

## INTRODUCTION

**DISCLAIMER: Everything written, said or presented on this website or in the following article/story “Origin Stories” is/are just allegations, not necessarily facts. Although I, Steve Wilson Briggs (AKA Steve Kenyatta Briggs, etc) the owner of this website and the writer/producer of Origin Stories, wholeheartedly believe every allegation to be true, and although Origin Stories and this website (TheZoneResistance.com) present seemingly overwhelming evidence in support of every allegation, everything presented in “Origin Stories” or on this website, no matter how persuasive, is/are just allegations and opinions.**

The preceding disclaimer was made for legal reasons.

“Origin Stories,” which begins on the following page, is an extended 8-chapter “Act” or section from a much larger non-fiction project.

Origin Stories exposes America’s involvement in an ongoing genocide against the nursery school age children of Blacks and Latinos, which began in 1965 and continues today; a genocide that may have permanently impaired the intellectual functioning of 40-million Americans, and untold millions of children around the world.

Origin Stories also tells the story of how John W Gardner and private business leaders covertly seized control of America, by (1) dividing and corrupting American Christian churches, (2) taking America’s true military leaders out of play, (3) gutting America’s educational system, (4) creating civil service exams that prioritize immoral, corrupt and racist personality types. Other stories unfold along the way.

I’m releasing this section early because it contains information that all thinking, moral and concerned people should know.

The PDF also explains the origin of IQ tests, and how US universities began conducting terrible IQ-related experiments on children –including experimenting on me and my sister, in preschool, after we tested “*too high*” on preschool IQ tests.

The story is told in an unusual “timeline” format. I was using this format while writing the larger story (which is not presented here). While writing that larger story, I stumbled upon this unexpected story. Thus, the unusual timeline format.

Origin Stories relies on actual news stories, for verification and to support the “Mystery Questions” you’ll be challenged to solve. The story and mysteries unfold in a 7-chapter timeline. The 8<sup>th</sup> chapter contains the “Mystery Questions” and “Solutions.” If you’re pressed for time, skip to the *Mystery Questions* and *Solutions* –they explain most of the story. Then, go back and read any sections that catch your fancy.

- The following work, Origin Stories, is a readable draft of a work that is still being researched and written; thus, the document contains typos.
- The following draft is a 6/19/23 update of Origin Stories, which was originally published 3/8/23.

Some of you, who read my “tweets” on Twitter, know I tweeted about John W Gardner’s creation of CPB, NPR and PBS and NAEP testing in 2022. These details are only briefly touched on in Origin Stories, because they are fully presented in the larger story.

# ACT FOUR

# Origin Stories

By Steven Kenyatta Briggs

# CHAPTER ONE

## The Birth of the Cartel And the Great Satan

**1837**

How did we wind up almost 200 years in the past?

As I laid out the facts in the previous chapters, things didn't add up. In the late 90s, the communications industry dedicated too many resources to me. And why would Wright Elementary end "ability grouping" just because I advanced to the highest reading group or did well on an art exam? None of my classmates cared what reading group I was in. And why would Sonoma County schools care if I wrote some short stories?

So I wondered if, when I was little, before I moved to Sonoma County, maybe my school in Berkeley, California (*Whittier Elementary* and its nursery, *Whittier/UC Child Care Center*) had been involved in IQ testing.

I soon learned Whittier Elementary and Whittier/UC Child Care Center were jointly run by University of California (UC), and both had been more involved in IQ testing of children and infants than any school system in America. UC was also deeply involved in testing "creative intelligence," which, in the mid 1950s, became recognized as the most important form of intelligence.

The story starts back in 1837...

But before we start the dissolve... To make this story more fun, the way this "Act" works is, I'm going to share the essential facts in a timeline that will wind up about 7 chapters long. Naturally, I'll insert in my opinion. After

reading all the facts, you'll be given a chance to match wits with me, *Encyclopedia Briggs*. That's right, at the end of the this Act, like earlier Acts, and like a masterwork by the great Donald J. Sobol and his keen-minded boy-detective, *Encyclopedia Brown*, your observational prowess will be put to the test, as you are challenged to solve 13 *mystery questions*! Don't worry. If you're not the detective type, just read the solutions.

As I wrote and researched this Act, I discovered dozens of astounding intertwined stories, worth the 140+ pages separating you from the mystery questions and solutions. If these many mini-stories get dry, you can just skip to the chapter 8 "Mystery Questions" and "Solutions"; they provide a tight overview of the story. If you choose to skip to the solutions, you should make a point to go back and read about how John W Gardner conquered the US military, conquered American Christians, and conquered all of America's intelligence agencies (by creating a new "intelligence agents test," designed to select the most malleable and corrupt agents). You should also read about how "the cartel" formed after Curtis Cooper invented cable in 1954, and the house-fire I started when I was 5 years old, in 1970. These stories are not touched upon on in the solutions, but connect to the larger story.

## **1837**

### **Friedrich Froebel Opens "Play and Activity' Institute," Later Renamed "Kindergarten"**

Friedrich Froebel gave the world kindergarten in 1837. Froebel studied children and learned that children's play was much more than just "play," it was a critical part of how children's brains and minds developed. Perhaps most importantly, Froebel learned that "hands-on" active learning, through movement and touching and interacting with the world, and with other children, in play, was essential to the healthy and optimal development of a child's brain. Froebel felt that no formal academic learning, involving sitting patiently in chairs and learning in groups, should occur until children were around six years old.

### **PHI BETA KAPPA**

Phi Beta Kappa is an honor society or fraternity that formed in the late 18<sup>th</sup> century (1775). The organization may have started with good intentions, but in the early 1900s, many of America's prime movers of hate were connected to this fraternity, and the mention of this fraternity seems to become a wink of support for White supremacy. Many of the central perpetrators of terrible crimes, described in this Act, were members of this secret society.

**1905**

**The First IQ Test**

In 1905, in France, Alfred Binet and Theodore Simon develop what is now regarded as the first IQ test –a test designed for high school aged children. Their system will be refined in the coming years, and by the 1920s it will be utilized in many nations, and many US school districts. The test is standard language-based, so non-standard language speakers tend to perform poorly.

**1917**

**DELTA PHI EPSILON**

Delta Phi Epsilon is a women’s sorority, formed in 1917, at Washington Square College (now New York University School of Law). This organization may be harmless, but I observed that many of the women in this story, who will later play a role in crimes against children, were associated with this sorority.

**1922**

**The Rockefeller Foundation Begins  
Financing German Eugenic Science**

In 1922 the Rockefeller Foundation began funding eugenic science centers in Germany. These centers and their “research” would play a direct role in Nazi atrocities against Jews two decades later.

**1923**

**California’s First Parent Cooperative  
Nursery Is Created**

A UC Berkeley women’s group called the “College Women’s Club” started a “child study” nursery –which inspired mothers working for UC Berkeley to create a parent nursery: the Children’s Community Nursery School.

**1926**

**Dr. Harold E Jones Emerges**

Harold E Jones is a mysterious man. I wasn’t able to find any photos of him for months, but had no trouble finding photos of most of the central characters in this story. The earliest record of his existence came on December 31<sup>st</sup>, 1926 (seven months before UC Berkeley’s new Institute of Child Welfare

opened), when “The Lompoc Record,” a small central California’s paper, reported “Dr. Harold E Jones, assistant professor of Columbia University” was arranging to care for a group of “normal” and a group of “superior” children.

(NOTE: I have doubts that Harold E Jones was an actual person. But throughout this story, I treat him as if he were a true and actually person.)

**1927**

**ROCKEFELLER Creates UC’s Institute of  
Child Welfare; Stolz Becomes Director;  
Harold E Jones Named Research Director**

July 3, 1927, The San Francisco Examiner’s front page carried a headline reading: “Rockefeller Endows U.C.” The article explains UC Berkeley will open a new Institute of Child Welfare (ICW), funded by the Laura Spellman Rockefeller Memorial Fund, and Dr. Herbert R Stolz (California Assistant Superintendent of Public Instruction will be the Director of the new ICW at UC Berkeley, and Dr. Harold E Jones would be the Institute’s director of research. The article explains that the California Parent Teacher Association (PTA) pledged to provide housing for the Institute, as there is no space to house the Institute on the grounds of the UC Berkeley campus. The article identifies Harold E Jones as the head of the department of psychology at Columbia University (just a few months earlier, Jones was identified as a garden variety “assistant professor” at Columbia).

September 7<sup>th</sup>, 1927, the Oakland Tribune reported the location of the new headquarters of the new Institute of Child Welfare as 2739 Bancroft Way, Berkeley. This is the address of UC’s Nursery School.

**U.C. and Rockefeller Fund Two Nurseries**

U.C. Berkeley and the Rockefeller Foundation created two nurseries at the same time, in different locations in Berkeley. One of the nurseries would be staffed, cooperatively, by UC faculty mothers, who would use the best known practices to care for a group of 24 or 25 of their own children; based in the affluent north side of Berkeley; the other would also observe best practices, staffed by students, serving common, middle-class and working-class children.

**Nursery for Common Folks.** September 7<sup>th</sup>, 1927, the Oakland Tribune (page C4) first reported that University of California, Berkeley, had secured “an 18-room house at 2739 Bancroft Way,” which would serve as UC California’s new nursery school (which would be called the “Nursery School.” The article explains that the nursery school is part of the University of California’s “Institute of Child Welfare.”

**Nursery for the Elite.** Around 1924, UC Berkeley's "College Women's Club" created a cooperatively run nursery school. In 1928, Dr. Herbert Stolz (the Assistant Superintendent of California and a director for the Rockefeller Foundation) learned about UC's student nursery, and arranged for the Rockefeller Foundation to finance a new parent nursery for the children of the UC Berkeley faculty, which the UC mothers would run together. This would become one of America's first parent nurseries, named "The Children's Community" (AKA: "Children's Community Nursery School") at 1140 Walnut Street, Berkeley. Somewhere in the 1930s U.C. and the Rockefellers stopped their involvement with Children's Community nursery.

## 1928

### **UC's I.C.W. Hires Dr. Nancy Bayley, And Begins Infant IQ Testing**

University of California and Institute of Child Welfare hired Nancy Bayley in 1928. And almost immediately child IQ testing began.

**1933, Bayley says infants IQs can be measured.** August 2<sup>nd</sup>, 1933, the Oakland Tribune reported on page 11 ("Intelligence Tests Devised For Infants") that Nancy Bayley had announced "a new type of test which can be used to determine the intelligence of infants before they learn to talk." (This turned out to be wildly false.)

**1936, MQ testing.** July 11<sup>th</sup>, 1936, the Calgary Herald, page 27, reported Nancy Bayley was involved in MQ (motor quotient) testing of infants. The article explains that "MQ might be considered the IQ of the earliest months of life."

**1938, IQ tests are worthless.** April 12<sup>th</sup>, 1938, The San Francisco Examiner, front-page, under the caption "I.Q. TEST FOR CHILDREN HIT BY SCIENTISTS," explained Dr. Nancy Bayley concluded, from 9.5 years of collecting IQ data (taken from children in the 1928 study), that "I.Q. tests are practically worthless as an indication of what the child will be, mentally, as an adult." Bayley added: "Most worthless are those tests made before the age of 3."

Then Bayley said what should have ended IQ testing in the US:

"But even through the teens, the tests, while more dependable than earlier-age tests, are still no true and dependable index of what the individual's intelligence or mental ability will be when it attains adulthood."

Bayley continued to research child IQs, for UC Institute of Human Development, for the remainder of her career.

1930

**JD Rockefeller, Jr. Becomes the Largest Shareholder of Chase National Bank**

In 1930, when Chase National Bank purchased the Equitable Trust Company of New York, John D. Rockefeller, Jr., became the largest shareholder of Chase National Bank, known today as JPMorgan Chase, or just "Chase."

1934

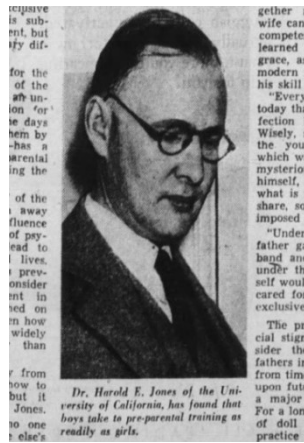
**John W Gardner Earns BA from Stanford, Earns PhD from UC Berkeley Psych School**

In 1934 an unknown man named John W. Gardner earned a BA from Stanford University, and immediately began his graduate study in UC Berkeley's school of Psychology. Gardner was Phi Beta Kappa.

1935

**Harold E Jones is Named Director of the ICW**

Over a year after Herbert Stolz left UC Berkeley, Harold E Jones is named the new director of the Institute of Child Welfare.



Above: The only known newsprint published photo of Harold E Jones (Oakland Tribune, July 19<sup>th</sup>, 1936, page 72)

- The photo above may be legitimate, but it also may have been falsified and inserted into the Oakland Tribune archives on Newspaper.com. The problem is, the page numbers of the July 19<sup>th</sup>, 1936 issue suddenly disappear from many pages, often for many consecutive pages, including on the page featuring Harold E Jones, making it impossible to verify the page, and allowing the possibility that false pages may have been inserted into the Newspapers.com system.



## **Whittier Nursery is Created by The WPA**

October 3<sup>rd</sup>, 1935, the Oakland Tribune reported (page 7) that President Franklin D Roosevelt's Works Progress Administration (WPA) gave the Berkeley Board of Education money to create two new nursery schools for Berkeley Public Schools. The WPA authorized the purchase of the house at 2034 Lincoln Street, to be utilized as Whittier-University's nursery school. The land surrounding the new Lincoln Street nursery school would be "part of a proposed increased playground area at Whittier School." The WPA also authorized construction of a nursery school at the Edison Junior High. The article indicates another WPA nursery was created a few days or weeks earlier, but this nursery is not named.

The WPA provides money to purchase the nursery school structures, but the WPA does not provide money to finance the ongoing operation (employees' wages, goods, food for the children, etc). Curiously, the article ends with the line: "The three nursery schools, Dr, Smith informed members, will be conducted without cost to the Board of Education." But the Berkeley Board of Education does not reveal the perpetual funding source. The funding source is likely the Rockefeller Foundation, as we will see the Rockefellers give countless grants to UC related child development projects for the next 3-4 decades.

The article also makes it clear that the building will become the property of the Berkeley Board of Education when the WPA nursery school work is finished ("All buildings and improvements made by WPA will become the property of the Board of Education at expiration of nursery school work..") This means everything that occurs in the new Whittier nursery building will always be under the authority of Berkeley Board of Education, unless the board shares that authority with a subcontractor, such as University of California (as provided under the 1939 school charter.)

## **1938**

### **Catherine Landreth Named Director of the Nursery School of Institute of Child Welfare**

August 28<sup>th</sup>, 1938, the Oakland Tribune (page 6) reported Catherine Landreth had been named the director of the "Nursery School" of the Institute of Child Welfare. In my mind, Catherine Landreth vastly improved UC's nursery at 2739 Bancroft Way, because in prior years, UC selected children that appeared to be the healthiest and the brightest; but from the moment Landreth

arrived, she selected the children “in the order in which applications were received.”



Above: The 1938 announcement of the UC’s hiring of Catherine Landreth, to direct the Institute of Child Welfare’s Nursery School.

## 1939

### Whittier-University Elementary & Whittier-University Nursery Are Born

Whittier School (an elementary school) opened, on Virginia Street, in Berkeley, in 1896. 25 years later, December 28<sup>th</sup>, 1921, the Oakland Tribune (page 2) reported that for the following school year (1922), Berkeley and University of California would jointly finance and manage a new “model” school, to be located at the site of the old Garfield Intermediate School, at Shattuck and Rose and Walnut. The new school would be called “University Elementary School.” Members of the Berkeley Board of Education and the faculty of University of California sent their children to University Elementary.

Thus, in 1922, although Whittier School and University Elementary School were only 4 blocks away from each other, the parents of the students of University Elementary tended to work at the prestigious University of California, Berkeley; while the Whittier parents were middle-class and working-class, White parents, who lived in the North Berkeley area.

By 1939, the University Elementary building had grown old. Worse, Whittier School was slated for demolition that summer.

But there was a bigger plan.

One of the first reports of the University Elementary kids moving into the Whittier building came on April 27<sup>th</sup>, 1939, page 18 of the Oakland Tribune: “Consolidation of Schools Authorized.” The article explained the “consolidation” of both schools into one building (Whittier) had been approved by the Berkeley Board of Education, and further explained the Berkeley Board of Education and University of California jointly operated the new school as a special “demonstration center,” stating: “The board authorized a new annual contract with the University of California for joint administration of University School as a demonstration center. Staff of the University-Whittier Consolidated School will remain the same as at present...” This joint UC and BUSD administration of Whittier-University was the birth of the “laboratory” or “lab” program at Whittier-UC, which would continue and grow until the late 1970s.



Above: Whittier Elementary, 1939.

June 16<sup>th</sup>, 1939, the Oakland Tribune (page 25) published a picture of the beautiful new Whittier building, and reported the new school, “Whittier Elementary School,” would open in the fall with about 500 students. The article described the school’s modern features (including the largest classes in the city, sinks and running water in every class, heating units that filter and circulate the air...), but incorrectly described Whittier as a “one-story building” (the photo clearly shows Whittier-University is a two story building). The article explained the Board of Education paid the entire cost of the main school

building, \$236,696 (over \$5,000,000 today), and reminded readers that the \$49,000 used to create the nursery school came from federal WPA money.

Newspapers continued to refer to Whittier-University Elementary usually as “Whittier-University”, from 1939 into the 1960s (such as on page 31 of the May 12<sup>th</sup>, 1961 edition of the Oakland Tribune).

## 1940

### **Alma Smith Chambers Becomes Berkeley’s Supervisor of Nursery Schools, And Simultaneously Works for UC Berkeley, At Whittier Nursery School**

In 1940, in U.C. Berkeley’s medical center catalogue, called “The Medical Center”, credited Alma Chambers as a Whittier Nursery School supervisor (“Alma Chambers, M.A. Supervisor, Whittier Nursery School”).

Whittier’s unique relationship to UC Berkeley is further documented in the University of California’s 1941 publication “Register – University of California,” with a cover title: “General Catalogue 1941-1942,” page 8 of the “Nursing” section, fifth paragraph down, U.C Berkeley stated:

“Opportunity to observe normal children who are being guided by the modern nursery school methods is afforded by an affiliation with the INSTUTE OF CHILD WELFARE in Berkeley. This Nursery School is also used as an observation field by students of other departments of the University. Actual Participation in the program is made possible during a period spent at WHITTIER NURSERY SCHOOL in Berkeley.”

