**PART 5 THE MONEY MATRIX: Education (1954-Present)**

by Sue Peters

“When a commercial bank makes a loan contract with a borrower, the bank CREATES the deposit in the borrower’s account.” Have you repeated this fact 15,000 times yet? Banks CREATE what we use as money. Those who control this ‘money power,’ have slowly changed the education of our children.

This control of the banks by wealthy elites goes back to the end of the 19th century, when financial-industrial cartels(2), run by names like J.P. Morgan, John D. Rockefeller, Andrew Carnegie, etc., used the ‘money power’ to take over the American economy. These financiers created tax-exempt foundations to shield their wealth from taxes but, more importantly, to allow it to grow and grow. Their growing wealth has been used, gradually, to change the education of our youth.

**Tax-Exempt Foundations: Philantrophy as Social Engineering**

The previous article in this series, **THE MONEY MATRIX: Education (1914-1954),** started to trace the foundation grants to organizations in the civil society. This same article described the 1954 Reece Committee Report. On page 141 of its 432 pages is: “By manipulating society you can change not only society itself but also the people in it. Theoretically a society could be completely made over in something like 15 years – the time it takes to inculcate a new culture into a rising crop of youngsters.”(3)

Let’s follow the trail of foundation money from the Reece Committee to the present.

**Reminder: What has always been education**?

Always keep in mind the nature of humans, and what we want our children to experience in their growing knowledge of the world. Parents, of course, want their children to learn the 3 R’s – reading, writing, and arithmetic. If a child can read, write, and compute, he can do just about anything he wishes, and able to control his destiny. The child develops his intrinsic curiosity, creativity, and individual power.

Here are the words of a thinking human being, Jon Rappaport, long-time investigative reporter: “Since the advent of organized education on the planet, there has been one way of teaching young children...until recently. Explain a new idea, produce scores of examples of that idea, and get the students to work on those examples and come up with the right answers. Subtraction, division, decimals, spelling---it all works the same basic way… The upside is, when you explain a concept to a child, and you then take him through many exercises designed to help him understand that concept, he'll achieve a victory. Then you’ll see the lights go on in his mind.”(4)

In other words, the child is developing his thinking muscle, connected to the facts presented by the teacher.

**Introduction of ‘Progressive’ Education**

However, the financial elites had another goal for our children – not to empower them with their intrinsic abilities as a human, thinking being, but to dumb them down.

First, let’s hear again from Jon Rappaport on the new education: “It's a method of teaching that surrenders ground on each key concept, deserting it before it's firmly fixed in the mind of the student… It hops around from idea to idea… Not enough examples. Not enough exercises… Look at what happens when a student emerges from school with a half-baked, dumbed-down education. He can sort of read. He can sort of write. He sort of understands arithmetic. He tries to skate through the rest of his life. He fakes it.”(5)

This is cruel. But, for the financial elite, it gives them a compliant population - a population that can be manipulated, using stimulus-response techniques. And since World War II, the plan has been to gradually introduce the computer into the classroom – the perfect delivery vehicle for stimulus-response.

**Technology as Brainwashing**

This stimulus-response method bypasses the brain. Without using your brain, how does an individual know the truth of the world? He doesn’t.

In 1960 the National Education Association published Teaching Machines and Programmed Learning: A Source Book, which included a chapter entitled ‘The Science of Learning and the Art of Teaching by B.F. Skinner’. The chapter included: “Once we have arranged the particular type of consequence called a reinforcement, our techniques permit us to shape the behavior of an organism almost at will… In all this work, the species of the organism has made surprisingly little difference… Comparable results have been obtained with rats, pigeons, dogs, monkeys, human children… this has been achieved by analyzing the effects of reinforcement and by designing techniques which manipulate reinforcement with considerable precision.”(6)

The next year 1961 the Foundation for Research on Human Behavior published Programmed Learning: Evolving Principles and Industrial Applications. In the section entitled “Principles of Programming” is written: “It is indeed true that this book would never have been conceived without the well-known and perhaps undying work of Professor Skinner…. It is largely through Professor Skinner’s work that all this theory and excitement about teaching machines and programmed learning has come about… through the process of reinforcement, new forms of behavior can be created with a great degree of subtlety…”(7)

**From the 1960’s: Federal Funds to States**

The U.S. came out of the New Deal and World War II with a greatly expanded federal government in Washington D.C.

In 1965, the Elementary and Secondary Education Act (ESEA) was passed by the U.S. Congress. “This marked the end of local control…”(8) Federal funds began to flow to the states. In 1974, the Office of Education of Health, Education, and Welfare (HEW) created the National Diffusion Network to promote government-approved educational programs. It received Congressionally approved appropriations ranging between $8-million and $14-million per year, for 20 years.

