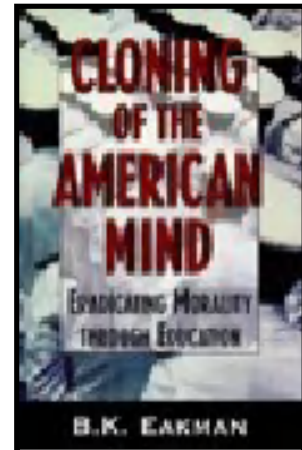


PROLOGUE

Cloning of the American Mind by B. K. Eakman

To add to the depth and degree of this lengthy book, a prologue is included for the reader. I am certain that much work will go into the summary of each section of the text – if just to wade through the volume...and the volume.

Beginning with the clandestine and coercive conduct of data collection among government sectors, Ms. Eakman *goes to work* to invoke the suspension if not skepticism of data collection in masse. One administration checking on the last, one sector on the other – and all this cloak & dagger to potentially dig-up – or fabricate – some *dirt* about this or that...



Turning to education, a possible similarity of *data in suspect* occurred in Pennsylvania in the mid 1990's. Described as a Educational Quality Assessment (EQA), the standardized testing turned out to be used for anything but knowledge. Such a test and application is not limited to this example – according to the author – but has popped-up in numerous if not many school states and school districts. In the mix and maze of such testing, the apparent understanding is that:

Most people today suspect that education is not really about literacy, or “basics”, or proficiency at anything. What is less well understood is that there exists in this country, and indeed throughout the industrialized world, what can be best described as an “ILLITERACY CARTEL”.

Okay, what is an “illiteracy cartel? She explains:

The ‘cartel’ derives its power from those who stand to benefit financially and politically from ignorance and educational malpractice; from the frustration, the crime, the joblessness, and social chaos that mis-education produces. The social work and remedial textbook publishing industries are just two examples of such beneficiaries, but they do not comprise the Cartel itself.

She concludes: **“This Cartel in America is built around an out-of-control psychographic consulting industry.”**

According to Ms. Eakman, **PSYCHOGRAPHICS** has been around for some time in the description of “psychographic consulting/information brokerage industry”. Further described as a combination of behavioral science and psychiatry aimed at reforming education, the true nature or purpose is to

...hold an entire population hostage to a set of quasi-political, psychological criteria...by predicting children’s job prospects on whether or not they hold “acceptable” worldviews and opinions.

Prologue

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The possibilities and potential with **PSYCHOGRAPHICS** are coarsely described as “the holy grail of social engineering” – which is to suggest that this science has “evolved to the point where analysts are able to predict probable future behavior and turn their findings over to those in a position to act on such predictions.” As the “holy grail” is understood to possess power (of life), so too does this science possess the potential for power...over people. Under the title of “mental health” or “student assessment” – and with financing made possible through federal grants – the industry is able to both market and distribute such methods of mal-intent.

One outcome of such methods has been the transformation of public attitude and perception toward parenting. She explains:

...Over the past 30 years, social and domestic policy has focused almost exclusively upon the irresponsible, negligent, and abusive element (of parenting). So when education policymakers hear the term “parents”, they’re thinking of negligent, abusive, and irresponsible people...

In my book, Psychographics seems like some kind of sophisticated brainwashing – an indoctrination of the general populace to some intention (s) of some evidently few and powerful sources. This assumed system (as I choose to call it) has **all the trappings of a well-planned and propagandized program**. Ms. Eakman identifies its four principles:

- 1. REDEFINING**
- 2. REDIRECTING**
- 3. CONSENSUS-BUILDING**
- 4. MARKETING**

With only a brief description of this science called **Psychographics**, the central question is, “**so what?**” Why should such insidious and systematic programs aimed at both delving and directing the personal lives of young lives be of concern?

Well, to answer this question, my understanding must be increased through the balance of the book; but with little to go on, the author touches on the fact that such systems encroach on the “constitutional right to freedom of conscience”. What’s more, these systems are using children as more than *guinea pigs* in a science experiment; the systems are shaping their young lives on the basis of intelligent, insidious marketing. In this concern and outcome, the author advises the reader to consider the issues (presented in the book) where elementary and secondary schools are non-institutions of learning, but “**as sieves through which the entire future population must pass in order to find a place in society.**”