do what U.S. Department of Education educators are forbidden by law to do — involve themselves in curricula development?

Why did the U.S. Department of State authorize the unelected, tax-exempt Carnegie Corporation, a long-time and well funded advocate of disarmament and "world interdependence" to negotiate with the Soviet Academy of Sciences, which is known to be an intelligence-gathering arm of the KGB, regarding "curriculum development and the restructuring of American education?" Is it because "privately endowed foundations can operate in areas government may prefer to avoid" as stressed by Dr. David Hamburg, President of the Carnegie corporation, psychiatrist, and chief negotiator for the exchange agreement, in an interview with the Los Angeles *Times*, June 12, 1987? (Col Oliver North's "operations in the areas government preferred to avoid" resulted in a fully televised multi-million dollar Congressional investigation.)

Rep. Lee Hamilton (D-IN) said during the Iran-*Contra* hearings, "The use of private parties to carry out the high purposes of government makes us the subject of puzzlement and ridicule." Shouldn't he be asked why "the use by our government (State Department) of private parties (tax-exempt Carnegie Corporation and other foundations) to carry out the high purposes of government does not similarly make Congress the subject of puzzlement and ridicule?"

A Few Examples

A complete listing of the many shocking exchange activities taking place as a result of the 1985 and 1988-1991 agreements would require volumes. A few concrete examples should suffice to convince the reader that all proposals called for in the agreements are being faithfully and fastidiously carried out.

1. Cambridge-based Educators for Social Responsibility (ESR) project "Educating for New Ways of Thinking: An American-Soviet Institute." Two such institutes have been held

(one in Leningrad the summer of 1989) at which "Soviet and American educators examined classroom theory and practice in critical thinking about social and political issues and worked on recommendations and resources for improving the ways we teach about each other's country, and on **A Sourcebook for New Ways of Thinking in Education: A U.S.-Soviet Guide** for use by teachers and students in both countries."³

"Critical Thinking" is the latest fad to hit our children's classrooms. N. Landa's *Lenin: On Educating Youth* published by the state-controlled *Novosti Press*, quotes Lenin on "thinking as follows: "To pose a real question means to define a problem which demands a new approach and new research...sometimes accepted truth no longer answers as a solution for a serious and pressing problem. The school should cultivate in pupils the ability to perceive scientifically-evolved truths as stages along the endless road of cognition—not as something stationary and set."

More recently an article in *Education Week*, 4/9/86, entitled "Are Teachers Ready to Teach Pupils to Think," laments the fact that graduating college seniors "show little evolution of alternative view on any issue, tending to treat all opinions as equally good, tending to hold opinions based largely on whims or unsubstantiated beliefs, and hesitating to take stands based on evidence and reason." Summing up a decade of research in the 1960's, O.J. Harvey laments that very high percentages ... (of educators) "operated in cognitive styles grounded in absolute assumptions—viewing reality in terms of good/bad, right/wrong, and either/or, while attributing goodness and truth to wise and all-knowing authorities."

One doesn't have to have a Ph.D. to accurately predict what U.S.-Soviet jointly developed critical thinking curricula will look like. Do American parents want their children exposed to this type of education, especially when it will also be on computer where they can't get their hands on it?

2. The Carnegie Corporation's exchange agreement with the Soviet Academy of Sciences has 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." ("Higher level skills" is often a euphemism for "Critical thinking skills.") Carnegie's 1988 one-year \$250,000 grant is funding implementation of this program, coordinated on the American side by Michael Cole, Director of the Laboratory of Comparative Human Cognition at the University of California, San Diego."⁴

3. The American-Soviet Textbook Study Project began in 1977, was suspended in 1979 when Soviet troops invaded Afghani-

stan, and resumed in 1985 under the Geneva Agreement. At a conference held in Racine, Wisconsin in November 1987, the U.S. representatives acquiesced in the Soviet insistence that American textbooks should present a more "balanced" (i.e. friendly) discussion of Lenin and should give the Russians more "credit" for their role in World War II. A.M. Rosenthal of the *New York Times*, said in a 12/8/87 editorial "American educators solemnly discuss with Soviet educators the mutual need for textbook revision, just as if the state did not censor every single book published in the Soviet Union and the Russians could write as they pleased. That is comedy, if you like it real black."

4. Scholars from the American Council of Learned Societies and the Ministry of Education of the Soviet Union met in the United States in 1986 and agreed to establish a Commission on Education that will be responsible for joint scholarly relations in pedagogy and related fields between the United States and the Soviet Union. Some major joint U.S.-Soviet projects themes are: Methods of Teaching and Learning School Science and Math Subjects Using Computers; Theory of Teaching and Learning; Psychological and Pedagogical Problems of "Teaching in the Development of Pre-School and School-age Children; and Problems of teaching Children with Special Needs."⁵

5. The Copen Foundation/New York State Education Department/Soviet Academy of Sciences agreement that "links students, teachers, administrators in U.S. and Soviet schools by computer and video-telephone lines." Mr. Copen said "Soviet officials are especially interested in studying the effects of telecommunications on intercultural understanding, teaching methods, and learning outcomes, and that the Soviets have assigned five scientists to monitor the project." [6] This agreement should be challenged on constitutional grounds since article I, section 10 of the U.S. Constitution says "No State shall, without the consent of congress ... enter into any agreement or compact with another State, or with a foreign power..."

