

Communist Core for International Fascism

The so-called reforms of our system of education and the redesign of our schools to build an integrated school-workforce development system with a cradle-to-grave tracking system for national 'human resource management' began in 1965 with Lyndon Johnson's Great Society and the passage of the Elementary and Secondary Education Act (ESEA) of 1965. But that was just the beginning of nationalization of the administration of the schools. The changes to the mission of the education system actually goes back to the turn of the prior century.

In 1985 William Brock was the U.S. Trade Representative. He initiated the Uruguay Round of trade talks which culminated in the creation of the World Trade Organization with the senate ratification of the Marrakesh Agreement in 1994. The WTO rules call for the free movement of goods and services across borders. A "service" boils down to be a person or a job so in effect, the U.S. Senate voted to dissolve our borders for commerce – the free movement of goods and "services" across borders and to put us under a global regulatory system managed by international organizations – effectively transferring economic sovereignty over to them.

How this relates to the redesign of the education system is that after leaving the U.S.T.R. position, Brock was appointed to be the Secretary of Labor where he commissioned the Hudson Institute to study the impact on our domestic businesses and domestic labor force of globalizing our economy. *Workforce 2000, Work and Workers for the 21st Century*¹ was the title of the report the Institute produced. It was published in June of 1987. He then left government service to start his own consulting company where he worked with the National Center on Education and the Economy (NCEE) to produce reports that provided the justification for a new education system. The first report they published as the Commission on the Skills of the American Workforce was *America's Choice: High Skills or Low Wages*² (1990) – promoting the idea that reform was needed because the American school system was based on Taylorism and we needed a higher quality program to "compete" globally. Since the implementation of the redesigned system is vocational education, in effect, they were selling one idea in public while designing and ultimately building the opposite. The reason they did that was because of what was going to happen to our economy and our country under the WTO system of world trade as it was predicted in the Hudson Institute study.

When Brock left the Labor Department, Elizabeth Dole was appointed to replace him as the Secretary of Labor. Elizabeth Dole initiated a Labor Department initiative called the Secretary's Commission on Achieving Necessary Skills (SCANS)³ which was the initiation of the project to transform our system of education into a training system for workers. This project was business-led with business leaders becoming "the customers" of the

schools and the children demoted to “products” - merely factors of production in a supply chain management system for labor.

A little more history is in order to understand why the Labor Department would get involved in the education system. Around the turn of the twentieth century, a group of businessmen decided that there should be a world system of international law and unrestricted trade across borders. These businessmen ultimately formed the International Chamber of Commerce and the U.S. Chamber of Commerce. The Versailles Treaty that ended World War I included language to begin the process of building those international institutions. The result was the League of Nations. The League of Nations failed but was replaced by the United Nations in 1945.

The international system of “governance” was to include a triad of institutions for global economic regulatory authority with specialized agencies for labor, finance and trade. The International Labor Organization (ILO) originally chartered under the League of Nations reconstituted themselves under the UN system in 1946. The U.S. Senate ratified the convention in 1948. The framework for the international financial system was negotiated and the conventions were written in Bretton Woods, New Hampshire. That conference produced language to create the World Bank and the International Monetary Fund. The third part of the triad for international trade was negotiated in Havana, Cuba in 1947 and became known as the Charter of Havana. The Charter of Havana was submitted to the U.S. Senate in 1948 under the name, Charter for the International Trade Organization (ITO). The Charter was withdrawn in 1950 because the Senate refused to ratify it due to concerns for the sovereignty of our nation.

The negotiating framework produced at Bretton Woods became known as the General Agreement on Trade and Tariffs (GATT). Over the next 44 years, GATT was used as the negotiating framework for successive trade rounds which were incremental steps towards building the international legal system for unrestricted commerce across borders that ultimately led to the creation of the international institution for world trade that we now know as the World Trade Organization that was created as a result of the Uruguay Trade Round that was initiated by William Brock.

How this relates to our system of education is in the philosophy of the purpose of education. With the ratification of the agreement to create the World Trade Organization and the completion of creation of the triad of institutions for international commerce, Western Civilization lost. The purpose of education fell under the purview of business and labor leaders with the result being the transformation of our system of education to be a vocational system of worker training for a global labor market for unrestricted international commerce.

Global Competition

Michael E. Porter, a Harvard University professor, head of the Institute for Strategy and Competitiveness at Harvard Business School and founder of the Monitor Group was/is the guru on competition and strategy and probably when the decision was made to initiate the Uruguay Round to trade talks, he stepped up his game into global competition and strategy. In a 1990 paper titled *Competitive Advantage of Nations* based on a book of the same name, he notes the fact that business was demanding “more government support” and that what was needed was a new theory competition that included competition among nations. In this report in the section titled, *What is National Competition?*⁴, Porter wrote

“The only meaningful concept of competition at the national level is productivity. The principal goal of a nation is to produce a high and rising standard of living for its citizens. The ability to do so depends on the productivity with which a nation’s labor and capital are employed. Productivity is the value of the output produced by a unit of labor or capital. ... International trade and foreign investment can both improve a nation’s productivity as well as threaten it. They support a rising national productivity by allowing a nation to specialize in those industries and segments of industries where its companies are more productive and to import where its companies are less competitive. The ideal is to deploy the nation’s limited pool of human and other resources into the most productive uses.”