## 1941

### **University of California Releases Best Educational Practices for Parents of Children under 6-Years Old**

September 28<sup>th</sup>, 1941, the Oakland Tribune published an article, page 59, “Too Much Supervision Said To Stunt Child’s Initiative,” in which UC and its Institute of Child Welfare and Harold E Jones reported numerous best educational practices for raising children under 6 years old, following a 7-year study. Some of UC’s findings are:

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. "The good nursery school and kindergarten 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 as long as he allows the same privilege to other people."
8. "Children can be weakened –made dependent and gullible– by being given too much assistance."

### **AMERICA ENTERS WWII**

December 1941, America entered World War II.

### **1942**

#### **UC Professor Dr. R Nevitt Sanford Begins Study of Wartime Psychological Problems**

1942, Dr. R Nevitt Sanford, of UC Berkeley, took-over a comprehensive personality study on soldiers who experienced wartime psychological problems (the study was originally started by Dr. Edwin Ghiselli). Sanford's work will quickly be used to help the newly form OSS (Office of Strategic Services). (Published in many papers, including the Metropolitan Pasadena Star-News, August 18<sup>th</sup>, 1942; *Sports* page 12)

#### **John W Gardner Joins the O.S.S.**

After earning a PhD in psychology from Berkeley in 1938 and teaching at two state colleges, Gardner served in the Office of Strategic Service (OSS). The OSS was the intelligence agency of the United States, during WWII.

The OSS was newly created, untested; thus, not truly respected by American or European intelligence agencies. But, largely because of the OSS's unique personality assessment program, created to select men for specialized and hazardous missions –who were not apt to break under pressure, the OSS proved very helpful and instrumental to the Allies' victory. One of the people regarded as most instrumental in developing the OSS's personality assessment methods was **Dr. Donald W MacKinnon**.

Because Gardner held a PhD in psychology, it's conceivable, if not probable, he helped MacKinnon do personality evaluations for the OSS.



Above: The insignia of the Office of Strategic Services

**A New Method of Construction  
By Deconstructing:  
“Reverse Engineering by Inquiry”**

Dr. R Nevitt Sanford and Dr. Donald MacKinnon appear to have, either working separately or together, pioneered a method of predicting future personality traits, by asking many, many people who possess desirable traits (such the ability to perform well under pressure) about their past experiences and personal views. They also interviewed people who possess undesirable traits. MacKinnon and Sanford then deconstruct and “reverse engineer” profiles based on these aggregated responses.

Soon, MacKinnon and Sanford’s “reverse engineering” approach will be used far and wide, in the world of psychology. U.C. Berkeley researchers will use this approach to ask parents, post facto, about their children. Thus, if a researcher encounters a brilliant 3-year-old girl, and a parent tells the researcher that that little girl started unique vocalizations when she was 5 months old, or that a bright boy started walking at 9 months old, researchers will use that data to “reverse engineer” a profile that may indicate exceptionality in other children.

Donald W MacKinnon is widely credited for developing this approach, but R Nevitt Sanford explored this approach prior to WWII, MacKinnon did not.

**WILLIAM S. PALEY Served in the  
Radio Psychological Warfare Unit  
-And With Nelson Rockefeller’s CIAA**

An anonymous contributor to Wikipedia succinctly explained: “During World War II, William S. Paley served as director of the Psychological Warfare branch of the Office of War Information at Allied Force Headquarters in London, where he held the rank of colonel.”

Beginning in 1942, Paley's CBS worked with Nelson Rockefeller, who was President Roosevelt's Coordinator of Inter-American Affairs (CIAA). Paley helped broadcast diplomatic messages to Central and South America, to support FDR's "good neighbor" policy.

### **Whittier Is Named One of Four Berkeley "Child Care Centers"**

September 28, 1942, page 6, the O.T. named Berkeley's four new federally funded "Child Care Centers." The four federal centers named were: 1. Columbus School, 2. Edison School, 3. Franklin School, 4. "Whittier-University School" The article explains children in federal Child Care Centers must be at least 2 year old, and not older than 4 years and nine months.

## **1943**

### **Alma Chambers Becomes Director Of Berkeley's Parent Nurseries;**

On January 3, 1943, Alma Smith Chambers was named the Director of Parent Nursery "Centers", by Berkeley Public Schools.

### **CA "Lantham Act" Places Child Care Centers Under School District Control**

After the federal "Lantham Act" gave US states money to operate Child Care Centers for children 2 to 5-years old, California allowed school districts to operate the child care centers, but they were administered by the California Department of Education.

## **1945**

### **At Least 3 IHDs in US Universities**

Per Newspapers.com, in 1945 there were at least three institutes of human development at US Universities: Columbia University, University of Utah, University of Chicago.

By 1960 there will be dozens, perhaps 100, institutes of human development at universities around the US.

These institutes for human development (and institutes for child welfare) appear to exchange research and information. University of California's Institute of Child Welfare (which will become UC's Institute of Human Development) has very strong ties to the institutes of human development of Columbia University and the University of Chicago.

**1947**

**Carnegie is First Associated with the  
“Institute of Human Development”**

May 1<sup>st</sup>, 1947, in a page 11 article in The Indianapolis Star, the Carnegie Corporation is first associated with an “Institute of Human Development.” This is significant because in 11 years, University of California’s Institute of Child Welfare will become the “Institute of Human Development” (IHD). Soon various IHDs will conduct privately financed research on dozens (perhaps hundreds) of university and college campuses around America.

In the article, the Carnegie Corporation is favorably mentioned as the financier of “a study of nursing education.”

**1948**

**Finding of the Dead Sea Scrolls  
Is Announced**

April 11<sup>th</sup>, 1948, Millar Burrows first announced the finding of the Dead Sea Scrolls. The news carried in countless publications.

But Millar Burrows story is complicated and opaque, alleging Bedouin shepherds discovered the scrolls inside ancient jars inside a cave in Palestine, in 1946. The scrolls then moved through numerous hands, until they came into the possession of John C Trevor, of the American Schools of Oriental Research (ASOR), in 1947. Millar Burrows, the director of ASOR, announced the finding of the scrolls on April 10<sup>th</sup>, 1948.

The words “Dead Sea Scrolls” were not used in the announcement.

The words “Dead Sea Scroll” do not seem to appear in print until 1949.

**Israel is Created**

May 14<sup>th</sup>, 1948, the Jewish People’s Council declared the establishment of the State of Israel. Immediately, US President Harry Truman recognized Israel as a valid state, as did Joseph Stalin –the president of the world’s other superpower, the USSR. (Stalin’s interest in and support for Israel was natural, because in the 19<sup>th</sup> century half of the world’s Jews lived in the Russian Empire, and the majority still lived in the USSR in 1948.)

**The Phrase “Group IQ Test”  
Appears In Newsprint**

According to NewsPapers.com’s database, the first time the phrase “group IQ test” appeared in a US newspaper was September 9<sup>th</sup>, 1948, in The



Boston Globe (caption: “Group IQ Tests Branded Unfair to Lower Classes”).

**Group IQ tests** are the simple and standardized IQ tests which schools once commonly gave children. **Individual IQ tests** are much more elaborate, measure more variables, take more time, and can be expensive.

**1949**

**Dr. Nevitt Sanford Reveals  
The Racist’s Underlying Flaw**

February 3<sup>rd</sup>, 1948, the Star Tribune (page 5) quotes Dr. R Nevitt Sanford explanation of racists’ greatest flaw: “strongly-prejudiced people feel most superior themselves and cannot be critical of themselves or their own group.”

- This self-critical inability makes basic critical thinking impossible.

**March 1949, John W Gardner Becomes  
VP of the Carnegie Corporation**

At 36 years of age, John Gardner is named Vice-President of the Carnegie Corporation. The Peninsula Times Tribune reported on March 21<sup>st</sup>, 1949. The Palo Alto, California based paper also mentioned Gardner earned his master’s degree from Stanford and his PhD from UC Berkeley. The writer informs us that even before attaining his new station, John W. Gardner “has been largely responsible for planning and executing the Carnegie Corporation’s expanding program in the field of **social science**.”

So now we know Gardner had been guiding the Carnegie Corporation’s investment in university research. The paper adds this wink to Stanford alum:

“The corporation’s [Carnegie] income is used for the advancement of knowledge and understanding among the people of the United States and British Dominions and Colonies.”

**Dr. R Nevitt Sanford Joins MacKinnon’s  
Crack Team; Explains Psych Testing  
Can Place People in Suitable Jobs**

August 10<sup>th</sup> 1949, the Santa Cruz Sentinel (page 7) reported the Rockefeller’s were funding Dr. MacKinnon’s projects at UC Berkeley. The article reveals MacKinnon would be assisted by Dr. R Nevitt Sanford.

MacKinnon was confident in his work, and declared people can be tested to determine their suitability for various professions. The article explains: “**This may become important to industry and government.**”

MacKinnon revealed himself as fair-minded, as he calls racial and economic group conflicts “irrational social attitudes.”

**Rockefeller Foundation Appoints  
Dr. Donald W MacKinnon to Personality  
Assessment Institute at UC Berkeley**

Also on August 10<sup>th</sup>, 1949, the Brooklyn Daily Eagle reported the Rockefeller Foundation had pledged \$100,000 (over \$1,100,000 today) to establish a new Institute of Personality Assessment and Research,” to be led by the OSS’s personality assessment pioneer, Dr. Donald W MacKinnon. The Rockefeller and Carnegie foundations would continue to fund this research, for 30+ years, until MacKinnon’s retirement.

**David Wechsler Introduces an IQ Test  
For Children as Young as 5 Years Old**

In 1949, Dr. David Wechsler introduced the first IQ test specifically designed for younger children: Wechsler’s Intelligence Scale for Children (WISC). The test was designed for children as young as 5 years old –but not younger. David Wechsler’s new test was published by the Psychology Corporation, which was tied to the Carnegie Corporation.

**1950**

**Child Care Centers Face Closure**

On February 8, 1950, the Oakland Tribune reported that the California Parents Association for Child Care asked the Berkeley Board of Education to send a resolution to California’s Governor (Earl Warren) to fund the Child Care Centers out of state funds.

Two weeks later, February 26<sup>th</sup>, 1950, the O.T. reported that the Berkeley League of Women Voters would assemble to fight the closure of the centers. The article referred to Whittier Nursery School as “Whittier-University School”, “Whittier-University Center” and Whittier-University”.

**Only 3 Federally-Funded Berkeley Child Care Centers Remained.** The February 26<sup>th</sup>, 1950 article identifies the three surviving Child Care Centers as: (1) Edison Nursery; (2) Franklin; (3) Whittier-University.

**Gardner Gives UC’s ICW, and  
Dr. Terman and Nancy Bayley Funding  
To Study Gifted Children and Their IQs**

As the new VP of the Carnegie Corporation, Gardner was eager to establish his priorities. March 31, 1950, the Peninsula Times Tribune (page 7) announced the Carnegie Corp (and the Rockefeller Foundation) had given \$22,000 (about \$250,000 today) for Dr. Lewis Terman and his team (which

included Nancy Bayley) at UC Berkeley and Stanford. The article explains Terman is “world famous” for “his pioneering work in the field of IQ tests.”

**1951**

### **Child Care Centers Are Saved**

California Senate passed ‘Geddes-Kraft’ Act, authorizing California to pay for and assume responsibility for the formerly federally funded WPA Child Care Centers. Under the law a “child care center” or a “day care center” or just a “center” is/are defined as any child care facility –other than a family child care home, in which less than 24 hour care is provided in a group setting.”

### **Harold E Jones a No-Show to The Biggest Event of His Career**

February 16<sup>th</sup>, 1951, the Oakland Tribune ran a front page story, “6 U.C. Profs to Address Alumni Institute,” about six leaders of science, education and industry convening for a summit --such a big deal that each of professors were pictured at the top of the front page. But, rather than submitting a publicity photo, Dr. Harold E Jones, Director of UC Berkeley’s Institute of Child Welfare, did not appear, again. Rather, Jones’ underling, Catherine Landreth, an associate professor of home economics (and Director of UC Berkeley’s Nursery School) filled in for Dr. Jones, and was pictured on the newspaper cover.



Above: Harold E Jones “no-shows,” again.

### **Jeanne Block Earns Her Ph.D From Stanford**

June 1951, a 27-year-old woman named Jeanne Block earned her PhD in psychology from Stanford. Married to Dr. Jack Block (who graduated from Stanford psych a year earlier) Block was pregnant with her first child.

Upon graduating from Stanford, Block was primarily a stay-at-home mother for the next 14 years, with the exception of an occasional part-time assignment -and some short articles she seemed to write every 2 or 3 years.

1952

**The TV Lobby Tries a New Angle:  
Educational TV**

To entice the public and Congress to absorb the cost of wiring cable into every American home, the TV industry used the promise of “educational television” to excite America. In support of his film industry donors, December 15, 1952, for the first time ever, California governor Earl Warren used the expression “educational television.”

**Jack Block Joins the Staff at UC’s  
Institute of Personality Assessment**

Dr. Jack Block received his PhD from Stanford in 1950 and was hired to the University of California’s prestigious Institute of Personality Assessment, although he is over his head and has no business there. Jack Block would do nothing interesting at UC Berkeley for decades, so he busied himself writing one or two letters a year to various psychology publications, usually just criticizing the writings or accomplishments of other professors.

1954

**The Supreme Court Passes  
Brown vs Board of Education,  
Calling for US Schools to Integrate**

May 17<sup>th</sup>, 1954, the U.S. Supreme Court passed Brown vs Board of Education, declaring segregation in US schools a violation to the Equal Protection Clause of 14<sup>th</sup> Amendment. Thus, US schools, very slowly, began to prepare to integrate.

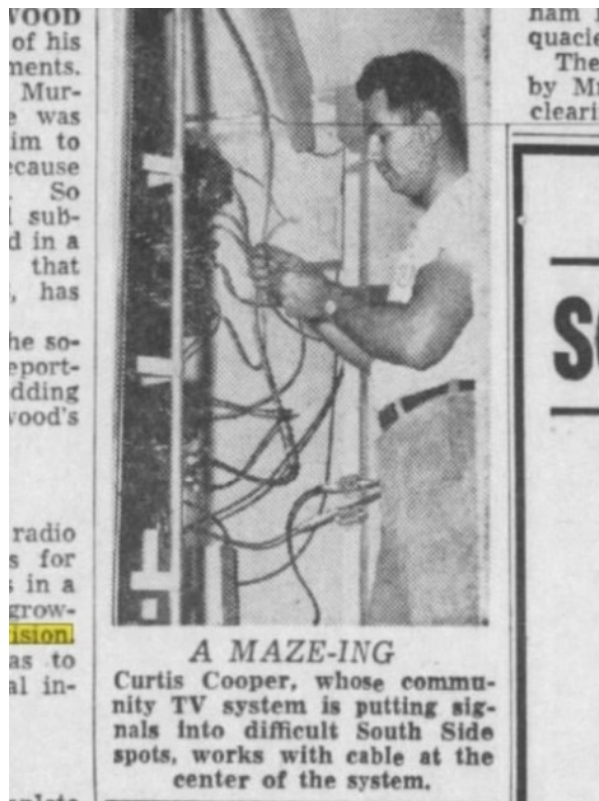
**Once the SCOTUS Banned Segregation,  
School IQ Testing Began Anew,  
But Testing & Interpretation  
Would Not Include Blacks & Latinos**

In 1938, when Nancy Bayley announced IQ testing of teenagers was flawed and inaccurate and did not reflect students’ aptitude as adults, IQ testing of teens in America waned.

However, immediately after the Supreme Court voted to end segregation suddenly there was a huge increase in IQ testing (especially in the US South), and these tests were skewed against Blacks and Latinos, and designed to make White children appear more intelligent than Blacks and Latinos. This was done

to set up an argument that Blacks should not be allowed to attend schools with Whites because they could not compete. All of this was false. Over the next decade, fraudulent school IQ interpretation would become an American form of art –and Black and Latino would be excluded from IQ test scoring.

**CURTIS COOPER: Forgotten Working Man  
And Inventor of Cable TV; Cheated by  
US Courts and Corporations**



Above: Curtis Cooper, the common man who invented cable TV, in 1954.

October 3<sup>rd</sup>, 1954, the “Press and Sun-Bulletin” reported the story of a innovative and hard-working television serviceman in Johnson City, New York, who invented a “party line” method of connecting countless homes in the city to a single fairly large antenna (50-feet high); thereby bringing three good “upstate” TV channels to the test neighborhood (where, without the new “party line” system, the community received between zero and two crappy local stations). To pull this off, Cooper had to connect to the antenna, amplify the signal, run coaxial cable via telephone pole, and send junctions to the individual test homes. Cooper called this “community antenna television.”

The local city council voted to give Mr. Cooper permission to create his

“community antenna television” system. Johnson demonstrated on the local Fifth Ward “because of the generally inadequate television reception there.”

Back then, three or four good TV stations was a lot of stations. This was the birth of our modern cable system.

**1955**

**Within 4 Months, Corporations Steal  
Cooper’s Ideas, Aided by Corrupt Courts**

Four months later, February 22, 1955, the “Press and Sun-Bulletin” and other papers reported that the Johnson City Village Board was contemplating giving a company named “Oneonta Video, Inc” the franchise rights to provide cable TV service to Johnson City –by using the very method that Curtis Cooper invented. Oneonta’s entire system was stolen intellectual property.

The article explains (much later) that Curtis Cooper had also applied for franchise rights, but the article failed to explain that Cooper conceived and created the technology.

Three days later, Oneonta Video, Inc began a massive community marketing campaign, announcing their new TV service, with countless corporate backers, including “Sears, Roebuck & Co.,” and “Crouch Radio Co.”

Oneonta Video, Inc. appears to have been owned by W.J. Calsum.

Less than a month later, March 21<sup>st</sup>, 1955, the “Press and Sun Bulletin” reported that Cooper was eliminated from franchise consideration because “he could not meet the terms of the proposed franchise.” Thoroughly corrupt. Over the next few months Oneonta TV quickly expanded franchises into many new cities, and attracted the attention of major TV companies, out use Cooper’s new “party line” system to bring TV to America.

**US Television Industry Sees Cooper’s  
New “Party Line” & Receiver Box as  
The Way to Put TVs in Every US Home**

Almost instantly, American TV manufacturers, film and TV studios and stations, understood that Curtis Cooper’s new technology was the method to put TVs in every American home. But running cable wiring to every American home will cost a fortune. The businessmen behind these corporations wanted to transfer that expense to the US government and the taxpayers.

But how?

Two months after Oneonta Video asked for franchise rights to Johnson City, the Carnegie Corporation of New York hired a new president, who would quickly become the unquestioned leader of the new cartel: John W. Gardner.

## **THE ADVENT OF JOHN W. GARDNER AND THE “CARTEL”**

John W Gardner became the new president of Carnegie Corporation of New York on April 29<sup>th</sup>, 1955, just two months after Oneonta Video, Inc applied for the Johnson City cable franchise.