6. Under terms reached with the Soviet Academy of Sciences the National Science Teachers Association will publish a Soviet science magazine in the United States. Copies of *Quantum* scheduled for publication in September 1989 will be distributed free of charge to gifted and talented children in this country."⁷

7. On December 8, 1987 the independent National Academy of Sciences pledged to help place more than a million computers in Soviet classrooms by the early 1990s."⁸

8. A \$175,000 grant from the United States Information Agency (USIA) to the National As-

sociation of Secondary School Principals, the American Council of Teachers of Russian and Sister Cities International to implement and expanded student exchange program, calling for up to 1500 American high school students to live and study in the Soviet Union each year and an equal number of Soviet students to come to the United States."⁹

9. On March 4, 1989 fifteen Soviet teens and two adult teachers arrived in Aurora, Colorado as part of the Regan-Gorbachev agreements. According to an article by Beth Petersen in the high school newspaper *Raider Revue* "A conflict arose when reportedly a Russian student, Farkhod (who was head of the Komsomol Young Communist League and spokesman for the group) told students in an honors history class "You are all going to be Communists within fifty years. Just remember that every society must be ready for Communism—even America."

10. Students who participate in the Phillips Academy, Andover, Mass. Student exchange with an elite Soviet prep school deep in Siberia, "agreed one characteristic was more striking than any other: and indefatigable commitment to Soviet communism..." One student, Horvath, said "I think in general young people are more committed to the party's ideology than to their parents." Another student, Tom Clyde, said "They seem to think there is going to be a world revolution any day now and the Communist Party will overtake America."¹⁰

The Soviet Union The Only Benefactor

Does our government really believe that the Soviet government is participating in these student exchanges so that their students can be de-programmed and become good little capitalists eager for peace at any price?

Michael Warder of the Rockford institute says "Exchanges are allegedly designed to promote peace." But he points out that as currently devised, "most exchanges are of benefit only to the Soviet Union. In the summer of 1985 a group of 46 Soviets visited the United States on a so-called good will mission. But the 46 were selected, briefed and controlled by Soviet security organs. Each of the 'friendly visitors' had relatives being held hostage at home, lest any of them might consider defecting or deviating from the official Soviet propaganda line. Their trip was paid for by the Soviet government, and among them were Soviet agents." Mr. Warder notes that "Soviet leaders know that if peace propaganda effectively reaches the U.S. public it will result in the congress voting less money for national defense. U.S. groups going to the Soviet Union have no such 'equal' opportunity to reduce Soviet arms expendi-

tures."¹¹ How on target Warders comments have proved to be. Soviet propagandizing of the American people has been so successful that on May 9, 1989 four top Soviet officials were given the red carpet treatment by the House Armed Services Committee. "They appealed for a warmer approach by Washington and asked us to open a second front against the cold War."¹² could their appearance have something to do with the proposed defense budget cuts?

The cost to the American taxpayer, not only in terms of the miseducation of his children, but also in terms of plain hard-earned tax dollars, is immense. (Soviet students coming here are having their travel, living expenses and tuition paid for by our tax dollars, while some of our children cannot afford to go to college).

In 1988 the U.S. Department of State awarded \$4,540,000 to various groups involved in education exchanges with the Soviet Union and Eastern Europe.¹³ This amount, which is probably the amount doled out annually, is just the tip of the funding iceberg, with large annual grants from other government agencies and tax-exempt foundations keeping the controversial exchanges afloat.

It is to be hoped that the tragic Tiananmen Square massacre of Chinese students will result in cancellation of the U.S.-Chinese stu-

dent exchanges, resulting in a lessening of our budget deficit, rather than in a transfer of those tax dollars into the U.S.-Soviet education exchange account.

A Night to Remember tells of the five iceberg warnings sent by wireless to the *Titanic*. When the sixth message "Look out for icebergs," came in, the *Titanic's* operator wired back: "Shut up, I'm busy." Just 35 minutes later, the ship, whose captain had said "God Himself could not sink," was sinking.

We have been warned. Are we, like the *Titanic's* operator, convinced that "God Himself cannot sink America?"

The question Americans must ask themselves is: Why, when the Soviet Union is an economic, political, moral, and social basket case, militarily superior, but internally on the verge of collapse, does the United States seek its assistance in improving our educational system? Those responsible should be required to justify their support for actions which are *not* in the best interest of the United States.

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Charlotte Thomson Iserbyt is Director of Public Relations of the national Citizens Alliance. She has served as Senior Policy Advisor in the U.S. Department of Education's Office of Educational Research and Improvement from 1981 to 1983.