**Reagan’s Public-Private Partnerships**

Early in 1981, President Reagan set up a President’s Task Force on Private Sector Initiatives in the White House which,

in effect, started the ball rolling for public-private partnerships. These contracts are a merger of the private and public sectors – similar to a corporate-run state. “Membership listed on The White House letterhead read like a “Who’s Who” of individuals in government agencies, universities, tax-exempt foundations, non-governmental organizations, business, media, labor unions, and religion… William J. Baroody, Jr., president, American Enterprise Institute … Terence Cardinal Cooke, archbishop of New York… Michael S. Joyce, executive director, John M. Olin Foundation… Arthur Levitt, Jr., chairman, American Stock Exchange; Richard W. Lyman, president, Rockefeller Foundation… William C. Norris, chairman and CEO, Control Data Corporation… C. William Verity, Jr., chairman, Armco Steel, Inc… William S. White, president, C.S. Mott Foundation.”(9)

Public-private partnerships aid in the creation of unelected task forces at all government levels, transferring policy-making and implementation from the public tax-supported domain into the private or business sectors.

**Project B.E.S.T. - Basic Educational Skills through Technology**

In 1981, the Reagan White House supported a federal grant of $855,282 to AECT (Association for Educational Computing and Technology), a spin-off from the National Education Association (NEA), for Project BEST – Basic Educational Skills Through Technology. An explanatory brochure said: “Project BEST is a cooperative effort involving both the federal, state, and local government and the private sector in the planning and use of modern information technologies to improve the effectiveness of basic skills, teaching and learning.” In other words, this is a “private-public partnership”. The ‘private’ part is IBM, Microsoft, Apple, and the many non-profits and NGO’s funded by the tax-exempt foundations.

During Reagan’s first term, a whistleblower in the U.S. Department of Education, Charlotte Iserbyt(10), leaked an internal document called “Project BEST Dissemination Design Considerations”, which said:

“What We Can Control or Manipulate? = State participation/selection process

 Role of advisors

 Content of program

 Training of state leaders

 Resource people utilized

 Basic skills content areas emphasized

 Perception of need to use technology”

**Today**

Over the decades since 1981, funding from Washington D.C. and the foundations, along with the public-private partnerships, has given control over education to centralized unelected groups. The use of technology in the classroom, along with its stimulus-response programming, has increased. Many classrooms no longer have textbooks, but only computers.

In 1984, an educator and technologist, Dr. Dustin H. Heuston, wrote: “Won’t it be wonderful when the child… can have the equivalent of the finest school in the world on that terminal and no one can get between that child and the curriculum?”(11)

**SOURCES**

(1) Published by: Federal Reserve Bank of New York, Capital Stock Master Report. Issued: 1/26/2006. 3 pages.

 In this report is reported the following:

 Total taxable shares % of Total taxable shares

 Federal Reserve Bank of New York 72,867,613 100

 JPMorgan Chase Bank, NA 36,232,107 50

 Citibank, NA 17,146,569 23

 Two Wall Street banks own three-fourths of the most powerful central bank in the world.

(2) Peters, Susan. “DEBT DRIVES WAR AND WAR DRIVES DEBT: The Powers of Bank Credit Creation during World War I.”

 Valatie, New York: American Monetary Institute, 2019. Available at monetary.org.

(3) United States. Congress. House. Select Committee to Investigate Tax-Exempt Foundations and Comparable

 Organization. Final Report. Washington: U. S. Govt. Print. off., 1954. Known as the Reece Committee Report

 (1954 Congressional Record – 432 pp), p. 141.

(4) Jon Rappoport, “The vaccinated sheep are being taken for a ride; how long before they jump off the train? Never?”,

 2021-09-16. https://blog.nomorefakenews.com/2021/09/16/the-vaccinated-sheep-are-being-taken-for-a-ride/

(5) Ibid.

(6) (Department of Audio-Visual Instruction, National Education Association: Washington, D.C., 1960), edited by A.A.

 Lumsdaine (program director of the American Institute for Research and professor of education at the University of

 California in Los Angeles) and Robert Glaser (professor of psychology at the University of Pittsburgh and research

 advisor at the American Institute for Research), p. 103.

(7)(Foundation for Research on Human Behavior: Ann Arbor, Mich., 1961) edited by Jerome P. Lysaught.

(8) Charlotte Thomson Iserbyt, *the deliberate dumbing down of america: A Chronological Paper Trail*

 (Conscience Press: Ravenna, Ohio, 1999), p. 72.

(9) Ibid., pp. 175-176.

(10) Ibid., p. 170.

(11) Ibid., p. 213