The first paper to announce John W, Gardner was Carnegie’s new president was “The Wisconsin Jewish Chronicle” (April 29<sup>th</sup>, 1955, page 7). Before announcing Gardner’s assent, the article thrice mentioned CBS (owned by William Paley), and praised Gardner as the Carnegie Corporation president, and announced Gardner and the presidents of the Rockefeller and the Ford foundations would all receive medallions for their service. (Gardner loved medals. He would earn more medals -and see to it that the other cartel leaders also received medals.) No other paper covered the story until the following day.

Gardner was promoted to presidency of Carnegie Corp to do 2 things:

1. Get Americans and politicians to agree to use the US tax base to run cable TV wiring throughout America.
2. To vastly increase federal spending on private education –particularly for American Universities.

To do this, Gardner would sell the importance of educational TV.

Additionally, William S. Paley (and his Hollywood brethren) wanted:

3. Much less regulation over the US music, film and TV industry.

The Rockefellers wanted:

4. To expand eugenic research, and to greatly reduce federal and state oversight of private research done at US Universities (particularly research involving children).

Gardner would achieve all objectives. He would also:

- A. Align the military with the Republican party
- B. Undermine school integration.
- C. Portray Blacks as the perpetual enemy of America.
- D. Reconfigure the Republican Party and American politics.
- E. Divide the Christian Church (and contaminate Christianity).

**Creativity.** Gardner saw that Paley’s TV and film industry friends benefitted from Rockefeller’s interests in creative intelligence. The Rockefeller’s needed creative people to invent new technologies for the Rockefellers to buy, and Hollywood needed more creative writers to produce more material for the many new TV channels coming soon.

**The Cartel.** In 1955, when the “cartel” was formed, the most powerful and active members were:

1. **John W Gardner.** Because of his aggressive and integrated strategic thinking, and his control of the wealth of the Carnegie Corporation, Gardner immediately became vastly more powerful than the other cartel members. Gardner was the cartel's unquestioned leader.
2. **Nelson Rockefeller** supplied the lion's share of private financing (with John Rockefeller and the Rockefeller Foundation).
3. **William Paley** may have also helped with financing, but Paley's greatest asset was human resources. Paley was connected to a vast network of unethical professionals; radio, TV, film, newspaper, magazine and book company owners, producers and writers...

There were many, many secondary cartel Participants, including **The Ford Foundation**, and **Clark Kerr** (president of University of California, 1958 to 1967). As the decades pass, new central agents will rise (particularly in the cable, telephone and computer industries).

**Gardener is a paid agent.** John W Gardner is very different from the Rockefellers and William S Paley. Rockefeller and Paley are very wealthy and powerful, and are not paid for their efforts. Gardner, on the other hand, was appointed as the Carnegie Corporation president. He received a salary. He did not have the Rockefeller's or Paley's wealth. But Gardner craved that sort of wealth. Thus, Gardner agreed to help the Rockefellers achieve their goals –but only if he were paid. As this conspiracy unfolds, Gardner will act without principal and degrade America's IQ and values, as, among many other things, he helps Paley and Hollywood create a new, gigantic, national porn industry.

Although Gardner was the first cartel leader to be paid, the cartel will soon add three new cartel leaders –who will all be paid agents.

**Trojan Horses & Distraction.** Gardner is a brilliant strategist, but he was born with zero creativity. Thus, Gardner's plans seem brilliant, but on examination, Gardner relies on two strategies, (1) "the Trojan Horse," hiding something extremely dangerous inside something that seems to be harmless and good for society; (2) simple distraction –using US news outlets to amplify secondary and tertiary stories, in order to bury the primary story.<sup>1</sup>

**Shells.** Because he is a paid agent, John W Gardner will create around 150 shell companies after 1955, to collect untraceable service fees from the Rockefellers, Paley, the film and cable industry, and US universities.

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<sup>1</sup> Aside from the *Trojan horse*, *distraction* and "power by division and racism" strategies of the 1960s, in the 1970s, the cartel adopted two more strategies which greatly increased their power and appeal. I'll explain in the next Act.



**Institutional Corruption.** At record pace, Gardner will corrupt all major American institutions; military, political, business, banking, courts... As a businessman, Gardner knew American courts routinely accepted bribes. But Gardner would vastly “improve” the US court bribery system, by having key judges on key federal and state appeals courts create shell companies, to accept untraceable payments.

**Two Rising New Cartel Leaders.** In the coming years, the cartel will add two new leadership members. These future leaders begin as direct assistants to the founding members, but will quickly become powerful cartel leaders in their own right. The future members are Henry Kissinger and Milton Friedman.

Kissinger will become the cartel’s head of foreign policy.

Friedman will be the cartel’s head of economic policy, banking and illegal financial transactions (primarily through shell companies). Friedman’s presence will not be felt until the late 1960s, and he will explode in the 1970s.

**The Sixth Cartel Member: Louis Powell.** Way back in the first Act, we talked about how US Supreme Court Justice Louis Powell joined the cartel in 1972. Powell’s unusual first overt act, marking his allegiance to the cartel, came in 1971, when he released his “Powell Memorandum” which called for US corporations to become more “aggressive in molding society’s thinking about business, government, politics and law in the US.” Although not a directive to US courts, new lower court appointees understood what was expected. The memorandum assured US corporations that, against our Founders intents, corruption and social brain-washing were now national directives.

Of course, it’s possible the cartel had a dirty Supreme Court Justice acting in their interests prior to Powell.

**A Seventh Member???: J Edgar Hoover.** J Edgar Hoover, director of the FBI (1924 to 1972), came to power before the cartel. Hoover may have abused his power, at times, but he also upheld the law and tended to act ethically (e.g., Hoover created zero shell companies through which he might be influenced or bribed; whereas future FBI director William H Webster created about 150). For his first 32 years with the FBI (1924 to 1956), Hoover seemed to accommodate the goals of each successive US President. After the cartel formed, Hoover seemed to stay out of their way (which is fine; the cartel were corporate/political actors, and the FBI are not corporate/political regulators). Hoover did not take any overtly unlawful act, departing from his normal tendencies, thereby indicating he had joined the cartel, until 1956, when he initiated COINTELPRO. But because the true origin of COINTELPRO is clouded, it’s hard to say if Hoover was with the cartel. It should be observed that most or all reports of Hoover’s corrupt actions surfaced after he died. (Hmm.)

## **THE CARTEL'S FULL ORIGIN** **-And the 2 Original Objectives**

Suggesting the cartel simply emerged from a need to transfer cable costs and reduce regulation on the film industry and reduce regulation on universities' research is a simplification. In fact, the stage was set for the cartel about a decade before they arrived.

The full story begins with spread of communism in Europe, around 1917. At the turn of the century (1900), workers around the globe were unhappy with their wages and lot, particularly compared to the comfortable lives the wealthy enjoyed. From this, in 1917, Russia's *October Revolution* gave the world its first modern communist state. From there, communism and socialism spread like wildfire, around the world, as common people were drawn to the idea of a more balanced system. (But sometimes dreams of a better world become grotesque. In 1920, Germany's Nazi party, later known for its unbridled hatred, conquest and Holocaust, started out as a socialist workers' party.)

Meanwhile, US business leaders, like John D Rockefeller, made impossible fortunes. The international wave of communism terrified these elite. If communist or socialist ideology caught on in the US, these titans might lose their fortunes. Something had to be done.

But communism was not the only threat that terrified American business leaders.

After World War II, the automobile industry was America's fastest growing business sector. But 30 years earlier, in 1919, the US Geological Survey estimated America's oil supply would run out by 1930; so the US soon began importing oil from Mexico in the 1920s. By the late 1920s, US oil companies arranged deals in the Middle East that grossly favored US and Western companies. By the 1950s, the US auto industry was the largest industry ever, anywhere. The US needed oil imports to meet its ever-growing oil demand.

To protect against the Middle East cutting America's oil supply, the US needed leverage.

Enter Israel.

May 14<sup>th</sup>, 1948, Israel was created. That same day US President Harry Truman recognized the state of Israel. By having a close ally (Israel) in the Middle East, the US could quickly act to protect its "interests." But in times of peace, the US would not have a passive presence in the Middle East. For decades, the US fomented instability in the Middle East; because instability impedes development, and underdeveloped nations negotiate from a position of weakness –keeping prices unnaturally low. One example of the US creating

instability is the 1928 “Red Line Agreement,” where US oil companies entered into favorable business relations with certain Middle East nations, but excluded most nations within the old Ottoman Empire area. This created conflict between the “favored” and “unfavored” nations” –PLUS, the favored nations likely feared becoming “excluded” nations if they negotiated too firmly.

So, long before John W. Gardner and the new cartel formed or took any action, they understood the original objectives:

1. Fight the spread of communism and socialism in the US (by continuing all McCarthy-era anti-communism tactics);
2. Destabilize the Middle East

# CHAPTER TWO

## Conquest

### **John W Gardner Gives Stanford's Annual Phi Beta Kappa Address**

Only a month after becoming president of the Carnegie Corporation, on May 31<sup>st</sup>, 1955, the Daily Palo Alto Times (AKA The Peninsula Times Tribune) announced John W Gardner would give the annual Phi Beta Kappa address at Stanford University (June 18<sup>th</sup>, 1955), AND Gardner would award degrees to graduates and undergraduates (June 19<sup>th</sup>, 1955).

The second half of the announcement mentions the Institute of Human Development

### **“CREATIVITY” Is First Proposed To Be More Important than IQ**

## **Psychology Professor Offers New I.Q. Test**

SAN FRANCISCO, Aug. 20 (AP)—If not only short-changed if you're an adult who didn't do so well on your last I.Q. test, cheer up. The new scientific knowledge of subjects, but also h

August 8<sup>th</sup>, 1955, in an article titled “Is The IQ Test Intelligent?”, in the Tampa Bay Times, a man named Dr. J. P. Guilford, a researcher for USC and the Office of Naval Research said the current IQ test overlooks creativity (also logical evaluation and deduction).

Soon newspapers everywhere were declaring the importance of creativity and decrying the shame that current IQ tests couldn't measure it (something US news services failed to notice for the preceding 50 years; 1905-1955).

**J.P. GUILFORD & "ASSOCIATES"  
CREATE A NEW IQ TEST, WHICH  
MEASURES CREATIVITY & THE MOST  
IMPORTANT ASPECTS OF INTELLECT**

Thirteen days later, August 21<sup>st</sup>, 1955, The Paris Press (Paris, Texas), in an article captioned "Psychology Professor Offers New IQ Test", announces Dr. J.P. Guilford declared he had "invented many new ways of measuring creativeness, judgment, reasoning power and other elements of mentality."

Guilford explains there are at least 60 factors to IQ, and most are not addressed in the current tests.

Guilford says he "and his associates" (who, because of Guilford's ties to US Naval Research, we should understand are the US government) have designed a test that measure "creativity", the powers of deduction, or logical evaluation, the ability to discover and become aware of important things, and the faculty for drawing conclusions and sensing problems.

**Gardner Announces the National  
Need For Educational TV**

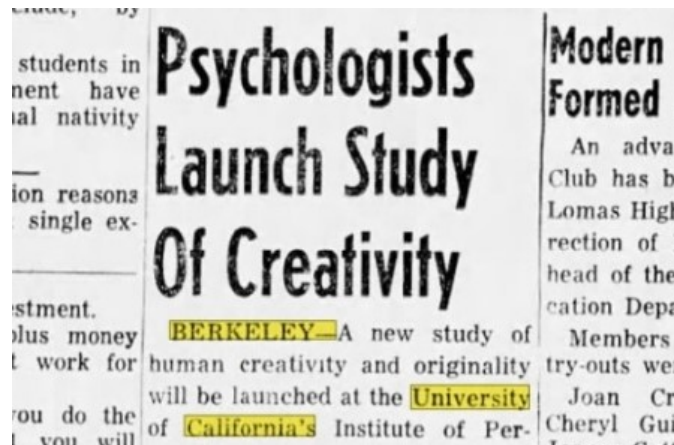
Four months later, September 1955, John W. Gardner makes his first push to get Congress to pay to wire cable lines into all of America's homes.

The Des Moines Register (September 11, 1955) runs a 4-page article about the need to use "educational television" to educate 35-million adults for the modern, post-war WWII world. The article, of course, praises Gardner's Carnegie Corporation, the Ford Foundation and the Kellogg Foundation.

**Gardner Hires His O.S.S. Mentor,  
Dr. Donald W. McKinnon, To Lead  
Pioneering Study of Creativity**

December 1955, amid staggering judgment lapses, John Gardner shows, at a minimum, he understood (thanks to Guilford) what is most essential for societies to advance: creativity (and the family of mental skills connected to creativity). Thus, as the president of the Carnegie Corporations, he provides a \$150,000 ongoing grant for a study of human creativity and originality, to be conducted by the renowned Dr. Donald W MacKinnon (Gardner's OSS mentor), in Mackinnon's Institute of Personality Assessment and Research, at UC Berkeley. (Reported in the Contra Costa Times, December 12, 1955, page 2).

Donald MacKinnon will spend the remainder of his professional career (25-30 years) exclusively studying creativity.



**1956**

### **Mumps Cause Brain Damage**

May 3<sup>rd</sup>, 1956, in an article titled “‘Electrical Brainstorm’ Crime Cause,” the Oakland Tribune reports about a group of doctors convening in San Francisco, at University of California’s Langley Porter Clinic. Toward the bottom of the article, under the subheading “Minimum Damage,” Dr. Henry B Bruyn explains that mumps can cause brain damage:

“The scientist said that while mumps is one of the that most often affects the brain, the permanent damage seldom results.”

- Newspapers.com filed this story on “Page 7,” but the actual paper places the story on page B 5.

### **Henry A. Kissinger Begins Working For the Rockefeller Brothers Fund**

In 1956, Henry A Kissinger, formerly a Harvard professor (Department of Government), begins working for the Rockefeller Brothers Fund. Soon Kissinger will be Nelson Rockefeller’s closest ally, and be named as Rockefeller’s foreign policy adviser for all three of Rockefeller’s failed Presidential campaigns (1960, 1964, 1968).

### **Guilford Publishes a Few Cleverness, Judgment and Knack Tests**

May 13<sup>th</sup>, 1956, proving he has the goods, Dr. J.P. Guilford publishes some playful brain-teaser tests (testing cleverness, knack, and judgment) in

newspapers like the Abilene Reporter-News (page 16, or 4-B ). Sadly, he does not publish one of his sought after creativity tests.

### **Gardner Challenges US to Educate Our Public & Invest in Colleges**

June 1, 1956, Gardner runs a large and lengthy article in the St. Louis Post-Dispatch (page 16), announcing the Carnegie Corporation would pay University of California and Columbia Teacher's College to evaluate problems with America's educational system and educational spending. In the first paragraph he inserts his name, John W Gardner. The sub-headline of the article announces that University of California and Columbia Teacher's College were to examine America's "assembly-line" educational methods.

### **Gardner Gives U.C. \$400,000**

Three weeks later, June 22, 1956, John W Gardner and Carnegie Corporation, gave a grant of \$400,000 to the **University of California**.

### **Gardner & Paley Corrupt Many Of America's Christian Churches**

Gardner understood America's Christian were perhaps the most powerful force in America. To create his evil new America, Gardner needed true Christians to remain on the sidelines.

The solution?

Paley's peers in the television industry used their new national TV networks to amplify the voices of prosperity gospel ministries. Thus, Oral Roberts' audience grew massively in the late 1950s. Soon, an endless procession of new prosperity personalities (Pat Robertson, T.D. Jakes, Joel Osteen...) would follow.

Gardner and America's rich benefitted from prosperity gospel because it glorified selfishness and inhumanity and deluded "Christians" that greed and indifference were expressions of Godliness. (These were Satanic-level perversions of Christ's instruction and message.)<sup>2</sup> Gardner's and the new fake Republican's attack on Christianity will become more aggressive in 1961.

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<sup>2</sup> Any Christian doubting that God expects us to be kind to the unfortunate should remember Mathew 25:40-42, where failure to care for the least of us invites the harshest punishment: "40: The King will reply, Truly I tell you, whatever you did for one of the least of these brother and sisters of mine, you did for me." 41: "Then he will say to those on his left, 'Depart from me, you who are cursed, into the eternal fire prepared for the devil and his angels.' 42: 'For I was hungry and you gave me nothing to eat, I was thirsty and you gave me nothing to drink,..."

## **J Edgar Hoover Launches COINTELPRO**

In 1956, J Edgar Hoover (allegedly) launched the COINTELPRO operation. COINTELPRO authorized the FBI to “expose, disrupt, misdirect, or otherwise neutralize” groups the FBI official viewed as “subversive.” Primarily these groups were communist groups and Black groups. Under COINTELPRO guidance, the FBI used such tactics as assassination (yep) of members of these groups, creating negative images of these groups via media, various sabotage methods intended to create internal conflict and dissention within these groups, restricting these individual’s and groups’ access to public resources, using private media to make false reports about these individuals and groups.

Although COINTELPRO was initiated in 1956, America would not first hear about COINTELPRO until 1971 or 1972, and America would not learn that COINTELPRO was initiated way back in 1956 until around 1976.

**1957**

### **Harold E. Jones Misses Photo Op, Again**



Above: Harold E Jones is not pictured (Jan 10<sup>th</sup>, 1957, Manhattan Mercury).

During his life, Harold E Jones made missing photo-ops a lifestyle.

### **Harvard’s Conant Joins Gardner & Carnegie**

February 8<sup>th</sup>, 1957, page 6A of The Ogden Standard-Examiner (“New Job for Conant”) reports James Conant, former president of Harvard, will lead a survey of US high school education for the Carnegie Corporation.



### **Oneonta Goes Into Educational TV**

April 1957, as if being coached by John W Gardner himself, suddenly W. J. Calsum (the guy who stole Curtis Cooper's "party line" signal amplifier and cable-box signal splitter idea) was going around trying to give schools free educational TV, as reported April 11<sup>th</sup>, 1957, in the Oneonta Star newspaper (page 5), in an article title "School to Get Free TV Cable".

### **Berkeley Planning Commission First Mentions Its "Master Plan," Soon Adds "Child Study Center" to Its Agenda**

July 25, 1957, in the Oakland Tribune (page 12) the Berkeley Planning Commission first mentioned its "Master Plan" for Berkeley school, nursery schools and "Child Care Centers."

Two months later, September 26, 1957, in a front-page Oakland Tribune article, the Berkeley Planning Commission first contemplated adding UC's proposed new "Child Study Center," on Atherton Street, to its "Master Plan."

### **THE SOVIET UNION LAUNCHES SPUTNIK 1 SATELLITE**

October 4<sup>th</sup>, 1957, the Soviet Union launched Sputnik 1, the first artificial satellite to be successfully launched by mankind. It orbited Earth for 3 weeks, sending radio signals back to Moscow. It was pulled back into Earth's atmosphere on January 4<sup>th</sup>, 1958.