Although Porter doesn’t say it directly, business rather obviously, reduces the calculation to the productivity of capital because they are not in the business of social concern for standard of living. The net effect of Porter’s work was the message – don’t compete – cooperate in those areas where an advantage can be obtained between companies and for local communities and public officials to “partner with business” to attract and retain businesses while selling it to the public on appearances – the social concept of “place” (See Doug Henton, Collaborative Economics and Richard Florida, social entrepreneur).

How this relates to the education system is when Porter gets around to marketing the concept of Cluster Reports. Cluster Reports are studies of the businesses of the local economy and to identify their supply chains and labor requirements. In many cases, the Chamber of Commerce commissions or does the Cluster Report themselves. The integration of education and “workforce development” occurs when the education system is changed to accommodate the labor requirements of local businesses. This amounts to a conversion of the system of education of children to be a vocational training system for business.

A cluster is a general ‘line of business’ category. Education clusters correspond to these business clusters.

The SCANS project mentioned above, for conversion of the schools to become institutions of training workers included a report titled, *Learning a Living*⁵ which was the implementation guide for the integration of education and workforce development. On page 18 of the report, under the sub-heading of ‘Reinventing Schools’, was written: “*Workplace know-how (the SCANS foundation and workplace competencies) should be taught the entire continuum of education, from kindergarten through college*”.

In 2002, Idaho Governor Dirk Kempthorne published a report presumably based upon the initiatives of the National Governor’s Association annual meeting that was held in Boise titled *Idaho’s Generation of the Child*⁶. At the bottom of page 69 of the report, under the heading of Idaho Workforce Development Council, it lists the role of the Council:

“The primary role of the Council is to advise the Governor and the State Board of Education on strategies design to yield high quality workforce investment services for Idaho’s businesses, job seekers and students”.

Goals: Establish a comprehensive workforce delivery system... Supports a comprehensive educational system for all students that includes rigorous school-based learning and relevant work-based learning. The Council assumed the role of the “School-to-Work” collaborative team, overseeing the implementation of school-based and work-based initiatives to provide comprehensive education and training for youth... Provide opportunities for and encourage life-long skill development for Idaho’s current and transitional workforce. Operating under the umbrella of IdahoWorks, Idaho’s workforce development partners collaborate to ensure all workers and their families have the opportunity to participate fully in the workforce...

In a powerpoint presentation prepared by the Idaho Workforce Development Council⁷ in 2008, career clusters for Idaho schools were identified as follows:

Marketing Sales & Service	Health Science
Law, Public Safety & Security	Finance
Agriculture, Food & Natural Resources	Business Management & Administration
Government & Public Administration	Science, Technology, Eng., & Math
Transportation, Distribution & Logistics	Information Technology
Education & Training	Human Services
Architecture & Construction	Hospitality & Tourism
Manufacturing	Arts, A/V Technology & Communications

Another report produced by the Idaho Division of Professional-Technical Education was Technology, Life and Careers for Grades 6 and 7⁸. In the introduction, the authors wrote the following:

The curriculum development process undertaken by the Idaho Division of Professional-Technical Education involves active participation of industry personnel and educators. For development of the Technology, Life and Careers curriculum, where employability of students who complete this course is not a direct expected outcome, the committee members were teachers, counselors, and administrators, all who have had direct experience in the classroom. The original framework was developed by a committee of professional-technical education personnel....The list of tasks and competencies prepared by committee members reflects the knowledge and skills currently recommended for middle school students. Students who complete this experience will be well prepared to complete a recommended student learning plan for their high school experience.

Indicators are grouped according to competencies that all students will need and will apply to all Career Clusters. These competencies are used as the basis for instruction. Teachers in professional-technical and family and consumer sciences education are encouraged to plan and teach with other exploratory area teachers as well as core area teachers whenever those partnerships can be arranged...The result of the work of the curriculum committee members is this statewide curriculum guide.

The most recent conversion element to the redesign of the schools for vocational training is the implementation of Common Core. As a matter of simple logic, with the schools being converted to vocational training with vocation selection beginning as early as the 6th grade, a core curriculum of foundational skills was required as a function of general education common to all career paths and that's what Common Core is about.

On the Common Core State Standards Initiative website, exemplars are provided to allow the public to review the materials that will be taught to children as part of the core curriculum. The following is a story from Appendix B, English Language Arts, Sample Text Exemplars⁹, for reading for Grades 2&3,

My Father's Dragon

From Chapter Seven "My Father Meets a Lion"

"Who are you?" the lion yelled at my father.

"My name is Elmer Elevator."

“Where do you think you are going?”

“I’m going home,” said my father.

