**Foundation of Public Education**

***Horace Mann 1796 - 1859***

* Infatuated with the Prussian education, Mann went to Prussia to study it and brought it back to the United States.
* The foundation of Prussian education was built upon education

system developed by utopian socialist Robert Owen of New Harmony, Indiana.

* The purpose of Prussian education was to transfer obedience

from the parents to the state, [to provide] knowledge sufficient

only for one’s appointed place in life (anything above that

would make one discontented with one’s lot), and [to foster]

national uniformity of thought, word, and deed.

(Gatto, 132-133)

* Mann believed that the aim of education should be social

efficiency, civic virtue, and character (Social Emotional

Learning) rather than mere learning.

***John Dewey 1859 - 1952***

* Dewy was a member of many Marxist organizations and a totalitarian socialist who wanted government to control

education through public schools

* Dewey convinced the NEA to reduce the emphasis on reading because high literacy was an obstacle to their progressive agenda.
* John Dewey, a socialist who was infatuated with the Soviet education system, warned fellow progressives “that change must come gradually” in order not to provoke “a violent reaction.”

**Russian Influence in United States Education**

***\* 1958 Eisenhower signed agreements with Soviet Union***

***to merge our two countries.***

These agreements began the merger that “covered every aspect of the two nations’ lives: defense, … education, arts, medicine, science, etc.”

* ***1985 U.S. / U.S.S.R Education Agreements: Reagan and***

***Gorbachev***

These agreements facilitated the “exchange … of educational and teaching materials, including textbooks, syllabi and curricula, materials on methodology, samples of teaching instruments and audiovisual aids.”

* ***Early 21st Century Lev Vygotsky 1896 – 1934***

Soviet Vygotsky’s theories are written into the Common Core State

Standards (CCSS). His Zone of Proximal Development (ZPD) is based

on the premise that no student can learn independently and must be trained by a knowledgeable other.

**F*ederal Government Takeover / Academic to Serving the State***

* ***1965 Elementary and Secondary Act***

This law began the federal government’s intrusion into education by means of federal funds. Accountability and data mining were attached to the funds.

* ***1994 The Trifecta: Tucker’s Plan Implemented***

**Goals 2000**

As he signed this into law, President Clinton stated: “it’s time to abolish the outdated distinction between academic learning and skill learning.” One of the goals calls for promoting social and emotional learning.

**School-to-Work**

School-to-Work programs are required to integrate work-based and school-based learning; integrate academic and occupational learning; and establish links between secondary and post-secondary education.

**Reauthorization of ESEA**

This establishes a Title I program for “helping disadvantaged children meet high standards” and makes it federal policy that all individuals have “a fair and equal opportunity” to attain a high-quality education.

* ***2014 Workforce Innovation and Opportunity Act***

WOIA, jointly implemented by the U.S. Departments of Labor, HHS, and Education, was “designed to strengthen and improve our nation’s workforce”; high quality jobs for employees and skilled workers for employers.

* ***2015 Every Student Succeeds Act*** (ESSA)

\*Re-authorized ESEA 1965

ESSA codified the Common Core State Standards into law and concluded the unconstitutional transfer of control of education in the U.S. to the federal government begun under No Child Left Behind.