America was stunned and amazed. To many, this was a clear indication that the Soviet Union's educational system was light years ahead of America's.

John W Gardner, seizing public concern that the US had been surpassed by the Soviet Union, sprang to action.

## **1958**

### **Rockefeller & Gardner Create a Fake Military & Educational Crisis, To Subjugate America's Military To Defense Contractors**

January 6<sup>th</sup>, 1958, a commission led by Nelson Rockefeller released a report on American Defense and Education, recommending increasing America's defense and education budgets. John W Gardner was one of the most prominent people to serve on the 21-member commission.

The report forever neutered the US military, and put America's most powerful industries (the military defense industry, the film industry, banks,

universities...) in charge of America's military, by replacing what had been the traditional command structure, where the joint chiefs of the Army, Navy and Air Force reported directly to the President. Under Rockefeller's system, the President would select a Chief of Staff, over the Joint Chiefs of Staff. Above the new Chief of Staff would be the Secretary of Defense and the President. As the Press Telegram explained, January 5<sup>th</sup>, 1958, page 5:

“No longer would the chiefs of staff of the services direct military operations of their services. The Departments of the Army, Navy and Air Force would become **agencies** for recruiting and training men and **procuring** and distributing equipment and supplies.”

Does that make you want to commit your life and career to military service? –so at the apex you can procure grenades from a defense contractor?

President Eisenhower's first Chief of Staff was John Steelman.

This scheme gutted the integrity of the US military and initiated John W Gardner's new America: land where CEOs are accountable to no one. How the “Chief of Staff” idea worked was simple: it took the military out of play. Once the Chief of Staff system was in play, the military was no longer used to advise on the subjects it knew best: war and peace.

Various reports of this story (such as the January 2<sup>nd</sup>, 1958, Fort Worth Star-Telegram) reported the study was financed by the Rockefeller Brothers Fund, and Henry Kissinger was the project's “principal staff secretary.”

**Personality profile.** Soon Gardner would have the people working under Dr. Donald W MacKinnon, at UC's Institute of Personality Assessment and Research (IPAR), create a personality assessment questionnaire for soldiers. No longer would the best, most honest and true soldier be selected for the more advanced officer positions. Incorruptible people had no place in Gardner's vision. Gardner wanted people who followed orders, didn't think and didn't ask why.

### **Gardner and Kissinger Lecture on Higher Education**

February 25<sup>th</sup>, 1958, The Minneapolis Star reported John W Gardner and Henry Kissinger (of the “Rockefeller fund”) would speak at a March 2-5, 1958, “Convention on Higher Education” in Chicago.

### **Helen Shapiro's Foundational Role In Creating The S.A. Cooperative Nursery**

January, 17<sup>th</sup>, 1958 (page 13), the Daily Independent Journal (of Marin County, CA) interviewed Helen Shapiro (“Mrs. Carl Shapiro”), concerning her foundational role in creating the **San Anselmo Cooperative Nursery** (founded

in the **Fairfax Council** chambers). Although the article was written about 7 years before my birth, and almost 11 years before my stepdad entered my life, Helen Shapiro was like a surrogate mother to my stepdad (accordingly, by 1969 or 1970, I considered Helen Shapiro part of my family, until her death in 2005). The article also introduces the nursery's new director, **Elizabeth Rall**, who had "years of experience as a teacher in **Berkeley**..." The article ends with Helen saluting the power of the American P-TA (Parent-Teacher Association). Helen continued to be mentioned in the press, connected to the P-TA, into the 1960s.

### **Conant Recommends Much Bigger Schools**

14 months after announcing James Conant would evaluate US high schools, Conant began releasing his findings, in March and April 1958. April 10<sup>th</sup>, 1958, Conant shared the most damaging of his *findings*, as reported on page 69 of the Minneapolis Star: "Conant Says Bigger Schools Can Do The Job."

James Conant recommended consolidating students into much larger high schools. In the coming years, as the US adopted this plan, this would have a disastrous impact on America's educational system. The reason John W Gardner and James Conant were advocating for larger public schools was to reduce spending on education, and divert public tax money to private universities.

### **U.C. Invites John W Gardner To Address 500 Members Of the ACPRA**

July 2<sup>nd</sup>, 1958, page 42 of the Oakland Tribune, University of California announced John W Gardner would be the principal speaker at a gathering of 500 members of the American College Public Relations Association.

### **President Dwight Eisenhower Signs The National Defense Education Act**

Reacting to John W. Garner and the cartel's campaign to invest in education and defense, on September 2, 1958, President Dwight Eisenhower signed the National Defense Education Act (NDEA).

The NDEA greatly benefitted the University of California, and all colleges and universities, as it made federal student loans available to American students, encouraged cooperation between teachers and researchers, created testing programs to identify "gifted" students, initiated the "Academically Gifted" and "Gifted & Talented" programs we have today.

This mandatory testing evolved in the late 1960s to include IQ and creativity testing segments within the National Assessment of Educational Progress (NAEP) test, which all American public school students take at ages 9, 13 and 17.

**Nancy Bayley Says Infant  
IQ Testing Is Not Accurate**

October 16<sup>th</sup>, 1958, Nancy Bayley reported that infant IQ tests were not reliable. The article, published in The Shreveport Journal (and others), describes Bayley's various infant testing methods, and explains that testing of young infant is very inaccurate, testing of 2-year-olds is also "inconsistent," but test done at 3 and 4-years old are much more reliable.

**Catherine Landreth Leaves  
The Nursery School**

December 1958, Catherine Landreth stepped down as Director of The Nursery School. In her book, "The Nursery School of the Institute of Child Welfare" (1983), Landreth said: "I did, though, ask to be relieved of my appointment as the Director of The Nursery School in December of 1958, prior to my leaving for a Fulbright assignment in New Zealand, and to the moving of the Nursery School program to the new building." Although no longer with the Nursery School, Landreth continued to teach at UC Berkeley, in the psychology school, until 1964.

**1959**

**"Institute of Child Welfare" becomes  
"The Institute of Human Development"**

In 1959, the Institute for Child Welfare changed its name to the "Institute of Human Development."

**MacKinnon Puts 250 Prominent  
Creatives Through a 3-Day Inquiry,  
Led by 15 Psychiatrists**

June 2<sup>nd</sup>, 1959, in article captioned "Creative type found typically serious", the Peninsula Times Tribune reported that Donald W. Mackinnon's researchers at UC's Institute of Personality Assessment had studied approximately 250 prominent creative people. For these "studies" each creative subject was put to "three days of intensive written and oral testing and personal evaluation." (A San Francisco Examiner article, published 3 weeks

later, June 21<sup>st</sup>, 1959, titled “Study Shows Real Scientist, Poet, Looks Like Executive,” revealed writers Truman Capote and McKinley Kantor were among the creatives studied.)

### **Whittier Nursery School’s Many Names**

Between 1936 and 1977, Whittier-UC Elementary had many published names: 1. Whittier Nursery, 2. Whittier-University Center, 3. Whittier-University School, 4. Whittier Child Care Center, 5. Whittier Children’s Center, 6. Whittier Children’s Center Nursery, 7. Whittier Parent Nursery, 8. University of California Child Care Center, 9. University’s Child Care Center. 10. U.C. Child Care Center, 11. Berkeley Whittier Nursery School.

Many of these name changes occurred because federal WPA funding required nurseries be called “Child Care Centers” (and later “Children’s Centers”). After 1942, the word “nursery” would not appear in Whittier’s name for 26 years. From 1960 to 1977, Whittier/UC “child care center” dropped the name “Whittier” **in all but two** newsprint story (in 1968 and 1971), and took the name “University of California Child Care Center” or “U.C. Child Care Center.”<sup>3</sup> This was done to tie the UC Child Care Center (on the Whittier Elementary campus, at 2034 Lincoln St.) to the new “Child Study Center,” on Atherton Street, in Berkeley.

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<sup>3</sup> See the “Chapter Note” at the end of Chapter Four, which detail two falsified news articles that appeared on NewsPapers.com after I wrote an early draft of this “Act” (and published this Act on my website, TheZoneResistance.com, to warn parents not to enroll their children in Head start). The articles, backdated to 1962 and 1963, fraudulently mention *Whittier Child Care Center*. This was done to make it appear as if my reporting and/or research methods are unreliable –because, if someone checking my work found the falsified articles, and took them as genuine, they would see Whittier’s name had clearly not almost disappeared from newsprint, from 1960 to 1977, as I reported. (Confusing?) The Chapter Four *notes* also explain how to spot the fraud related to inserting these articles/pages into the NewsPapers.com archive.

# CHAPTER THREE

## The Child Study Center Caper

1959

**H.E. Jones Offers BUSD a Unit In the  
Child Study Center; BUSD Proposes a  
Trade: The CSC Unit for Another Space  
(This Exchange was Staged, To “Sneak”  
A Child Study Center Unit Into The  
Whittier/University Child Care Center)**

The Oakland Tribune, July 8<sup>th</sup>, 1959, page 29 (captioned “Educational Policy Up to Board”), reported Harold E Jones, the director of UC’s Institute of Human Development, offered to give the Berkeley Unified School District (BUSD) Board of Education one of the two large nursery units in a proposed Child Study Center Building. But Harold E Jones is careful to request that the unit be used to house one of Berkeley’s state-funded “Child Care Centers”:

“The board took under advisement a proposal of Dr. Harold E Jones, director of the University of California Institute of Human Development, to make available one of two units in a new Child Study Center Building to house one **child care center** now being operated by Berkeley schools.”

When completed, the proposed Child Study Center would contain two one-story buildings: a building containing two large nursery units, and an office building. In the article, Superintendent Wennerberg seems to begin to approve the offer, but turns the offer into a trade of space, a “transfer,”

whereby, in exchange, one of the Child Study Center units could be operated in a BUSD structure, as the article explains in the final paragraph:

“Superintendent Wennerberg said that the transfer would free one building now in use.”

This seemingly scripted exchange proposed a trade of space. Without proposing this trade, something of value for something of comparable values, Wennerberg would have publicly conceded to a bribe.

Because of this trade, the proposed Child Study Center (designed to house two child care units for the University of California) would be divided between the University of California unit at the proposed Child Study Center building and a University of California nursery unit that would be housed in a space that the BUSD provided U.C. (in exchange for use of the one of the units in the proposed Child Study Center).

Two weeks later, July 23<sup>rd</sup>, 1959, the Oakland Tribune (page 25) reported the building plans were complete, the construction contract was awarded.

The building was completed in the spring of 1960.

The site that Superintendent Wennerberg gave University of California (in exchange for a unit in the Child Study Center) was Whittier Child Care Center. Clever, because this was not really an exchange; because the Whittier nursery building was jointly owned by Berkeley Unified and the University of California.

## 1960

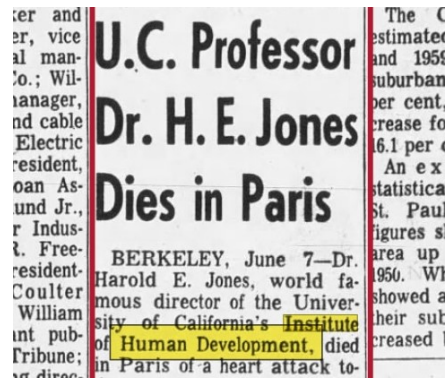
### **The Child Study Center Receives Its First Assignment Grant**

May 20<sup>th</sup> 1960, the Oakland Tribune (page E 2) announced UC professor Dr. R Nevitt Sanford and assistant research psychologist Diana Baumrind had received anonymous funding to study 2 groups of children in the Child Study Center. The final paragraph reads:

““Two groups of Children at Berkeley’s Institute of Human Development will be studied –a best adjusted group, a least adjusted group and a group having neurotic symptoms which was chosen from local clinics.””

### **HAROLD E JONES DIES IN PARIS, 5 Days Before the Child Study Center Opens**

June 7<sup>th</sup>, 1960, the Oakland Tribune reported (front page), Dr. Harold E Jones had died of a heart attack in Paris, just 5 days before the unveiling of the new Child Care Center (an event he would have to publicly attend –as the UC’s IHD director).



**The Child Study Center Opens!  
Berkeley Public Schools Move TWO  
Berkeley Nurseries Into the  
ONE Child Study Center Unit**

Five or six days after Harold E Jones died, on June 12<sup>th</sup>, 1960, the Oakland Tribune reported that “TWO Berkeley Public Schools **parent nursery** groups would open sessions in September in the new University of California’s Institute of Human Development building on Atherton St, between Haste and Channing Way.” The two groups share one class, as the article explains, one group uses the nursery from 9am to noon, and the next uses the space from 1pm to 4pm. The article explains that UC and Berkeley school department would jointly sponsor the plan.

The article shows one of the new Child Study Center units is a parent nursery, which serves primarily White families, and is run by the Berkeley Unified School District. In 1960, Berkeley’s nurseries were not well integrated.

**Who Is In the Other  
Child Study Center Unit?**

But what nursery program was housed in the other Child Study Center unit is a mystery? I believe the **Franklin** Child Care Center may have moved into the other Child Study Center unit. Franklin had been located in one of the poorest sections of Berkeley (southwest Berkeley) and primarily served Black and brown kids. I deduced Franklin moved into the other Child Study Center unit because Franklin disappeared from news reports for a decade once the Child Study Center opened.

**“The Nursery School” Moves into the  
Whittier-University Nursery House**

In 1960 or 1961, it appears that UC Berkeley’s famous “Nursery School” moved into the Whittier nursery house, on the Whittier Elementary campus.



This was not a whimsical move, however. As reported in the Oakland Tribune, November 20<sup>th</sup>, 1959 (page 15), UC Berkeley's law school faculty began fundraising to build the Earl Warren Legal Center (law school), which was to be located on Bancroft Way, right where the Nursery School sat.

### **Predictions the Nursery School Was Moving to the Child Study Center**

Prior to the Nursery School moving into the Whittier nursery house, the California press (prodded by UC) speculated the Nursery would move to the Child Study Center. The first report that the Nursery was moving to the Child Study Center came on August 16<sup>th</sup>, 1959, in "The Van Nuys News and Valley Green Sheet (page 10), under the title "New Child Study Center Planned on UC Campus". The article's second paragraph predicted: "The center will provide a new quarters for the university's nursery school, which was established over 30 years ago as part of the pioneering Institute of Child Welfare."

The second announcement that the Nursery School would relocate to the Child Study Center came July 19<sup>th</sup>, 1960, again in The Van Nuys News and Valley Green Sheet", in an article titled "UC Center for Child Study is Completed" (page 30), which claimed "The new center will be in use this summer when the nursery school is transferred from its present antiquated facilities."

### **Why I Think the Nursery School Moved To the Whittier UC Nursery House**

Between 1960 and 1961 the Nursery School could have relocated anywhere, but I believe the Nursery School relocate to the Whittier/UC nursery house, simply because the two Child Study Center units were full (one unit housing a Berkeley public schools nursery program, the other housing a UC nursery made up of minority toddlers from the Franklin nursery).

My view is supported by the fact that in May 1960, a few weeks before the Child Study Center opened, UC's IHD and the Child Study Center received its first research grant, for R Nevitt Sanford and Diana Baumrind to study "Two groups of Children," a "best adjusted group" and "a least adjusted group." Baumrind considered the children in the Nursery School at Whittier/UC the "best adjusted" group, and the minority children the "least adjusted" group. However, if we suppose, rather, the Nursery School moved into the Child Study Center building, and not to Whittier/UC, then Sanford and Baumrind could have only compared the all White children in the Nursery School to the all White children in the Berkeley public schools parent nursery unit.

### **The Nursery School Was Not In the Child Study Center**

Although a few times between 1960 and 1970, the local press suggested the Nursery School moved into the Child Study Center (CSC), the surest proof this did not happen (at least not until after 1969) is UC's official publications and insider reports. Later in this story, in 1967, *UC itself* will produce two booklets ("UC and the Public Schools" and "Different but Equal"); both booklets looked into the three UC Child Study Center nursery programs. Also in 1970, Paul Abramson published "Schools for Early Childhood," which compared the units in the Child Study Center building, and interviewed the head teachers. None of these publications proposed the renowned Nursery School was in the CSC. Rather, they show the Nursery School could not be at the CSC building, because the Nursery School was a conventional nursery (not a parent nursery), but "UC and the Public Schools", "Different but Equal" and "Schools for Early Childhood" all showed UC's CSC nursery, in the Child Study Center, was a parent nursery, and the other CSC unit was run by Berkeley Public Schools. Thus, the Nursery School, a conventional nursery, run by University of California, must have moved into the Whittier/UC Child Care Center.

### **UC's IHD Reveals the Other Child Study Center Unit is The Whittier/UC Child Care Center**

September 21<sup>st</sup>, 1960, the Oakland Tribune (page S-19) reported, under the caption "Child Nursery School Still Has Opening," the 'Berkeley School Department' is running a nursery program based inside of the Child Study Center, for children 3 to 5 years old.

The final paragraph of the article was about the University of California's other nursery program (the WPA Child Care Center at Whittier; previously called Whittier-University Nursery and Whittier Child Care Center, but now –in 1960- called **University's Child Care Center**). The paragraph also revealed that UC Child Care Center (at Whittier) is run by UC's Institute for Human Development –the same institute that ran the Nursery School in the Child Study Center. The paragraph reads:

"At the **University's Child Care Center**, children and parents are expected to participate in limited degree in a research program conducted by the Institute of Human Development."

We know the passage refers to the Whittier nursery center on the Whittier Elementary campus, because the article is about a UC "Child Care Center", and the only "Child Care Center" that University of California had, per the 1936 WPA grant, is on the Whittier Elementary Campus, at 2034 Lincoln.

**UC & BUSD Changed The Whittier  
Nursery's Name, To "Sneak" The Nursery  
Into Whittier, to Expand Research Options**

In 1959 UC's Institute of Human Development "traded" Berkeley Unified School District a unit in the Child Study Center building.

In 1960, UC's IHD renamed the Whittier nursery as "U.C. Child Care Center." The name was deliberately very similar to the "U.C. Child Study Center." The first newsprint reports of this new name were: <sup>4</sup>

1. September 21<sup>st</sup>, 1960, the Oakland Tribune mentions "University's Child Care Center," run by the IHD, page 75 (S-19).
2. June 29<sup>th</sup>, 1961, page 31 of the Oakland Tribune, an article captioned "Class to Watch 2-Year-Olds," calls the Whittier nursery "University of California Child Care Center." The article gives the Atherton address, because the Atherton address holds offices for the UC and IHD nurseries. We know this is the Whittier-UC nursery because the listing is for 2-year-olds –only Whittier-UC had 2-year-olds. From 1938 to the 1980s, or longer, the Child Study Center on Atherton only had 3 and 4-year-olds.
3. In 1970, the San Francisco Examiner, page 24, under a caption "A Weekend To Honor Women," called the Whittier-University nursery the "University of California Child Care Center."
4. March 7<sup>th</sup>, 1972, page 2 of *The Argus*, "Group to hear child care talk" calls the Whittier nursery "University of California Child Care Center."