“That’s what you think!” said the lion. “Ordinarily I’d save you for afternoon tea, but I happen to be upset enough and hungry enough to eat you right now.” And he picked up my father in his front paws to feel how fat he was.

My father said, “Oh, please, Lion, before you eat me, tell me why you are so particularly upset today.”

“It’s my mane,” said the lion, as he was figuring out how many bites a little boy would make. “You see what a dreadful mess it is, and I don’t seem to be able to do anything about it. My mother is coming over on the dragon this afternoon, and if she sees me this way I’m afraid she’ll stop my allowance. She can’t stand messy manes! But I’m going to eat you now, so it won’t make any difference to you.”

“Oh, wait a minute,” said my father, “and I’ll give you just the things you need to make your mane a tidy and beautiful. I have them here in my pack.”

“You do?” said the lion, “Well, give them to me, and perhaps I’ll save you for afternoon tea after all,” and he put my father down on the ground.”

My father opened the pack and took out the comb and the brush and the seven hair ribbons of different colors. “Look,” he said, “I’ll show you what to do on your forelock, where you can watch me. First you brush a while, and then you comb, and then you brush again until all the twigs and snarls are gone. Then you divide it up into three and braid it like this and tie a ribbon around the end.”

As my father was doing this, the lion watched very carefully and began to look much happier. When my father tied the ribbon he was all smiles. “Oh, that’s wonderful, really wonderful!” said the lion. “Let me have the comb and brush and see if I can do it.” So my father gave him the comb and brush and the lion began busily grooming his mane. As a matter of fact, he was so busy that he didn’t even know when my father left.

With the understanding of the conversion of the system of education to be a vocational worker training system, it doesn’t take much to see that the story is about the career of hair dressing with a secondary message about grooming, the introduction of a term ‘elevator’ although the use of it as a name introduces a factor of confusion, and with a title of the story that has nothing to do with the story.

The next story following *My Father's Dragon* is titled *The Fire Cat*. It's about the job of a Fireman, the Firehouse, the fire bell, etc.

The point is, there is a consistent thread with the objectives stated in the Labor Department's SCANS reports to convert the schools to worker training. That's the reason the Chamber of Commerce has involved themselves in the business of education and it's not national, it's international.

The International Chamber of Commerce and their national subsidiaries have been waging a subversive war on nation-state sovereignty since their first international congress Liège, Belgium in 1905. The creation of the World Trade Organization has brought them to the pinnacle of power in their drive for a fascist system of international management of the world with an international labor component imposing a communist management system for the "workers of the world".

That's why we must stop Common Core, reverse the redesign of the schools and destroy the entire administrative structure that has been built by and for international fascism. That would be a first step towards the restoration of western civilization and the restoration of freedom for humanity.

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¹ William B. Johnston, Arnold E. Packer and others, Hudson Institute, June 1987, *Workforce 2000: Work and Workers for the 21st Century*,

http://www.channelingreality.com/Education/SCANS/1987_Workforce_2000_Packer.pdf

² The commission on the Skills of the American Workforce, National Center on Education and the Economy, 1990, *America's Choice: high skills or low wages!*,

http://www.channelingreality.com/UN/Education/High_SkillsLow_Wages.pdf

³ Carol E. Copple and others, Pelavin Associates, Inc. for the Department of Labor, June 1992, *SCANS in the Schools* http://www.channelingreality.com/Education/SCANS/SCANS_in_the_Schools_ED349458.pdf

Also see Background originally posted on the Career and Technical Education, National Research Center, *Implementing SCANS*, http://www.channelingreality.com/UN/Education/SCANS_NCCTE_Background_1.pdf

⁴ Michael E. Porter, Harvard Business Review, March-April 1990, *The Competitive Advantage of Nations*, http://www.channelingreality.com/CORE/Other_Areas/Porter_Competitive_Advantage_of_Nations90211-PDF-ENG.pdf

⁵ Secretary's Commission on Achieving Necessary Skills, U.S. Department of Labor, *Learning a Living: A blueprint for high performance*,

http://www.channelingreality.com/Education/SCANS/1992_Learning_a_Living.pdf

⁶ Governor Dirk Kempthorne, NGA 2002, *Idaho's Generation of the Child*,

http://www.channelingreality.com/education/Kempthorne_Generation_of_the_child.pdf

⁷ Workforce Development Council, Idaho Professional-Technical Education, January 15, 2008, Career Clusters, http://www.channelingreality.com/Competitiveness/Idaho/Idaho_CareerClusters.pdf

⁸ Idaho Division of Professional-Technical Education, June 2004, Technology, Life and Careers, Grade 6 & 7, http://www.channelingreality.com/Competitiveness/Idaho/Mike_Rush_6-7_Grades_TechLifeCareersTCR04.pdf

⁹ Common Core State Standards, English Language Arts Standards, English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects, Appendix B: Text Exemplars and Sample Performance Tasks, http://www.corestandards.org/assets/Appendix_B.pdf