Email: dumbdown@blazenetme.net
Phone: 207-442-0543
www.deliberatedumbingdown.com

Chronological Record

(Taken from "*the deliberate dumbing down of america*"...A Chronological Paper Trail:)

- 1930s: Chamber of Commerce plans for UN, regional government, school vouchers, etc.
- 1932: William Foster, Chairman of the United States Communist Party, has his book, *Toward a Soviet America* published. It calls for everything that has since been implemented in our nation's schools, including the establishment of the U.S. Dept. of Education.
- 1934: Carnegie Corp. plans to change America's free economic system to socialism/collectivism in the New Order. They pilot an 8-Year Study using **Outcome-based Education**.
- 1942: Time Magazine publishes an article revealing plans for the Federal Council of Churches to implement world government.
- 1945: The United Nations is created by a majority of communists. Alger Hiss and his close friend, Canadian General and psychiatrist Brock Chisholm, made statements calling for using the schools (retraining the teachers) to get rid of the conscience (right and wrong).
- 1953: Congress set up the Congressional Investigation of Tax-exempt Foundations. Gaither, President of the Ford Foundation, tells Norman Dodd that foundations receive directions from

- White House in regards to using tax-exempt monies to change America so that it can be comfortably merged with the Soviet Union.
- 1958: Eisenhower signs the first U.S.-Soviet agreements.
- 1965: The **Elementary and Secondary Education Act** moved our pre-1960 excellent education system from academics to behavior modification and values destruction (beginning of OBE/Skinner method).
- 1978: The U.S. Department of Education was created.
- 1981: Due to the Chicago disaster in 1981 when one half of the Chicago inner city school children dropped out due to Benjamin Bloom's ten year **mastery learning** experiment on minorities, Spady et al changed the label to **OBE**. Thus, federal funding of **OBE** began in 1981. (D.I. is the new label for the failed **mastery learning**.) President Reagan implements public/private (corporate fascist) partnerships by creating the President's Task Force on Private Sector Initiatives.
- 1982: President Reagan scheduled to meet with the developer of major Skinnerian **mastery learning** program in the Bronx, N.Y.
- 1984: The federally funded paper entitled "*Shamanistic Rituals in Effective Schools*" by sociologist Brian Rowan, Spady's closest associate was presented at the annual meeting of the American Educational Research Association. It dis-

- cusses conning inner city parents into believing their children are doing well by using "**Effective School Research**" (Pavlovian/Skinnerian ML/DI: teach to the test and manipulation of demographic statistics, etc.) Washington Post article entitled "**Industrial Policy Urged for GOP**" was published May 14, 1984. This article explained involvement of leading Republicans in advocating Republicans shed some of their deep-rooted antipathy to a planned economy.
- 1985: U.S.-Soviet (Reagan-Gorbachev) and Carnegie-Soviet Education Agreements merged the two nations' education systems and set in motion a planned economy.
- 80s & 90s: These were years of involvement of Secretaries of Education, Bell, Bennett and Alexander, and President George Bush, Sr. in **America 2000**. Clinton continued **America 2000**, implemented by Secretary Riley, under the new name, **Goals 2000**.
- 1990s: Carnegie Corp.'s Marc Tucker, governors, corporations, etc. implemented **Goals 2000** lifelong learning out of UN and Soviet-style STW across country during nineties.
- 2001: President George Bush, Jr., embraced by Senator Ted Kennedy, MA and Congressman George Miller, CA, call for passage of **H.R. 1, S. 1**, which completes a socialist takeover. This is the final nail in the coffin. Has anyone looked inside to see who is being buried.

By Charlotte Thomson Iserbyt. SOVIETS IN THE CLASSROOM: America's Latest Education Fad. Education Agreements with the Soviet Union. Is the repugnant act of burning the American flag more damaging to our nation's political integrity than letting the Soviets into our classrooms, in person, on video, or through U.S.-Soviet jointly developed curricula? Contrary to the media's portrayal of political change in the Soviet Union, the August 1986 issue of Comparative Education Review, in an article entitled, "Aspects of Socialist Education" the New Soviet Educational Reform states that the Soviet reform movement recommends the intensification of ideological education. Education in the Soviet Union was organized in a highly centralized government-run system. Its advantages were total access for all citizens and post-education employment. The Soviet Union recognized that the foundation of their system depended upon an educated population and development in the broad fields of engineering, the natural sciences, the life sciences and social sciences, along with basic education. It's definitely not a passing fad. Other educators believe BYOD can promote greater participation in the classroom. "Children are spending more time on screens (than ever before)," said Cecelia Westby, dean of the School of Education at Rasmussen College. "We use technology intentionally to promote a child's growth and development, and as part of the curriculum." The National Association for the Education of Young Children agrees that when technology and interactive media are used intentionally and appropriately, it supports learning and development in young children. In addition, school districts looking to stay ahead of the curve are adopting BYOD in an effort to appear technologically savvy and forward-thinking, which can then attract families from outside the district.