These stunts (publicly *trading* spaces; giving the two centers very similar names) were done to give UC two child centers, in different locations (one unit called "UC Child Study Center" in the Child Study Center building, and the "UC Child Care Center" unit in the Whittier nursery building). UC went to great lengths to covertly split the Child Study Center into two locations for 3 reasons:

1. By making the Whittier/UCCCC a *child study center* unit, the IHD gained access to 2-year-olds. Research funders wanted IQ studies on children under 3-years old, but the Child Study Center unit was for 3-4 years old.
  2. To increase the number of nurseries that the IHD had access to, thereby broadened their research base and options.
  3. To avoid scrutiny and regulation.
- In the 1960s, newspapers primarily stopped using the "Whittier" name, in favor of "University" or "UC", but BUSD usually used the *Whittier* name (Whittier Child Care Center, Whittier Children's Center).

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<sup>4</sup> This effort to obfuscate the relationship between Whittier/UCCCC and UC's Harold E Jones Child Study Center will continue into the 1970s. (Also see the notes at the end of Chapter 5, of this Act.)

# CHAPTER FOUR

## Head Start

1960

### **Assistant Professor Susan M Ervin Begins Investigating Language, at UCB**

August 9<sup>th</sup>, 1960, the South Pasadena Review (page 8), announced assistant professor Susan M Ervin had launched an investigation into language learning, by studying 150 Japanese women learning English as a second language. However, when Ervin completes her research, we will learn this report is false. Ervin's research actually involved children 2-years old to 5-years old. Ervin must have observed these children at Whittier/UCCCC, because the Child Study Center units had only 3 and 4-year-old children.

### **Dr. Donald W MacKinnon Declares US Universities' Selection Methods Discriminate Against Blacks and the Poor, Who May Be the Most Creative**

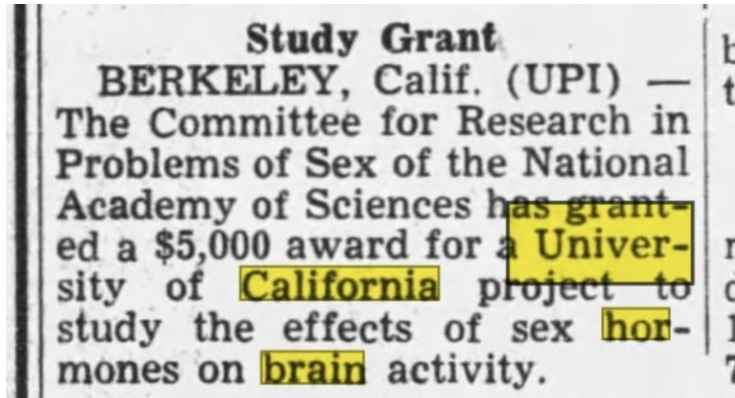
Clearly not owned by John W Gardner (even if the Carnegie Corporation funded his research), July 6<sup>th</sup>, 1960, in The Gazette and Daily, page 31, caption "System of Selecting College Students Termed Undemocratic, Discriminatory," the great Dr. Donald W MacKinnon declared US college testing procedures improperly discriminate against people who may be the most creative.

"By selecting only those from the right side of the tracks and the "right" social background, he said many students with high levels of creativity who may have been underprivileged in their early years are overlooked."

### **John Clausen Named IHD Director**

Following the *death* of Harold E Jones and the departure of Catherine Landreth, John A Clausen is named the new director of the Institute of Human Development, as reported in The Fresno Bee, August 24<sup>th</sup>, 1960, page 3.

### **University of California Begins Research on the Effects of Sex Hormones on Brain Activity**



November 17<sup>th</sup>, 1960, University of California buried the story on page 9 of the Daily Mountain Eagle, in Jasper, Alabama:

“Berkeley, Calif. (UPI) – The Committee for Research in Problems of Sex of the National Academy of Science has granted a \$5,000 award for the University of California project to study the effect of sex hormones on brain activity.”

## **1961**

### **John W Gardner (Carnegie Corp) Gives \$300K for UC Higher Education Study**

Carnegie gives \$300,000 (roughly \$3.5-million in current US dollars) to “UC’s Center for the Study of Higher Education.”

### **Gardner & Carnegie Give \$100K to UC & Richard S Crutchfield to Develop Self-Teaching Devices**

May 8<sup>th</sup>, 1961, The San Francisco Examiner reported, page 60 (“UC Gets Two Big Grants”), the Carnegie Corporation awarded \$179,000 to University of California; \$100,000 will go to Richard S Crutchfield, associate director of the Institute for Personality Assessment and Research, at UC Berkeley.

Two days later, May 10<sup>th</sup>, 1961, The Daily Illini (Urbana, Illinois) reported on “Page Eight” (“Carnegie Awards Four New Grants For Mind Studies”) that Richard S Crutchfield and the University of California’s IPAR were working to develop self teaching devices.

**John W Gardner Expands  
His Campaign to Divide, Corrupt  
& Conquer the Christian Church**

May 15<sup>th</sup>, 1961, John W. Gardner and the Carnegie Corporation announced plans to launch a study on what constitutes a “Catholic Education.” News of the Gardner’s planned investigation spread throughout the year, covered in many newspapers. In November Gardner and the Carnegie Corporation announced they had given the University of Notre Dame \$350,000 for a study of, as Gardner put it, “Catholic Educational requirements and resources.” As the Burlington Free Press reported, December 4, 1961 (page 19), the study would examine “curriculum, administration, number of teachers and training of teachers, quality of academic achievement...”

This appeared somewhat innocuous, but the point was to “otherize” Catholicism, to create a rift between the America’s Catholics and various Protestant branches, to weaken the power of the Church (and all churches).

Why divide the Christian Church?

Catholicism is a branch of Christianity (believing in the divinity of Jesus). In the 1930s and 1940s Catholicism was perhaps the most powerful moral voice in America, with Father Charles Coughlin’s national radio show owning about one-third of the American audience. Coughlin had horribly anti-Semitic views. Coughlin also felt communism was a reaction to capitalist greed. After WWII began in Europe, in 1939, Coughlin encouraged Americans to remain neutral. At this point, Coughlin had grown so influential that his opponents worried he might incite civil war. All of this terrified the Gardner and the Cartel: a single voice threatened everything.

Gardner and the cartel wanted to divide the Christian Church to make it powerless. In the future there would be Christian TV and radio programming, but only non-political churches and churches that submissively support the cartel’s new rightwing pro-business agenda will get a national media platform.

**Bayley Named Child Study Center  
Administrator**

The Honolulu Star-Bulletin identified Nancy Bayley as an administrator of University of California’s Child Study Center on July 2<sup>nd</sup>, 1961, page 8,

Women's Section ("Fatherless Generation"); and July 23<sup>rd</sup>, 1961, page 20 ("Five Meetings to Hear Talks By Professors").

**The Child Study Center is Renamed:  
"Harold E Jones Child Study Center"**

The name "Harold E Jones Child Study Center" first appears in newsprint on July 2<sup>nd</sup>, 1961, in the Honolulu Star-Bulletin. No fanfare about the name change was made.

**Richard S Crutchfield Reveals He is  
Doing "Conformity" Research  
For UC and Carnegie**

September 7<sup>th</sup>, 1961, just four months after reports of John W Gardner's (Carnegie Corporation) latest investment in Richard S Crutchfield and UC Institute of Personality Assessment and Research (IPAR), on page 10 (4-B) of *The Selma Enterprise* (Selma, California) the true focus of Dr. Richard S Crutchfield's research is disclosed, in an article titled "Psychology Test Shows Conformity Or Independence."

**UC Begins Study on Discrimination**

June 14<sup>th</sup>, 1961, Oakland Tribune, page 15, an article title "U.C. to Start New Studies on Learning" explains that UC has created a new research school, called the "Center for Human Learning." The article explains that one of the forthcoming studies "will examine how human subjects learn to discriminate among various quantities... and color" The article announces Arthur R Jensen will be part of this educational center, along with **Susan M Ervin**.

**A Young Man Named Joe Shapiro  
Sets Off For Cuba and Helsinki  
To Explore and Exchange Ideas**

In the new world of John W Gardner and the cartel, it is no longer safe for an American to think for himself or to consider ideas that the treacherous new CEO-controlled government does not approve, as an 18-year old man named Joe Shapiro will soon learn.

In September of 1961, Joe Shapiro journeys to Cuba, maybe out of curiosity, maybe to adventure or exchange ideas, or maybe because he wants to see how a "communist" government functions. In the view of his American Founders he would be a proud, patriotic American in travelling to any country on this planet, as long as his reasons for travelling were legal and not intended to harm his nation.

**J.P. Guilford Explains a High  
Conventional IQ is Not Required  
To Be Very Creative**

November 1<sup>st</sup>, 1961, in an article captioned “Study Shows Creative Child Need Not Have a High IQ” in The Journal Times, page 8, JP Guilford explained that creativity tests may ask students to provide answers that vary, maybe widely, “There is no one right answer, but a potentially large number of acceptable answers.”

**1962**

**Guilford Creates a Creative IQ Test  
For Young Children**

In 1962, JP Guilford created a collection of creative IQ tests for young children, as he publishes a book/paper called “Some Primary Abilities in the Areas of Nonverbal Divergent Production.”

**Young Joe Shapiro Attends  
A Youth Festival in Helsinki**

Sometime between July 27<sup>th</sup> and August 5<sup>th</sup>, 1962, at only 19 years old, Joe Shapiro is rumored to have travelled to Helsinki, Finland, to attend the Eighth World Youth Festival, presented by the World Federation of Democratic Youth. February 23<sup>rd</sup>, 1961, a small and anonymous statement on page 21 of The Fresno Bee states “Western governments consider that the organization is Communist influenced.”

**1963**

**Print Media Becomes Consumed With  
“Culturally Disadvantaged” Youth**

According to Newspapers.com, in 1958, the phrase “culturally disadvantaged” did not appear in any American newspaper. A year later, 1959, the phrase appeared in one paper; nine papers in 1960; 13 in 1961; about 60 in 1962. But in 1963 and 1964 the term *culturally disadvantaged* explodes and appears in hundreds upon hundreds of publications. Dozens of these articles mention the University of California, who, from 1960 to the mid 1970s, were conducting dangerous experiments on “disadvantaged” kids. (*Disadvantaged* kids, we’ll learn in the mid 1960s, are Black and Latino children).



### **Two “Research” Units Are Built In The New Tolman Hall Building**

March 12, 1963, the Oakland Tribune reports (page D 15) UC Berkeley’s newly opened 229,000-square-foot education and psychology building, Tolman Hall, will house two “research units”, one for the Institute of Human Development (Rockefeller and Carnegie), the other is for the Center for the Study of Higher Education (Carnegie Corp).

### **John W Gardner Addresses Congress About Poor Foreign Countries, “Where Public Education is Not Widespread”**

April 1963, John W. Gardner initiated decades of international evil, when he sent a report to congress, seeking to expand educational diplomacy with foreign countries where public education was “not widespread.” April 6<sup>th</sup>, 1963, The Baltimore Sun (page 7, caption: “Shift Urged for Students”) reported that John W Gardner of the Carnegie Corporation addressed congress about the need to reach out to foreign poor countries, “where public education is not yet widespread.” This address opened the door to international educational exportation –which the University of California, John W. Gardner and the United States will exploit, to the devastation of children and families of many non-White foreign nations –for decades to come.

### **Joe Shapiro is Ordered to Testify Before the House Un-American Activities Committee (HUAC)**

For venturing to a communist country (Cuba) and purportedly attending an event that may have been supported by people who were involved in spreading communist ideas, on July 1<sup>st</sup>, 1961, Joe Shapiro was ordered to Washington DC, to testify before the House Un-American Activities Committee (the word *Un-American* carefully chosen to intimidate all American viewers, and make them quiver at the word “communism”). Joseph Shapiro’s name is published in hundreds of American newspapers. The worst of them, like the Los Angeles Times (July 2<sup>nd</sup>, 1963, page 17) publish Joe’s family’s address, so they can worry about vandalism, or worse. That same day, the Sacramento Bee, page 20, reports that Joe may have also travelled to Helsinki, in 1962.

The next day, we learn, front page of Daily Independent Journal, Congressman Edwin Willis asked the Department of justice to prosecute Joe Shapiro and 11 other young Americans, for “illegal travel to Cuba.” In the new cartel’s America, absently travelling on an expired passport was “un-American.”

For Gardner and the cartel, terrifying idealistic young people, was the point. *Let them be terrified. Let the world watch as they are vilified, and as they worry about being wrongly imprisoned –for having the courage to wonder and to pursue new ideas. Let all of America’s youth watch. Let them learn not to question, not to consider different possibilities.*

### **Gardner’s Campaigns to Funnel Billions of Public \$\$ To Private Universities Begins**

July 7, 1963, John W Gardner and the Carnegie Corporation publish a national story, by G.K. Hodenfield. The article takes a dark look at what could become of America’s higher educational system, without huge investment. The article admits the dangers of corporations paying universities for research with predetermined conclusions, but portrays the Rockefeller, Ford and Kellogg foundations, and the Carnegie Corporation as heroic for investing in universities when the US government and citizenry are not. The article challenges Americans to support much greater investment in US universities.

### **U.T. Receives Huge Grant From The National Institute of Mental Health**

October 14<sup>th</sup>, 1963, the Austin American-Statesman reported, page 16, that the National Institute of mental Health granted University of Texas \$226,000 for research related to improving academic achievements of children.

### **Hadsell Committee Finds No Inherent Difference In Black/White IQ**

After being formed and appointed by the Berkeley Unified School District, to research and make recommendations concerning segregation, in 1963, The Hadsell Committee (chaired by John Hadsell) reported: “Studies (Science, November 1, 1963, pp. 558-59) have failed to show inherent racial differences in intelligence. Differences in socio-economic background and educational opportunity have made exact comparisons of intelligence impossible”.

July 12<sup>th</sup>, 1963, The Press Star (Indiana, page 4) reported IQs for Blacks in Chicago schools were 97.5, and 102 for White students –a 4.5 point gap. But, after the US Supreme Court’s 1954 order to desegregate US schools, there was an immediate flood of fake comparative IQ tests published, claiming a 15 to 38 point difference in IQ score average between Blacks and Whites. But these tests were funded by segregationists, and did not include Black psychologists or observers. Thus, the Hadsell report and The Press Star figures are the most reliable, credible and unbiased IQ scores I was able to find.

Although the Hadsell Committee states there is no inherent difference in IQ between Whites and Blacks, because factors that American Blacks commonly endure (e.g., stress and poverty) can reduce IQ test performances, for comparative purposes, *this Origin Stories* report assumes the stress load Blacks faced in 1963 caused them to perform 4.5 point below Whites on standard group IQ tests.

### **BUSD Tests A Small Set of Black Students' IQs, for the First Time**

November 20<sup>th</sup>, 1963, the San Francisco Examiner (page 1 and 17) published the Berkeley Unified School District's (BUSD) first ever report on Black (Negro) IQs, in an article captioned "Integration - - Berkeley Plan" (page 1) and "Berkeley Plan to Desegregate" (page 17) by Ronald Moskowitz.

From the article we learn the BUSD, who had never tested Black IQs, decided to test the IQs of some fraction of students at just TWO junior highs (in a school district with 30 schools), because they had no idea how their Black students were doing, or if their Black student "were getting an education," as Moskowitz explained (under "IQ CHECKS"):

"First they wanted to know if Negro and white children of the same IQ were getting an education in predominantly Negro schools similar to that in racially balanced schools.

"They tested students in two junior highs schools..."

This flawed test and flawed methods got progressively worse, until Wilson and Moskowitz conclude:

"Studying the two tests the committee concluded that culturally deprived children get most of their values from their classmates, but that culturally advantaged children get their values and study habits from their parents, and therefore would achieve no matter what the racial makeup of the school."

This false argument quickly travelled around the Nation, via the cartel's media network, and became the basis for a national clandestine, neo-rightwing effort to enroll Black and Latino toddlers into Head Start programs.

### **PRESIDENT KENNEDY IS ASSASSINATED**

November 22, 1963, U.S. President John F Kennedy is assassinated in Dallas, Texas.

1964

**Dr. Susan Ervin Announces an  
Incredible Discovery about Children's  
Brain Development and Language**

February 24, 1964, the Oakland Tribune (page 14) buries what may be the most important discovery concerning human brain and language development of the century. The article explains: “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.””

Then Dr. Ervin makes a jaw-dropping revelation that most of the world ignored: “It is as if children unconsciously construct hypotheses about grammar from the stressed words they hear from adults.” The article explains that Dr. Ervin’s research was conducted in the Institute of Human Development and The Institute of Human Learning.

13 days later, March 8<sup>th</sup>, 1964, the Contra Costa Times (page 6) publishes a more complete story about Susan Ervin’s work. The article explains: “A child may have a built-in tendency to organize sentences in a manner that is personally his own.” Dr. Ervin said. “For example, children that are observed seem to analyze or ‘decode’ what an adult says by using their personal set of ‘rules’ and they make replies in the same way.””

**The “RAMSEY PLAN” for Integration  
Is Introduced; Berkeley Delays &  
Refuses to Integrate Elementary Schools**

March 4<sup>th</sup>, 1964, page 4E of the Oakland Tribune, the Berkeley Board of Education introduced to the world “the Ramsey Plan” for integrating Berkeley schools. The article, “Berkeley’s New Plan For School Integration,” explains that the Ramsey Plan beat out two competing plans (the “Princeton Plan” and the “Hadsell Committee Proposal”). All three plans would only allow integrating schools beginning in junior high. The Hadsell Committee plan proposed changing district boundaries, but the Ramsey plan did NOT propose changing district boundaries; rather, it called for putting all “seventh and eighth grades in Willard and Garfield Schools and all ninth graders in Burbank school.” The Berkeley Unified School District was still not ready to integrate elementary schools, and continued its perpetual delay strategy, seen in the second to last paragraph:

“The superintendent also asked for study plans for integration at the elementary level but no action was taken.”

The Ramsey plan was next mentioned in two Oakland Tribune articles published May 20<sup>th</sup>, 1964. The first article, titled “Berkeley Redraws School Boundaries,” which thrice describes Parent Association members threatening to recall the entire school board for attempting to integrate Berkeley schools. The article also, once again, explains that only junior high grades will integrate (“...have all seventh and eighth graders in the city split between Willard and Garfield Junior High...”), and once again deferred even contemplating integrating elementary schools until the junior highs were integrated (“Action on elementary schools was postponed until the junior high proposal, known as the Ramsey Plan, is put into effect”). The article also explains the committee’s simple district boundaries proposal (“with boundaries generally in a northeast to southwest direction”).

