

HEAD START: Created to Inflict Brain Damage on Black & Latino Children

In 1955, Dr. J. P. Guilford said the current US IQ tests overlook creativity, the most important aspect of intelligence. This launched a National race to develop new creativity tests and teaching methods. The Carnegie Corporation (under John W Gardner) became the largest private funder of creativity research, and University of California (UC) was their primary research facility.

As the creativity race accelerated and expanded, in 1964, preeminent University of Texas psychologist Dr. Ira Iscoe (and Dr. John Pierce-Jones) discovered Black children were substantially more creative than White children. Iscoe's study is called "Divergent Thinking, Age and Intelligence in White and Negro Children". The story was massive. But no US news outlets reported it.

In 1964 another huge story went largely ignored. February 24, 1964, the Oakland Tribune (p 14) reported a UC Berkeley psychologist named Susan M Ervin discovered that "A two or three-year-old apparently shapes a set of individual 'rules' about grammatical construction and may cling to it for months despite what adults repeat in front of him." The report continued: "It is as if children unconsciously construct hypotheses about grammar from the stressed words they hear from adults."

Ervin's work became the foundation of UC's and the US's secret new efforts to impede the intellectual development of Black and brown children, through a new National preschool program designed to serve only Blacks and Latinos: Head Start.

A week after Dr. Susan M Ervin's announcement, John W Gardner and the Carnegie Corporation ran an article by William Stuckey (in The Town Talk, page 22), introducing the idea of giving children, as young as 3 years old, early education. The article declared "with such a **head start** students might master deeper and more significant subject matter..."

Laterally, in 1960, UC's Institute of Human Development (IHD) began studying how to **reduce** children's IQ. This research was done in UC's preschool - the Harold E Jones Child Study Center, and its sister nursery - UC Child Care Center. From the 1920s to the 1970s, the primary financer of UC's Institute of Human Development creepy child IQ testing was the Rockefeller Foundation.

In 1967, UC published "U.C. and the Public Schools," which exposed UC's role in developing Head Start and advocating "educational engineering" that "**systematically taught logical thinking**" to "disadvantaged" (Black, Latino) 3 and 4-year-olds, via "**highly directed teaching of how to think**", stressing formal English. The booklet shares other ways to stunt children's growth, and gave a glimpse into UC's experimentation on Blacks and Latino 3 & 4-year-olds, in the 3 Harold E Jones Child Study Center units:

"One program was like a parent-cooperative play school -lots of enrichment and little adult ordering. Two others were professionally staffed -one teacher for every five children -and structured. One systematically taught logical thinking; the other fostered inventiveness and self exploration with carefully organized but free choice activities.

"Now scattered in public school kindergartens, the children are still being observed for answers to questions such as these: Did either of the structure programs help disadvantaged children more than the well-rounded, free-play nursery? Did the highly directed teaching of how to think squelch some children's zest, creativity, and self-confidence resourcefulness?"

Head Start was designed to delay Blacks' and Latinos' intellectual development, by requiring young children learn in highly directed groups that restricted their movement and hands-on learning, and by emphasizing formal English to Black children (who often speak a non-standard English variant), and by requiring Latino children learn Standard English. Learning a second language (or Standard English) often impairs the intellectual development of children under 6 years old, because children's mental development is connected to the unique hypotheses they make about language (introducing a second language disrupts these hypotheses).

To develop the healthiest, smartest minds, children must be able to play freely (play is the most import ingredient), move freely, touch things, imagine and create. Every moment Head Start keeps children sitting still, focused forward, is disastrous.

From 1960 to 1971, when the dangerous research was being conducted in UC's IHD nurseries, the press named 14 faculty members connected to UC's IHD: 1. John Clausen, 2. M Brewster Smith, 3. Jeanne Block, 4. Diana Baumrind, 5. Norman Livson, 6. Thelma Harms, 7. Florine Berkowitz Livson, 8. Arlen Skolnick, 9. Jerome Skolnick, 10. Marjorie Honzik, 11. Hannah Sanders, 12. Nancy Bayley, 13. Dorothy Eichorn; 14. Suzanne Louchard. Seven of the UC's IHD faculty were White, and 6 or 7 were Jewish.

Accountability means accountability. Say every name.

UC knew its methods were destructive. September 28th, 1941, the Oakland Tribune published "Too Much Supervision Said To Stunt Child's Initiative," in which UC reported the best practices for kids under 6 years old: 1. "Regimentation" (organized group learning and instruction) is bad; 2. "The child learns more and develops more rapidly where he is free and active"; 3. "...Encourage the child to exercise his natural inclination to make various tests and trials on his own account"; 4. "Children need a very large measure of non-interference in their play"; 5. Don't scold them; 6. "Nursery school and kindergarten methods are far better than those usually used in the ordinary grade class"; 7. "Each child should have a choice of occupation [activity] and be free to proceed with his choice without interference..."; 8. "Children can be weakened -made dependent and gullible- by being given too much assistance."

Head Start was conceived with malice and hatred. Once John W Gardner (a dumb White supremacist) learned Blacks had a touch more creativity, he resolved to attack the intellectual development of their children.

- **In 1964, the Black-White IQ gap was 4 to 5 points. Today, after 57 years of Head Start, the IQ gap is 16 points.**
- US & UC exported their Head Start methods, exclusively, to brown and black nations in Central America and Africa.
- I attended UC Child Care Center, 1966-69, during the experiments on Black and brown kids, shown in "UC and the Public Schools."

Steve Kenyatta Wilson Briggs, 2023