

Behaviorism: in Government Schools: Report from the Front; Levitin Compares Proficient and Expert Musicians; Acquisition of Wisdom Requires Interest & Practice

4. Yet in the late nineteenth and early twentieth centuries, philosophers, ideologues, and educators bought into the writings of Georg Hegel, Karl Marx, and Charles Darwin and combined them with the research of Ivan Pavlov to develop the theory of behaviorism.
5. The exclusion of the soul from human essence also took away volition, the individual's decision-maker. Into this void, B. F. Skinner introduced the mind altering technique of "operant conditioning," by which "facilitators" could use any method necessary to affect change in a child's behavior so that "he does what society would like him to do," and "do this without ever knowing why he is doing it" (Iserbyt, *The Deliberate Dumbing Down of America*, 186).

NOTE: Here is a report from the front lines of the government schools in an e-mail sent to me from a Dorito in Kansas City, a teacher in elementary education at an area school system:

Dear P.T. Joe,

Even though you reside in your so called "hole," doctrine and your research reflect reality. As a teacher, your current lessons have certainly mirrored what is going on in public education today. Your statement "Marx robs man of his individuality claiming that Hegel's 'Absolute' can only be achieved by the collectivist action of groups" sure reminded me of the current model for teaching in elementary public schools. In my years of teaching, I have witnessed the dumbing-down of students. With the past emphasis on multi-culturalism, being kind to mother earth, etc., the kids no longer know their basic addition and multiplication facts. They do not know the difference between a city, state, or country along with many other fundamental concepts. The new model of teaching is what I term "socialistic education." Because of the lack of the individual student to think and work independently, they work in groups now.

The new teaching model looks like this: the teacher presents a "mini lesson" of about 10-15 minutes. Then the children break up into groups and help each other learn the new concept and do the assignment. The theory being that kids can learn more from their peers than the instructor. In a 60 minute block, 15 minutes is given to the teacher and 45 minutes is given to the groups to explore and learn. This would be similar to you and me taking German for instance. The teacher would teach a little bit and then we would break up into groups and try to teach each other the German language, its grammar, and pronunciation. Not very logical or effective since the teacher has the expertise in this area. In schools today, the group does the work and collective grades are given.

Therefore, everyone gets good marks. If you are lazy and not productive, you can benefit from someone in your group who does your work. Rather than being an instructor, the public school teacher is now a facilitator of these groups.

Sincerely,



Dorito from KC

6. All these techniques of mind control completely ignore the soul and volition which Patricia Churchland refers to dismissively as “spooky stuff.” Modern education rejects free will. Human behavior is claimed not to be controlled by one’s personal decision making but rather by his environment. Adjust environment to the line up with the Progressive’s vision and human behavior will eventually transform the world into a nirvanic paradise.
7. Over the course of the middle to late twentieth century, education gradually intensified its use of behaviorist techniques in the mind manipulation of the nation’s schoolchildren. All ill behavior was blamed on things outside the individual such as “capitalism or incompetent government.”
8. These deficiencies were alleged to be corrected only by “right public policies – redistribution of wealth, better education, better housing, and medical care” (*The Bell Curve*, pp. 8-9).
9. Competing with these assumptions were scientific data indicating a person’s IQ had a significant impact on his ability to learn and thus a detriment to those whose intelligence level was at the lower end of the bell curve. Further, that those at the lower end of the curve generally include protected minority groups.
10. Progressives balked at these facts because they flew in the face of their egalitarian notions of the human race. The result was to challenge employment tests as being discriminatory under Title VII of the Civil Rights Act of 1964.
11. The key Supreme Court decision in this regard was *Griggs v. Duke Power Co.* (401 U. S. 424 [1971]) which subsequently led to Affirmative Action regulating entrance into educational institutions. The following year the NEA issued a directive for public schools to impose a moratorium on standardized intelligence tests and several colleges dropped the requirement for Scholastic Aptitude Tests.
56. Behaviorism contends that behavior is totally influence by one’s environment and not by free will.
57. This notion is a conclusion based on the writings of nineteenth-century philosophers Hegel, Marx, and Darwin who rejected “spooky stuff” as part of human essence and thus Homo sapiens is nothing more than the most advanced species of an evolutionary process.
58. Like dogs, elephants, or horses, humans can be trained to behave in certain ways for the glorious betterment of society.
59. But in contrast to this is the work of Daniel J. Levitin in his book *This Is Your Brain on Music*. Here he distinguishes between those who are proficient with a musical instrument and those who are experts. It provides an illustration of how one’s interest in a subject is critical to success in it indicating that volition as the key essential for that success.

60. The difference between one who is proficient and an expert is interest and a desire to learn not only how to play the instrument but to become the best. Not all make it but all who do are the ones who devote themselves to the ongoing process of mastering their craft.
61. Experts invest over 10-thousand hours of practice—repetition, repetition, repetition—in order to develop the muscle memory required to play a piece of classical music perfectly.
62. Rarely does an expert play a piece perfectly but this is diminished in importance by his interpretation of the composition. An example of this is given in Levitin's book concerning Arthur Rubinstein \rū'-ban-stīn\:

Even among the elite, top-tier classical musicians, there is more to being a musician than having excellent technique. Both Arthur Rubinstein and Vladimir Horowitz are widely regarded as two of the greatest pianists of the twentieth century but they made mistakes—little technical mistakes—surprisingly often. A wrong note, a rushed note, a note that isn't fingered properly. But as one critic wrote, "Rubinstein makes mistakes on some of his records, but I'll take those interpretations that are filled with passion over the twenty-two-year-old technical wizard who can play the notes but can't convey the meaning."¹

63. The application to the believer is obvious: if you devote yourself to an average of one hour per day of serious Bible study then you will log 365 hours a year. This means you will have your 10-thousand hours in after about 27 years.
64. Along the way you will make mistakes in the application of the Word to life but if you do three things: (1) rebound, (2) keep moving, and (3) never quit, you will develop wisdom as you grow in grace and by the twenty-seventh year you will be a spiritual sophisticate.
65. Those with the desire to pursue truth; those who have an interest in learning what God would have them know and understand, will accrue the wisdom to apply that inventory to life and circumstances.
66. This is what the Apostle John refers to in Revelation 2 and 3 as τῷ νικῶντι, *tōi nikōnti*: to the one who is a winner. These are the believers who receive the conveyance of their escrow blessings in both time and eternity.

¹ Ibid., 204.