### **John W Gardner Introduces the Idea of a Pre-school “Head Start”**

Just over a week after Doctor Susan M Ervin’s findings about how children’s minds develop through language and series of mini predictions based on their interplay with language, John Gardner and the Carnegie Corporation ran an article, by William Stuckey, on page 22 of The Town Talk (Alexandria, Virginia), introducing the idea of giving children as young as 3 years old early education. The article boasts that President Johnson’s Science Advisor Jerome B. Weisner “supported the general idea of formal training. With such a **head start** students might master deeper and more significant subject matter...”

### **Nancy Bayley Reverses, and Indicates IQ Testing of 2-Year-Olds Has Merit**

April 27<sup>th</sup>, 1964, The Los Angeles Times (Part IV – page 15), an article captioned “Child IQ Tests Prove He’s a Chip Off the Old Blockhead,” reported Nancy Bayley’s new findings: IQ testing of 2-year-olds is more reliable than she reported in 1958. The article instructs that children’s IQs tend to match their parents, and “Something appears to happen around a child’s second year which brings the youngster’s intelligence more in line with that of his parents.” But the article makes it clear that it is best, and much more accurate, to wait until children are six-years-old before IQ testing.

Although Bayley may have given a vote of approval for IQ testing of toddlers, there was no conventional IQ test on the market for children under 5 years old (although many new creative IQ tests for children entered the market in the early 1960s).

### **NYC BANS GROUP IQ TESTS**

May 18<sup>th</sup>, 1964, the Ashbury Park Press (page 7) reported that New York City banned group IQ testing, because they only measure a fraction of a person's potential, and can't measure "native intelligence" or creativity.

### **Berkeley Announces Tentative New Elementary School Districts (Savo Island Is Not In Whittier's District)**

Pertaining to the new integration and busing plans, May 20<sup>th</sup>, 1964, on page 4 E of the Oakland Tribune, an article captioned "School Plan Postponed," gave tentative details about the four new elementary school districts. Whittier was in District 1 (which was later renamed District C). Whittier's District 1 was primarily in Central and West Berkeley. It contained Franklin and Columbus schools in the west-central (Black and Latino) areas; Jefferson Elementary in the north-central Berkeley area; Whittier Elementary, also in the north-central area; Washington elementary, in the center of the city (3 block west of UC Berkeley's southwestern corner), is southernmost school; and the district had a finger-like protrusion in the north, to include Thousand Oaks Elementary.

The Savo Island housing project, more than half of mile south of Washington Elementary, is in not a part of this district.

### **Portland Maine Bans Group IQ Testing, Below 5<sup>th</sup> Grade**

May 28<sup>th</sup>, 1964, the Portland Press Herald reported, in a page 19 article titled "IQ Tests To Be Dropped for Younger Pupils Here," the Maine city of Portland would stop using group IQ tests for children below 5<sup>th</sup> grade.

### **Catherine Landreth Retires**

When Catherine Landreth's retirement from UC Berkeley was announced in the Oakland Tribune, June 9<sup>th</sup>, 1964, Landreth simply used the title "professor of psychology," she did not link herself to the Nursery School, where she worked for over 20 years; nor did she connect herself to UC's Institute of Human Development. I suspect Catherine Landreth left the Nursery School, in late 1958, because she knew UC's Institute of Child Development intended to conduct very dangerous research, and she wanted no part of it.

### **UC's Dangerous Experiments & Research on Preschool Children**

Between 1960 and 1964, University of California began secret, cruel and dangerous research on "disadvantaged" (Black and Latino) preschool children

(3 and 4-year-olds). Some of this research went back as early as 1960, but some research started around 1964. Details of this research were only published, by University of California, several years later, in 1967. The two UC publications that mention the research (“U.C. and the Public Schools” and “Different But Equal”), and were likely only distributed to select people.

**U.T. PSYCH PRESIDENT  
FINDS BLACK KIDS HAVE HIGHER  
CREATIVE IQs THAN WHITES**

**Divergent Thinking, Age, and Intelligence  
in White and Negro Children<sup>1,2</sup>**

IRA ISCOE\* and JOHN PIERCE-JONES  
*University of Texas*

Ideational-fluency and ideational-flexibility scores were obtained from an Unusual Uses Test given to 267 Texas white and Negro school children aged 5 to 9. Overall, these divergent-thinking scores were significantly higher for Negroes, and showed low, significant *r*s with WISC for both races. Fluency scores were not dependent upon

In a stunning report, after months of research on 267 children (132 Black children, 135 White children) University of Texas’ Dr. Ira Iscoe (president of UT psychology department; president of the Texas Psychological Association) and Dr. John Pierce-Jones (director of UT’s Personnel Services Research Center) concluded Black children have substantially higher creative IQs than White children.

Iscoe and Pierce-Jones’ research involved numerous creativity tests, including JP Guilford’s Unusual Uses Test, and test on similarities, vocabulary, digit span, picture completion, block design, and more. Iscoe and Pierce-Jones concluded:

...“Overall, these divergent-thinking scores were significantly higher for Negroes, and showed low...”

...“The differences between the mean divergent thinking scores of whites and negroes indicated the statistical superiority of Negro children, even though white children obtained significantly higher IQs on the WISC.”

Dr. Iscoe’s and Dr. Pierce-Jones’ study is titled “Divergent Thinking, Age, and Intelligence in White and Negro Children” and can be found on Jstor.org and other credible psychology research outlets.

Immediately, the US press (then controlled by John Gardner) killed this story. The story was published in no US newspapers (per Newspapers.com). Zero. Ira Iscoe went on to have a prosperous career and would publish many

more articles, but this story would never again be mentioned in the US press.

- There is reason to believe Latinos also tested higher than White in creative intelligence (although I did not find the actual research). This is explained in the Solutions section.

### **Bayley Named Director of IHD Study**

October 8<sup>th</sup>, 1964, The Morning Call, page 26 (“Light on Development”), identifies Nancy Bayley as the director of the “Berkeley Growth Study” project of the UC’s Institute of Human Development.

### **President Lyndon B Johnson Selects John W Gardner to Lead a Task Force on Education**

November 7<sup>th</sup>, 1964, the Des Moines Register reported on page 12 (captioned: “Report New Outlook on School Aid”) that John W Gardner had been selected to lead “A special presidential task force on education.”

As we learned earlier in the story, Gardner’s task force will eventually recommend creating the Corporation for Public Broadcasting, the Public Broadcast Service and National Public Radio; institutions that appear harmless, even good, but are used to expand Republican rule (e.g., US TV, film and cable companies used CPB and PBS to fund running untold thousands of miles of cable lines for private cable companies; NPR duplexer antennas would covertly transmit rightwing radio station signals over NPR antennas). But the most dangerous thing John W Gardner did as the education task force leader was to advise President Johnson to implement his new “Head Start” program.

### **Gardner Launches an Assessment of US Education, Which Will Lead to NAEP**

In 1964, John W Gardner and the Carnegie Corporation authorized a grant to create an Exploratory Committee for the Assessment of Progress in Education (ESCAPE). This committee’s finding would lead to the creation of the National Assessment of Educational Progress (NAEP).

- Gardner’s role in NAEP, CPB, PBS, NPR are addressed in the First Act; not in this Act.

### **Berkeley “MASTER PLAN” is First Mentioned In Newsprint**

November 17<sup>th</sup>, 1964, the Oakland Tribune article “Club Dates: Holiday Wonderland,” announced Dr. Neil Sullivan, Superintendent of Berkeley Unified School District would speak about a “Master Plan” at P-TA meeting.



A month later, December 16<sup>th</sup>, 1964, an article titled “Berkeley Affirms 9<sup>th</sup> Grade Plan” ran in the Oakland Tribune, and shed some light on the Master Plan: ““Sullivan later outlined a program for the creation of a 90-man committee to shape a “Master Plan” for Berkeley education in the years to come.””

## 1965

### **President Lyndon Johnson Introduces His “Head Start” Program**

January 1965, President Johnson introduces his national “Head Start” pre-school plan, through which he hoped to bring pre-school to all of America’s “disadvantaged” (Blacks and Latinos).

The new Project Head Start program (later renamed to just “Head Start”), projected to roll out in September 1965, is covertly very dangerous to young minds –especially for children between 2 and 5 years old. It is so dangerous that in April 1965, months before Head Start is launched, newspapers began running warning articles, to inform typical Americans that Head Start was not designed for their children. These articles continued into 1966.

### **Berkeley Promises Huge 20-Point IQ Boost for Kids in Head Start**

March 4<sup>th</sup>, 1965, months before Head Start rolled out, the Concord Tribune, page 3 (“End Pilot Projects, Upgrade...”), reported that Berkeley schools Superintendent Neil V Sullivan projected [falsely] that children who attend Head Start will experience a 10-point IQ increase by the time he/she is four years old, and another 10-point gain by the time they are 17 years old (paragraph 8). Berkeley, the school district that had never done IQ tests on its Black students, was now promising Black and Latinos huge gains if they enrolled in a program that did not yet even exist.

### **M Brewster Smith Becomes Director of The Institute of Human Development**

April 8<sup>th</sup>. 1965, the Oakland Tribune (page E 22) reported M. Brewster Smith had been appointed director of the Institute of Human Development.

What the Tribune omits is M. Brewster Smith was the same Stanford psychology PhD (circa 1942), who, as reported in the Richmond News Leader, Feb 26, 1952, page 7, while working in Vassar’s psychology department, was hired as expert witness in a segregation lawsuit, where Black plaintiffs contended Virginia Black students were made to use inferior and substandard

facilities. Testifying for the pro-segregationists, Smith said: "...the personality development of a member of a segregated minority group is retarded by his feeling that others consider him to be inferior and deserving of quarantine so that he will not contaminate the society in which he lives."

**"Head Start" Begins in California;  
Exclusively for the "Disadvantaged"**

California's proposed new "Head Start" pre-school program is introduced in the spring of 1965. The plan is called the "State Pre-School Program" (SPP), for children 3 to 5 years old. The first news of the proposed law appears in The Modesto Bee, April 20<sup>th</sup>, 1965; page 4, and carefully explains the plan is for "culturally disadvantaged youngsters."

The plan quickly passes, and SPP (Head Start) service begin in the fall.

Under California law, children are not eligible for preschool services, which contemplate academic enrichment, until they are 3 years old.

**California "Child Care Centers"  
Become "Children's Centers"**

Under California law, AB 1281 (Chapter 1717), former Child Care Centers (like the Whittier-University Child Care Center) are now called "Children's Centers" or just "Centers," and available to children 2 years old to 5 years old.

**The Berkeley Unified School District  
Assembles Its Desegregation  
"MASTER PLAN" Committee**

May 26, 1965, the Oakland Tribune reported Marc Monheimer was named chairman of a 136 person "School Master Plan Committee," charged with devising an effective strategy to desegregate BUSD schools.

**UC Berkeley Hires Dr. Jeanne Block,  
First for a Project on "Disadvantaged  
Kids," then to Direct UC Child Care Center**

After years as a stay-at-home-mother (occasional doing part-time jobs), March 20<sup>th</sup>, 1965, The Capital Journal, page 8, reported that Dr. Jeanne Block had been hired as a "consultant in the department of Education for the special project on disadvantaged children at the University of California." (This article mentions Dr Jeanne Block, but it is about Block's mother, who mentions each of her children. Block won't earn newsprint attention until 1966.)

Later, in 1965, University of California hired Dr. Jeanne Block as director (specialist) of U.C. Child Care Center (sometimes called Whittier Nursery, Whittier Daycare or Whittier Child Care Center).

Besides the article in which Jeanne Block's mother describes Jeanne's work for University of California, we know Jeanne Block began working for UC Berkeley and the Institute for Human Development in 1965, because this is stated in her obituary (1981, Berkeley Gazette); Dr. Jack Block also confirmed this in his memorial his wife. But the first newsprint report of Jeanne Block working for UC's Institute for Human Development came in "The Modesto Bee," December 29<sup>th</sup>, 1966, in a story titled, "Scientists Clear Mother Of Blame For Asthma."

### **The QT (Quick test) Hits the Market**

July 7<sup>th</sup>, 1965, only 15 months after Nancy Bayley said IQ testing of children and babies as young as 2 or 3-years-old may have some validity, the Oakland Tribune reported that two New York doctors, Dr. Pless and Dr. Snider developed a new fast IQ test for children, the QT (quick test).

### **President Johnson Appoints Gardner to Secretary of Health, Education and Welfare**



Above: John w Gardner (left) and US President Lyndon Johnson (right) shake.

July 27<sup>th</sup>, 1965, President Johnson appointed John W. Gardner as his Secretary of Health, Education and Welfare, where Gardner acted to destroy children's lives, and subvert America for generations, even decades after his death. But the most deadly aspect of this plan (the Head Start research), Gardner coordinated before he entered office.

### **THREE LABORATORY ELEMENTARY SCHOOLS OPEN IN BERKELEY**

Whittier Elementary had operated as a laboratory school since its inception, although it was referred to, originally, as a “demonstration school.” The first time Whittier was referred to as a “laboratory school” was in June 17<sup>th</sup>, 1953 (page 10 DDD, of the Oakland Tribune).

In 1965, the BUSD and UC Berkeley also made Washington and Columbus elementary schools laboratory schools (although Washington and Columbus did NOT have a nursery or pre-school). July 1968, the US Department of Health, Education and Welfare published the book “Integrated Quality Education: A Study of Educational Parks and Other Alternatives for Urban Needs”; page 29 explained part of what made the labs schools unique:

“For a number of years, the Berkeley School District has had a contractual agreement with the Regents of the University of California, Berkeley for the purpose of conducting a training program for supervisors, administrators, research workers, and student teachers at three elementary schools. The contract was undertaken because of the mutual educational merits it offered to faculty, staff, and students.”

#### **My Mom Leaves My Dad**

August 1965, after a turbulent 3 year marriage to a man sometimes given to spousal abuse, my mother left my father and San Francisco, and moved to Berkeley. My older sister, Ruthie, born May 19<sup>th</sup>, 1963, was two years old. I, born September 24<sup>th</sup>, 1964, wasn’t quite a year old.

In 1965, for a single White woman with two Black or brown kids, trying to find housing was nigh impossible. But Mom learned that she could get an apartment if she left us with a sitter (so the building manager didn’t learn we were brown). Next, Mom learned, as soon as the building manager learned she had brown children, we were back out on the street. Over the next 8 months we moved about 8 times.

#### **UC’s Institute of Human Development Unites With John W Gardner’s Carnegie**

September 8<sup>th</sup>, 1965, The Central New Jersey Home News (AKA The Daily Home News) runs a page 6 story titled, “Rutgers Names California To Graduate School Faculty,” which describes a graduate student’s role on a joint project between UC’s IHD and Jon W Gardner’s Carnegie Corporation.

“...he was the co-ordinating research psychologist at the University of California’s Institute of Human Development, Carnegie-Holmes Reading Project.”

This reading project sounds like a project that will be described in a 1967 UC publication called "U.C. and the Public Schools".

**The Tribune Documents UC and  
Rockefeller's Fight Against Measles,  
And Other Medical Efforts**

November 18<sup>th</sup>, 1965, a rambling article in the Oakland Tribune (captioned "Many Problems of Medical Advances," page 65 or 17-F) details University of California and the Rockefeller Institute of New York's involvement in the fight against measles and their involvement in molecular biology and the efforts in "understanding the genetic code of life itself."

**BERKELEY BOARD OF ED ONLY  
ALLOWS 230 KIDS TO BE BUSSED;  
Says No Further Busing Action**

December 1<sup>st</sup>, 1965, in an article titled "Board OKs Busing Plan in Berkeley," the Oakland Tribune describes a board meeting, open to the public, where the Berkeley Board of Education would only agree to bus 230 middle-school kids. The children are Black kids who will be bussed into white schools.

After outspoken parents, who wanted zero busing, criticized the move, Board President Samuel Schaaf indicates there are no plans for further bussing action: "...the transfer of students from the flatlands to the hill was 'an extremely limited sort of thing which, obviously, has no next step.'"

**Berkeley Public Schools  
Appears to Close Parent Nurseries,  
But They Had Only Been Hidden**

Looking at the newsprint reports from 1964 to 1966, it appears Berkeley Unified School District gradually shut down all of its parent nurseries. The first step came in summer of 1965, when Berkeley stopped funding 3-year olds in its nursery schools, causing public outcry; reported in the Oakland Tribune (D 8), July 21, 1965, titled "Berkeley Parents Protest Pre-School Period Policy". (Why the nurseries disappeared will be revealed in the 1967 "Master Plan.")

**1966**

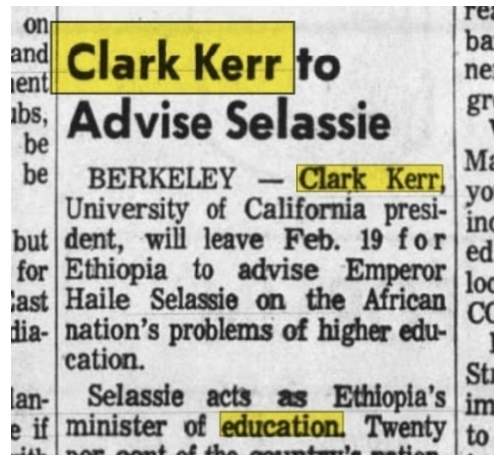
**Measles Can Cause Brain Damage  
In Children**

January 25<sup>th</sup>, 1966, The Kansas City Star (and other news publishers) ran a Joan Beck column titled "Measles Can Harm Your Child's Brian." Among

other things, the article explains that about one out of every 3000 children who contracts measles will suffer severe and permanent brain damage.

### **Clark Kerr Goes to Africa (Ethiopia)**

February 1966, University of California President Clark Kerr went to Ethiopia; a member of an educational “task force” sent to spend a week with Ethiopia’s Emperor Haile Salassie, to advise Salassie on his nation’s various educational aspirations.



### **John W Gardner & Carnegie Corp. Publish a Book Intended to Help Teachers Teach Creativity**

March 1966, the Carnegie Corporation published “Productive Thinking in Education,” by Mary Jane Achner and Charles E Bish. The book is a collection of writings, including portions by J.P. Guilford and Donald W MacKinnon, intended to enhance American creativity. A few months later, in August 1966, John W Gardner and Carnegie issued a challenge to teachers to buy the book and teach “Productive Thinking” in the class.

### **My Family Moves to SAVO ISLAND**

In March or April, 1966, after being evicted from a seventh or eighth apartment in about 8 months, my mother, sister and I moved to Savo Island, a housing project in Berkeley, California. My earliest memories are at Savo Island. At 2-years old, my Savo Island neighbors all seemed like model, mainstream citizens. Growing up with so many colorful people, I wouldn’t develop a sense of my own color until I was 4 or 5-years old. This would be the first residence where we would live for a full year, or close to it.

