

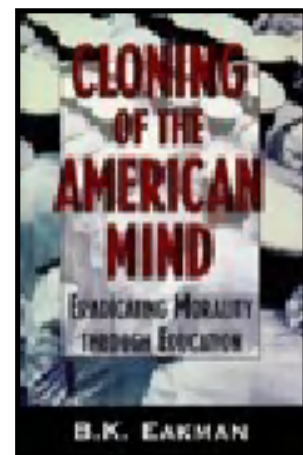
INTRODUCTION, THE MINDS BEHIND THE MANDATES

Cloning of the American Mind by B. K. Eakman

Beverly continues in the in-depth examination of **PSYCHOGRAPHICS**.

Returning to the roots of what she calls “the long-standing struggle¹”, Ms. Eakman describes the origin of the shift of schools away from academics and scholarship to socialization and guardianship. Eventually, this “struggle” was aided by the National Education Association (NEA) and the American Federation of Teachers (AFT) – both of which profited greatly from the proceeds of unionizations.

Growing in power or dominance, the union continued this “struggle” by essentially extorting all teachers to enlist in the union. At the same time (1960’s to 1970’s), education continued a transition that included more accountability in the form of statistics. The process was perhaps aimed at increasing course performance through legislated testing and reporting standards; but the actual reporting – at the least – could be “massaged” so as to at least give the appearance of achieved goals though while disguising the fact “that knowledge” had declined.



The author continues with other changes that, collectively, are described with some degree of cynicism – as though to underscore the folly – or fall from traditional academics.

The transition or changes lead created other problems as she notes:

As time went on, good, responsible parents became less trusting of the schools, and finally apathetic. Statistics began showing that after a child’s fourth year in school, parental interest dropped dramatically. By the late 1970’s, day care was a booming business, and educators were becoming “agents of social change” and “facilitators of learning”.

By the 1990’s, other problems were being publicized in the form of teaching performance and effectiveness. An article in *U.S. News & World Report* was entitled “Why Teachers Don’t Teach: How Teacher’s Unions are Wrecking Our Schools”.

Again, Beverly brings to light much matter warranting concern (with some cynicism) in the general context of changes to the bring the reader the genesis of **PSYCHOGRAPHICS**.

¹ The origin included John Dewey, Edward Thorndike, and James Russell’s “progressive education of the 1920’s.”

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Intentionally bypassing much of the earlier history however, the term and its meaning are rooted in “behavioral conditioning” – which she describes as a technique long ago advanced by B. F. Skinner and others that has developed into a methodology for behavior modification. Imposed in testing and other education materials, this methodology can “specifically target belief systems”.

As to the applications of this methodology – or the intentions within school systems are elsewhere – the general meaning of it seems to be that it can be used to alter or retrain students in their social views, morals and ethics. Further, that the methodology has been at the center of policy changes that focus on the worst rather than the best of the class and, in the process, has created

...a creeping tyranny that increasingly is institutionalizing itself, in the name of combating illiteracy, crime, teen pregnancy, and a host of other “emergencies” created in large part by those who supposedly are now working to contain them.

Now to begin Part I...