### **Bayley Scales Are First Mentioned**

May 3<sup>rd</sup>, 1966, The Durham Sun, page 2A, made perhaps the first reports of a new measurement system that Nancy Bayley was developing, called the “Bayley Scales.” The article, titled “Dr. Bayley Will Present Duke Lecture”, does not explain what the scales are, only that “the Educational Improvement Program (EIP) uses the Bayley Scales of Infant Mental and Motor Development in testing Durham babies.”

### **San Francisco Examiner And US News Services Falsely Claim Head Start Has Increased Black Babies’ IQs by 16 Points**

July 17<sup>th</sup>, 1966, page 17 of The San Francisco Examiner, the “Letters & Science” section carries a false report, stating Head Start has raised children’s IQs by 16 points in just one year. In Gardner’s new disinformation state, the story carries in countless publication.

The story is false.

### **I GET PNEUMONIA (And Have a Seizure)**

Around September of 1966, my mother was working for the Berkeley Post Office when she got a call from the babysitter. The panicked sitter explained that I had a seizure and the ambulance was on the way.

My mom meets the ambulance at the hospital, to determine what the problem was, a couple of doctors held me down, while another gave me a spinal tap. In the following decades, when my mom recounts the story, I’ll always sense her distress at the memory of me screaming during the spinal tap. I have no memory of it. Turns out, I had pneumonia. It lasted about a week.

### **Chapter Note:**

Fraud at NewsPapers.com. As I wrote this section two falsified articles/pages appeared on NewsPapers.com. After completing the first draft of this “Act,” I went back to Newspapers.com to triple-check some of my reporting, and found two new articles, that had not been on NewsPapers.com prior, had suddenly appeared. The purpose of falsifying and uploading these two articles was to make my reporting or methods look unreliable (because I reported at the end of Chapter Two that “From 1960 to 1977,

Whittier/UC 'child care center' also dropped the name 'Whittier' in all but one newsprint story, and took the name "University of California Child Care Center" or "U.C. Child Care Center." But with these fake articles (dated 1962 & 1963), the name "Whittier" is plainly in print in more than one article. Here are the articles and the evidence of fraud:

1. The first article/page, published in the Oakland Tribune, dated September 13<sup>th</sup>, 1962, page 26 (with no section letter), under the "Bobby Lobby" section, titled "Service & Sociability," by Bev Mitchell; the article mentions *Whittier Child Care Center*. A sure way to establish this article as fake is by checking the previous page, page 25 (enter "25" in the page number in the search box at the bottom of the page), and you see that the section letter is "D" (see center of the page, beneath "World of Women" title). But on page 26, there is no section letter. Then if you check page 27, the page after the fraudulent article, you find page 27 is in the "B" section (upper right corner), but you also see that this section is still "World of Women," so the page letter designation should not have changed (from D, to no designation, then to B). Then, if you check page 28, the section letter goes back to "D".
  - From what I can tell from NewsPapers.com, on September 13<sup>th</sup>, 1962, The Oakland Tribune numbered the first two pages of the paper with an "E" letter designation, then went to section "D" from pages 3 to 28 (some pages between 3 and 28 do not have a letter. It appears that pages 26 and 27 (with the nonsensical section "B" designation) were added to the original paper.
2. The second article/page, published in the Oakland Tribune, dated February 21<sup>st</sup>, 1963, page "**26-W**", under the "Bobby Lobby" section, titled "Turning Kart Wheels," again by Bev Mitchell, and her article, again, mentions *Whittier Child Care Center*. The problem with this article is the never-before-seen numbering sequence. The Oakland Tribune numbering system, on February 21<sup>st</sup>, 1963, started out normally enough, pages 1-48, in sequence (with the letter designations E and D utilized, sensibly, for page 1 to 29, then dropping letters around page 32). Then everything becomes senseless after page 48. Instead of going to page 49, suddenly the page numbers (and sections) flip to "**W-25**." Unprecedented. The next page is "**26-W**" –the page with the fraudulent article. This "W" section goes on for six more pages, before going to an "ST" nomenclature for 16 pages. This "ST" section is a legitimate advertisement section.
  - It appears the cartel Participants insert 8 pages of fake fluffy articles (page W-25 to 32-W) into the February 21<sup>st</sup>, 1963 Oakland Tribune –just to insert the words "Whittier Child Care Center" on page 26-W.



# CHAPTER FIVE

## Divergent

### **The Young Mother of Two**

#### **Early October 1966.**

North Berkeley. An hour from sunset, under a fleeting blue sky, a neatly dressed young woman, maybe 24-years-old, 5'-1," slender, fair skin, brown hair, green eyes, holding a few neatly folded papers in her hand, hurries westward on the sidewalk of an upper-middle-class neighborhood. She adds to the beauty of every scene, in figure and deed, even in distress.

She turns left onto a walkway, through the yard of an oversized 2 or 3-story house with an elevated basement, tastefully appointed in dark wood shingles. She pauses to straighten her skirt, then continues up the staircase and across the porch. The building had been a family's residence, decades ago, before its new life as a nursery school. A small plaque above the door reads: Whittier/U.C. Child Care Center.

There's a doorbell, but she knocks just the same.

After a pause, the door opens, to expose a sturdy woman in her mid-forties, average height, in a drab, shin-length black skirt, below a colorless sweater and a kind face, framed in auburn and gray hair. "Can I help you?"

"Hello, I'm just here to..."

"Pardon us!" A blonde woman, maybe 30 years old, and her daughter, maybe four, exit the building and hurry down the stairs.

"I hope this isn't a bad time." Her young voice a pitch higher than most, but still lyrical.

“Of course not. So...”

“I’m just here to return my registration and application for my two kids.” The young woman extends a portion of her documents toward the older woman. As the older woman collects the documents, the young woman explains, “These are for Ruthie, she’s three...”

“Two... Are you Cecile?” The older woman asks, taking the documents.

The young woman nods and smiles, “Or Ceci is fine. How did you know?”

“Bev –the woman you met yesterday– mentioned you this morning. She was impressed.”

“Thank you. That’s very nice to hear. Sorry, I missed your name?”

“Jeanne. I’m the director and research psychologist.” The women shake hands. The older woman adds, “Working full time, going to college, raising two kids on your own... I don’t know how you do it.”

“Some days I don’t either.”

The older woman confides “Mine are teens now. It’s all worth it.”

The young woman nods, hopefully.

“Bev did tell you there’s a waiting list?” The older woman asks.

“She did.” The young woman extends a second set of documents to the older woman. “And these are for Stevie. He just turned two.”

“Good. He has to be at least 2-years-old to start. You’re probably going to need to wait a few months. The waiting list can take a while.”

“I’ll persevere...” The young woman checks her watch. “Is there anything else? I have to get the kids from the sitter.”

“Everything looks fine. Have a good evening.”

“Thanks. You too.” The young woman turns and hurries down the staircase. The older woman disappears behind the door.

### **New “Intelligence Agents Test”**

#### **Is First Reported**

#### **–And Is Immediately Everywhere**

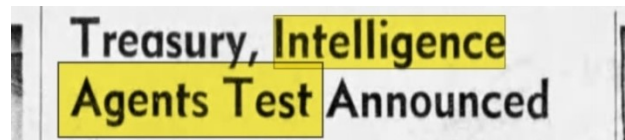
October 27<sup>th</sup>, 1966, an article in The Wichita Eagle, captioned “Treasury, Intelligence Agents Test Announced,” reports of a new intelligence agents test for “Treasury intelligence agents” and “special agents.” But the article further explains these tests and officers are deployed widely (Bureau of Narcotics, Secret Service, Bureau of Customs, IRS...), and the special agents “are assigned to shadow suspects, participate in raids, interview witnesses, search for physical evidence, seize contraband, make arrests...”

Thus, by 1966, Gardner’s corrupted personality assessment tests were everywhere. The bottom of the article indicates these tests were available at the local “Civil Service examining office.”

There is no doubt, from the article, intelligence agent testing was everywhere, FBI, CIA... In Gardner's new America, intelligence officers would have no sense of duty to truth or America's highest values. Gardner's new agents were paid to shut-up and follow orders.

This is not to be sensation, its observable. In the 1960s and 70s, the last true, pre-Gardner US intelligence officers came forward with abuse of power claims (Deep Throat, Robert Wall...). Now, for decades, US Intel has complied. Snowden came forward because he was an outside contractor.

- By 1966, UC's Institute of Personality Assessment and Research had grown much larger and made huge progress in its 17 years in existence. It's unlikely that Dr. Donald W MacKinnon designed the intelligence agents' tests. If he had, as an ethical man, he would have designed them to Gardner's specifications, without knowing Gardner's intents.



**Gardner Persuades Johnson to  
Appoint R Helms as CIA Director;  
Helms will Implement Gardner's  
New Intelligence Agents Test**

In 1966, John W Gardner persuaded US President Lyndon Johnson to appoint Richard Helms as the new CIA director. In World War 11, Richard Helms served with Gardner in the exclusive Office of Strategic Services. From this experience, both understood the value of personality assessment. Thus, Gardner had no problem getting Helms to implement the new intelligence agents tests, created by University of California's Institute of Personality Assessment and Research, for the CIA and other intelligence services.

**Dr. JP Guilford Wins First Ever  
"Richardson Creativity Award"**

September 28<sup>th</sup>, 1966, the Los Angeles Evening Citizen Reported that J.P. won the first Richardson Creativity Award.

**Jeanne Block Is First Reported In  
Newsprint As Working For the IHD**

The first newsprint report of Jeanne Block working for UC's Institute for Human Development came in "The Modesto Bee," December 29<sup>th</sup>, 1966, in a story titled, "Scientists Clear Mother Of Blame For Asthma."

## FIRST DAY OF NURSERY SCHOOL

### Early December 1966

North Berkeley, California. 7:30 a.m., rain batters the East Bay. A taxi slows and stops, curbside, outside of the Whittier/UC Child Care Center, at 2034 Lincoln Street.

The taxi door swings open. A small boy, wearing a yellow rain jacket and black rain boots, jumps into a puddle, and declares, "I have rain boots!" The boy turns his face skyward, to the rain.

A small girl emerges from the car, clad in yellow rain jacket and white rain boots, turns back to the taxi and waves "By James! Nice to meet you!"

A gravelly male voice calls back from the car, "You too, Ruthie! Have fun at your new school. Hey! NICE TO MEET YOU STEVIE!!"

Hearing his name, the boy turns back to the car and waves, "Bye James!"

"Thank you, James," The children's mother says, from the threshold of the taxi's rear passenger door.

"I can be a taxi driver, Mommy?" Stevie asks, stomping a foot in a puddle.

"You can be anything. Put your hood on, Stevie. You too, Ruthie!" The kids comply. From the threshold the woman extends a few bills to the driver and asks, "Should I pay you now?"

"Put that away." The gruff voice orders. "Boss says you get free rides. But if you could try to hurry back... If I can get you back to the station in 20 minutes, I'll still catch the rush."

"Thank you, James!" The young woman takes her umbrella from the floor of the taxi and closes the door. She turns, pausing to open her umbrella, then escorts her children toward the dark shingled building.

"This is a very big house, Mommy." Ruthie observes, traversing the walkway, through the front-yard.

Approaching the stairs, the boy demands, "Don't hold my hand up the steps."

Safely across the porch, the young woman knocks firmly on the door.

"Mommy, can I ring the doorbell?" Ruthie asks excitedly.

The young woman nods.

Ruthie pushes the doorbell, happily.

The drably dressed older woman pulls the door open, "Oh, Ceci! You don't have to knock. The door is open in the morning. Hurry out of the rain."

The young woman and kids follow the older woman into the house.

The entry is huge and warmly decorated. To the right, a wide and long hall offers a view to the far end of the house and to the playground beyond. To

the left, many children's jackets hang on wall hangers; rain-boots on the floor beneath.

The older woman looks down the hall at the other children, as she explains to the newcomers, "Always put your jackets on a coat-hanger or the coat-rack and your rain boots go on the floor, under the coat-rack."

"Oh." As the kids take off their coats and rain-boots, the young woman reaches into her purse and pulls out a slip of paper. She extends it to the older woman. "My work number at the taxi station is on the kids' forms. This is my supervisor's number. In case my dispatch line is busy."

The older woman takes the slip of paper, "I'll add it to the directory."

Jackets and boots off, Stevie points down the hall and asks, "Mommy, I see kids. Can I go over there?"

"Wait a minute, Stevie."

With their faces no longer obscured by their rain-wear, the older woman sees the children as they are. Her face freezes at the epiphany.

Ruthie introduces herself, "I'm Ruthie. I'm three and a half. That's my brother, Stevie. He's only two. He has a LOT of energy and never eat peas. Are you the daycare boss?"

The older woman remains speechless for a moment. Turning to the young woman she asks, hesitantly, "They're yours?"

The young woman affirms with a nod.

The unusually observant three-year-old girl explains, "My dad is Black. He lives in San Francisco. That's where we were born. Mommy is White. So we're brown."

"I see." The older woman looks at the children, and again at their mother.

The girl asks, "Can my brother and I go in the room with the other kids?"

"Oh, yes. Please." The older woman smiles, "I'll come in and introduce you in just a moment."

Ruthie and Stevie hurry into the other room.

The older woman turns her attention back to the younger woman. "Your daughter is very verbal."

"Don't I know it. I have to watch what I say around her. They're very well behaved. Stevie understands almost everything you say, but he speaks too fast. If you don't understand him, Ruthie will translate. Stevie's very active, but he plays safely with others."

HONK! A car horn blares through the wall.

"Oh, that's James! My ride to work. Are the kids OK? Do you mind if I hurry to work."

"Everything is fine. We'll see you after work."

"Thank you!" The young woman hurries out the door.



Above: A damaged old photo of me (left) and Ruthie, on **Savo Island**, late 1966, around the time we started at Whittier-UC Child Care Center.

**Dr. Jeanne Block Authors  
A Report Accusing Mothers of Giving  
Their Children Asthma**

December 27<sup>th</sup>, 1966, The Baltimore Sun and the Tulsa World reported that Dr. Jeanne Block had authored an almost insane article, titled “Whiny Moms May Cause Asthma in Their Young.” The title tells the story. Block and a group of doctors blamed whiny moms for causing asthma in their kids. Worse, the article further claimed “in some cases a child’s physical makeup may be more to blame.”

Dr. Block and her associates were writing corporate propaganda. Block was teaching Americans to blame mothers first, then blame children’s weak constitution, but never blame the tobacco industry, unregulated pollution, gasoline, cars, aerosols...

**Retraction**

Two days later, the retraction came (although the original article was republished countless times, in the coming months). On December 29<sup>th</sup>, 1966, in The Modesto Bee, page 13, in an article captioned “Scientist Clear Mother Of Blame For Asthma,” Dr. Jeanne Block explained she “had been misinterpreted in newspaper stories –and by mothers with resultant guilt feelings.”

### **My Earliest Memory of Dr Jeanne Block: The Coin Challenge**

Shortly after I began attending Whittier/UCCCC, probably around December 1966, Dr Jeanne Block brought me in the living room and put a bunch of coins (pennies, nickels, dimes, quarters) on a coffee table, about as high as my navel, and asked me if I could do some tasks with the coins (maybe stack them, or arrange them in various ways). I don't recall exactly what I was asked to do; but I recall really, really enjoying the activity. I also recall a brown-haired youngish man getting involved for a while. I liked the activity a bit more when it was just me and Jeanne. They taught me the names of the coins, and asked me the names later. None of the other kids were around.

### **PREFACE TO 1967: The High Percentage Of Jewish Faculty at UC's IHD.**

Some of you who are familiar with my writing know I deal with race in a very blunt way. In the coming pages you'll see that UC's Institute of Human Development was involved in psychologically destructive experiments on Black and Brown children. The disproportionate numbers of Jewish faculty at the IHD involved in cruel research on Black and Brown kids cannot be ignored – but Jewish people were NOT the initiators of this.

From 1960 to 1971, when dangerous research was being conducted on children in UC's IHD nurseries, the press identified 14 faculty members connected with the 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. (Dr. Jack Block moved to the IHD around 1974, after the research.)

Seven of the UC's IHD faculty are White, and 6 or 7 are Jewish (underlined). Jeanne Block's racial/religious identity is unclear). These numbers are very disproportionate to Jewish Americans' US demographic representation; further magnified by the high percentage of Jewish people employed in the many other IHDs around the US –which also engaged in dangerous research on Black and Brown children. The fact that the Holocaust happened only 25 years earlier deepens the horror.

Hateful racists should not use this to scapegoat Jewish people. The people behind the wheel of this were White Anglos, who invited others to assist; certainly, in many cases, without disclosing what was happening. The point is not to blame, but to shine light, hold people to account, and move forward.

Many of UC's other institutes (who were given access to children in the UC nurseries) and Principal Jerome Gilbert, were informed Participants.

1967

**A NEW IQ TEST FOR TODDLERS,  
By A Publisher Tied To Carnegie**

January 1967, only a month or two after my sister and I began attending Whittier/UC Child Care Center, a new IQ test for children as young as 4 years old was introduced, the *Wechsler Pre-School and Primary Scale of Intelligence* (WPPSI). The test was made by one of the most respected men in the world of IQ testing, David Wechsler. Wechsler was born in 1896, and developed the WAIS (Wechsler Adult Intelligence Scale) IQ test in 1939, which gained popularity because it was more comprehensive than the Simon-Binet test. In 1949 he created the *Wechsler Intelligence Scale for Children* (WISC), for children as young as 5 years old. But from 1911 (when the IQ test was first introduced) until 1967, there had never been an IQ test for children under 5 years old. In 1967, the WPPSI was only available in California –where I and my sister just happened to attend a UC nursery school that loved to test toddler IQs.

March 15<sup>th</sup>, 1967, a front-page story in the Lake Elsinore Valley Sun-Tribune, titled “Trtan Heads Conference In San Francisco,” explained that the 18<sup>th</sup> annual California Psychologists and Psychometrist Pre-Conference professional institute would be held on March 15<sup>th</sup>, 1967, with about 500 attendees. A passage in the second paragraph explains:

“...The demonstration of the Wechsler Pre-School and Primary Scale of Intelligence (WPPSI) is the first for the state of California, since the new test for pre-school and primary children has been released by the Psychological Corporation for use in January.”

Although the WPPSI was released in California in 1967, Newspapers.com indicates it was not widely available until 1971 (because, after 1967, the WPPSI was not mentioned in newsprint again until 1969 –then not again until 1971).

**Gardner Ties to WPPSI & Psychological Corporation.** The Psychological Corporation was a company connected to the Carnegie Corporation. March 6<sup>th</sup>, 1963, an article on page 15 of The Leader-Post (“Improvement of teaching”) explained the Carnegie Corporation was helping the Psychology Corporation develop new academic testing methods for children.

**My Sister’s IQ is Tested,  
It Is Through the Roof**

Not long after we started at Whittier/U.C. Children’s Center, surprised by her large vocabulary, great grammar and unusual interest in talking to adults, sometime in January or February 1967, I suspect Dr. Jeanne Block, Whittier/UC’s teacher (or Specialist researcher), decided to test Ruthie’s IQ.



Ruthie tested through the roof. She scored probably in the 180 range.

This was very exciting news –at least for contingent of Berkeleyans psychologically mature enough not to be devalued by the dormant potential of a 3-year-old. But this enraged the White supremacist set, lurking the halls of UC Berkeley.

I'm sure my sister's IQ, and mine, were thoroughly tested by February 1967, because of the sudden release of the WPPSI in January 1967, a series of coded news reports in the spring of 1967, a March 1967 story about a boy wearing an "actometer," and Jeanne Block's meteoric rise to fame, spring 1967.

### **My Creative IQ Score Is Unprecedented**

After seeing Ruthie bury the IQ needle, at 3.7 years old, Block and the other researchers wanted to see what I had under the hood, so they gave me some tests.

I spent 2.5 school years in Whittier/U.C. Child Care Center, before graduating to Whittier Elementary. From my very young Whittier/U.C. nursery school days, I remember three tests (but I'm certain Dr. Block and the Whittier/U.C. staff tested us semi-regularly). The three tests I remember were:

1. I remember doing an engaging activity involving coins with Dr. Jeanne Block. (I described this activity earlier.)
2. When I was 3½ or 4 years old, a young man at Whittier/UC asked me to wear a strange watch-like device on my wrist. In the memory, I'm standing inside, near the front of the house, outside of the living-room-like area. The memory is particularly "memorable", because I don't feel like my usual sharp, energetic self; I feel very dull, very sluggish. This is the only memory, as a child, where I feel dull and sluggish. But the memory is also unique because it was the first and only time that I was aware that adults must be paying attention to me –why else would an adult want me to wear a weird gadget on my wrist? (I learned 55 years later that the gadget they put on me was called an "**actometer**". I learned this when I read Jeanne Block's study on hyperactivity and saw the word "actometer." I didn't know what an actometer was, so I looked it up.; saw the image and read the description, and realized the thing I was asked to wear on my wrist, when I was 3 or 4 years old, was an actometer. I'm sure I wore it several times, but I clearly remember wearing it once.)
3. When I was 3 or 4, a young man took a group of 6 to 10 of us kids to a room on the second floor and asked us to do some things with Legos. I can't remember the exact activity, but it was unusual because it was a structured group activity (unlike the free choice of activities that we were always given). But the memory is somewhat unpleasant –whatever happened in the group, I didn't like it. Retrospectively, I think the young

man deliberately expressed disapproval to my Lego work and my ideas, to see how the other students would respond. Retrospectively, I think this was related to Crutchfield's "conformity" research.

- Memory #2 and #3 are unusual because they involve young men. Usually, the staff around the nursery were women.

In 1958, Nancy Bayley said some of the tests given to two-year-olds were related to persistence, goal and determination, like (1) climbing to get something, (2) piling three blocks on top of each other, (3) riding a tricycle. Later, in 1964, she said child IQ testing involved (4) extracting candy from a bottle, (5) finding a hidden toy, and (6) word understanding and use.

I think I was given all of the conventional infant/toddler IQ tests that Nancy Bayley described, the WISC Picture Completion test, and some creativity tests, like JP Guilford's Unusual Use Tests. And in January or February 1967, when the new WPPSI came out, Jeanne Block gave me the WPPSI.

I destroyed the IQ tests.

On at least one of them, I got the highest score ever.

How do I know?

In the coming pages you'll see plenty of evidence (although in 1972, IQ tests were banned in California schools, and California ordered all previous IQ records purged and destroyed). True.

I surmise, from the surviving records, that although my conventional IQ was very high, my sister's conventional IQ, in 1967, was a good 15 to 25 points higher than mine (my short-term item recall wasn't so great).<sup>5</sup> But my unprecedented strength was my creative IQ, so my global score put me in a class alone. This is not to brag. God gives us different strengths and challenges. Like my height or skin color, my IQ wasn't a product of my effort. So how could I be proud or ashamed of it? (Plus, I've known too many high-IQ people. From that vantage, I think IQ is grossly overrated in America. IQ might give you a few more career options, but otherwise, high IQ people make the same bad decisions as everyone else, only a fraction of a second faster.

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<sup>5</sup> Item recall (or short-term retention, I'm sure I'm using the wrong terminology) may NOT have been part of conventional IQ testing, at the time –I'm not a conventional IQ history expert. But if conventional IQ tests primarily measured verbal ability, as some of the central experts and sources cited in this story have said, then my conventional IQ would have been pretty close to Ruthie's (her verbal expressive abilities were higher, but I think my comprehension was equal). But Ruthie had/has tremendous short-term recall or retention of random information. I'm probably only slightly above average with short-term random recall. [EXAMPLE: If Ruthie (named *Morgan* nowadays) and I were in high school again, and we both read a 1000-word essay, we'd retain about the same amount of information. But if we were asked to do a single reading of a 5000-word unit of an advanced placement English or history book, and the next day we were tested, she'd get an A and I'd get a B. (Oddly, in that same scenario, if I were *excited* about the topic, I might retain more from a single reading than damn near anyone.)]



Above: Dr. Jeanne Block, circa 1970.

### **Dr. Block Gave Me the WPPSI**

Although the WPPSI was unknown in January 1967, and only available in California, Dr. Jeanne Block certainly gave me Wechsler's WPPSI.

How do I know? In her famous studies, Dr. Jeanne Block and her husband, Dr. Jack Block, cited the Wechsler WPPSI as the IQ test they used on their nursery school students. The Blocks repeatedly cited the WPPSI in their first study pertaining to pre-school IQs, "Some Misgivings about the Matching Familiar Figure Test as a Measure of Reflection-Impulsivity." And in their 1983 study on predicting creativity: "Predicting Creativity in Preadolescence from Divergent Thinking in Early Childhood" on page 4 (612), Dr. Block explains the study was "conducted at the University of California" on children who were "about 4 years old", who "attended either a university run nursery school or a parent cooperative nursery school." Jeanne Block then says she gave the kids the WPPSI. The WPPSI is mentioned in other Block studies.

The WPPSI was for 4-year olds, but shortly after the WPPSI was released, the WPPSI was touted as effective in assessing the IQs of children as young as 2.5-years-old.

### **Dr. Jeanne Block's Significance**

Dr. Jeanne's Block's significance to this story is that she is the only known University of California's Institute of Human Development researcher who, during the time that my sister and I attended Whittier/UC Child Care Center and Whittier Elementary, 1966 to 1971, produced and published studies based on the children in UC's IHD nurseries (UC Child Care Center and UC's Harold E Jones Child Study Center). Nancy Bayley released research in 1967 and 1971, but the children were 40 years old in 1968, too old to have ever attended the UC's IHD nurseries.

Dr. Jeanne Block is also significant because most of her research tracks a group of children who attended UC's IHD nurseries, who were 3 years old in 1968 (important because I was 3 years old for 9 months in 1968, and Jeanne Block was my nursery teacher, and I attended UC's Child Care Center; ergo, I was certainly in Block's studies). Most of Dr. Jeanne Block's study focus on a child (or children) who are surprisingly similar to me: children who have histories of setting fires, children who are hyperactive, highly creative... Because these characteristics were unusual and interesting, I believe Jeanne Block chose to focus on me and my age group, rather than my sister, whom I believe had the highest conventional IQ of all children in all the IHD nurseries.

### **The Blocks' Research Required the Observational Input of Many Teachers**

By reading Dr. Jeanne Block's studies you learn that, as her nursery children moved to new schools, she (and her husband) contacted the new teachers of their former students, and the nursery students were not knowingly involved in the research after they left the UC nurseries. The Blocks explain on page 4 of their original 1977 study "The Developmental Continuity of Ego Control and Ego Resiliency," by the time the nursery kids were 7 years old, 67 teachers were involved in supplying the Blocks with observational data.

### **BUSD President Creates a Shell Company**

February 13<sup>th</sup>, 1967, Carol Sibley, the on-again-off-again president of the Berkeley Board of Education, created a Texas-based shell company: "American Electronics Corporation" (February 17<sup>th</sup>, 1967). Sibley was president of the Berkeley board in 1965 and 1969, and a powerful member of the board, from 1965 to 1971. A year earlier, February 13<sup>th</sup>, 1966, the Oakland Tribune ran a flattering story about Sibley (page 81), describing her involvement in Berkeley's "Equal Start" program (a "Head Start" variation).

## **A New IHD Coded Communication System**

For years, UC's Institute of Human Development shared its research with the many other institutes of human development around the US. Most of these IHDs had their own nurseries. Accordingly, UC's IHD shared the results of my sister's and my IQ tests. The other IHDs were interested because Ruthie and I didn't just break UC's IHD nursery records, we broke all of the IHDs' records.

To confirm reports about the mixed race high IQ family, and to confirm what countermeasures UC faculty took, UC began to periodically release cryptic newspaper reports. This system evolved over the next two year, but the system was to mention both the Institute of Human Development and University of California (often these articles also mentioned someone who was employed by UC's IHD during the years I attended UC Child Care Center or Whittier Elementary), the stories usually have one or more glaring falsehoods, they're usually hard to follow, poorly written and lack any news values, and are often just weird. Then, tucked away inside the crappy article, there are a couple pieces of coded information about me, my mom and/or my sister.

In 1967 and 1968 there were many of these stories. The volume went down between 1969 and 1971. After 1971, the stories decreased to just one or two a year. The articles continued for decades. I dissect a few of these coded reports in the coming pages. The two stories about the actometer are part of these coded articles, although the actometer articles do not mention University of California's Institute of Human Development.

The reason for the coded communication system was UC's Institute of Human Development was engaged in illegal activity (primarily, UC's IHD was involved in research intended to reduce children's IQs –and, of much lesser importance, UC's IHD suppressed information from my mother about the IQs of her children). You'll see evidence confirming this in the coming pages.

### **U.C. President Clark Kerr Is Fired, And Immediately Hired By Carnegie**

January 20<sup>th</sup>, 1967, Clark Kerr was fired from the presidency of University of California, by a vote of UC's Board of Regents.

Five days later, January 25<sup>th</sup>, 1967, The Edwardsville Intelligencer and other papers reported Clark Kerr had been hired by the Carnegie Corporation. Kerr then led the Carnegie Commission on Higher Education, until 1973, when he became chair of the Carnegie Council on Policy Studies in Higher Education.

## **A NATIONAL STORY ABOUT A HYPERACTIVE BOY, WEARING AN “ACTOMETER”**

According to Newspapers.com, the word “actometer” (not “re-actometer”, or “reactometer”), a term coined in 1959, did not appear in newsprint in 1963, 1964, 1965 or 1966.

Then, in March 28<sup>th</sup>, 1967, four months after I arrived at Whittier/U.C. Child Care Center, the word appeared in a national story about a hyperactivity study being done by Dr. Jerome Schulman and Dr. Harold N Bass at Children’s Memorial Hospital in Chicago, involving 32 children (boys) who are sick and on bed-rest (and one little boy tries to sneak out of bed while there’s an attendant on duty in the room). An “actometer” is a wrist-watch-like devise used to measure the activity. The problem is: the study never happened.

After a study like Beck described, especially one involving new technology, the findings are published, for reference and verification. But Schulman and Bass didn’t publish anything about actometers in the mid or late 1960s. In truth, 8 years earlier, in 1959, Schulman conducted an actometer study with another doctor named Reisman (Schulman & Reisman, 1959). But Schulman’s 1959 study did not involve sick kids in a hospital.

In 1977, ten years after Beck’s fake article, Schulman did a hyperactivity study using a new devise he invented, called a “biomotometer,” worn on the waist; and the kids in the study, girls and boys, were wisely tested at school – where children are sure to be in motion (not a hospital). Stranger still, in 1959 and 1960, when Schulman’s original and actual actometer study occurred and should have been in newsprint, no American papers covered it.

Later, in the spring and summer of 1967, a few new variations of the actometer story appeared around the nation. All of the stories feature doctors Schulman and Bass and occur at Chicago Children’s Memorial Hospital. One of the most reproduced of these stories mentions a seemingly hyperactive little boy, who, while sick and confined to bed rest, is found running on his bed. (This story first appears on June 7<sup>th</sup>, 1967, Corpus Christi Times, page 10.)

The actometer stories stops running in August 1967.

### **Block is Widely Published, In Cryptic, Poorly Written Articles about Activists**

**April.** Beginning in April 1967, my nursery school teacher, Dr Jeanne Block, was suddenly featured in many newspapers in periodicals (when for most of the preceding 15 years she was silent and usually unemployed). Oddly, the coming slew of stories were usually poorly written, uninteresting, and often unclear and cryptic. The first of these articles was published on April 9<sup>th</sup>, 1967, in the San Francisco Examiner, page 7, “Spock May Be The Cause Of It All.”

The article is curious because it features Dr. Jeanne Block, Norma Haan and Dr. M Brewster Smith, all of whom work for UC's Institute of Human Development. The article explains that Block, Haan and Smith have authored a study about various "Activist" personality types, and contrasts these activists characters and family relations.

The writer and SF Examiner justify the article by saying Block, Haan and Smith's study will appear in a soon-to-be-released book called "Contribution to Understanding Adolescents"

"Although the study is still in progress, a preliminary report will appear early next year as a chapter in a book, "Contributions to the Understanding of Adolescence," published by Allen and Bacon, Inc."

No such book was ever released.

Soon elaborations of this article, all lacking substance and style are published widely. All of the articles mention The Institute of Human Development, Block, Haan and Smith, and all discuss "Activists".

For the next few months (May to September, 1967) Block, Haan and Smith begin doing occasional speaking events.

### **My Family Moves Out of SAVO ISLAND, And Moves to Ashby Avenue, Berkeley**

April 1<sup>st</sup>, 1967, my mother, sister and I moved out of Savo Island housing and move to Ashby Avenue –even further from Whittier, to a perfect little house on Ashby Avenue, one house from the corner of Deakin (south side of the street, west end of the block). The house is gone now.

My mom forgot to tell Whittier/UC Child Care Center that we moved even further away. They had our home phone number and mom's work number, and mom paid her bill on time –so what if the school district thought we still lived at Savo Island?

- **HINT:** In the First Act I explained that my mom started dating Richard Aoki, one of the founders of the Black Panthers, in late April, 1967. Remember this. It may help you solve a mystery question!

### **Arthur R Jensen & William Shockley Call for a Racial IQ Study**

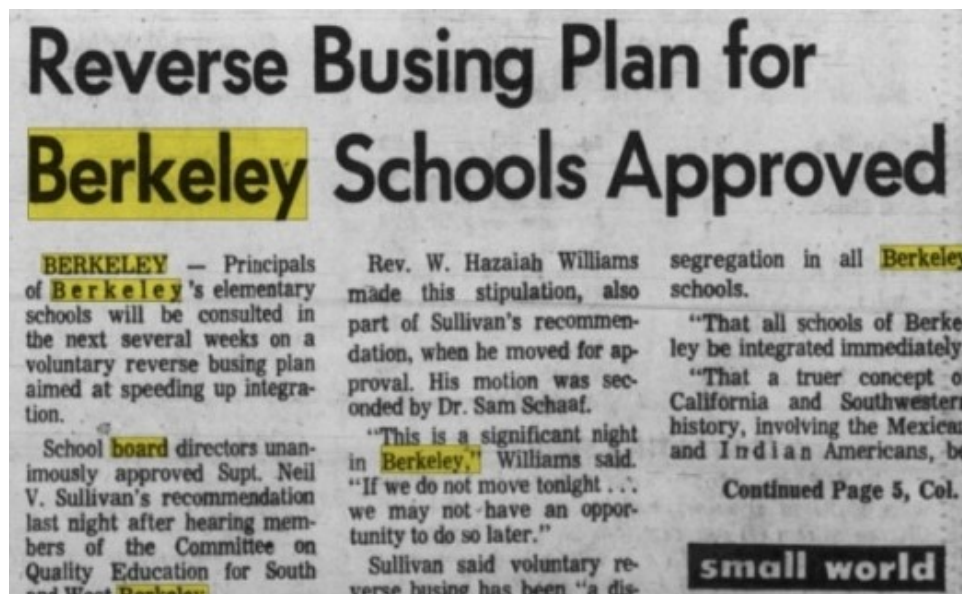
April 27, 1967, the Tallahassee Democrat (page 17, Section 2) reported that Professor Arthur R Jensen (of UC and the Institute for Human Development) and Stanford Professor William Shockley, unprovoked and out of nowhere, called for a complete racial IQ study. To fan the flames, Jensen

dismissed the significance of environment and insisted genetics is “far more important than the social-psychological environment in determining IQ differences.

This declaration of White intellectual superiority would spread throughout the nation and be a constant drum for the next two decades. But this was just to advance the false argument that White Iqs are so high that Blacks and brown-skinned people can’t compete fairly. But when language barriers are eliminated, racial Iqs are very comparable.

Jensen, who worked for the University of California, Berkeley, called for this study because he was furious about the two brown preschoolers at the UC Child Care Center, on Lincoln Street in Berkeley, who sat on the top of the meaningless IQ heap. Jensen’s inevitable study would be skewed and include no minority testers.

**After No Action for 16 months, BUSD  
Moves to Accelerate Integration, via  
“Reverse Busing,” White Kids into Ghettos**



April 5<sup>th</sup>, 1967, after 16 months with no busing action, in a front page article titled “Reverse Busing Plan for Berkeley Schools Approved,” the Oakland Tribune reported the Berkeley Schools Board of Directors would consult elementary principals on a plan to voluntarily integrate Berkeley Schools via “reverse busing” –sending White students into Black schools.

This was a massive reversal; busing White kids into Black schools! More amazing, the plan contemplated integrating elementary schools.



April 19<sup>th</sup>, 1967, an Oakland Tribune article on page E 37, titled “Berkeley Integration Goal,” detailed the sudden changes in Berkeley’s busing effort. The second paragraph of the article captured how resistant to integration Berkeley had been, until this point:

“The pressure last night resulted in recording, **for the first time**, the board’s stand in favor of integrated education.”

### **Huge Busing Setback; Busing Appears to be Dead**

May 3<sup>rd</sup>, 1967, Oakland Tribune, page 17, “Reverse Busing Unfeasible,” gives Supt. Sullivan’s reasons for retreating from integrating Berkeley Schools.

### **BUSD Asks to BUY SAVO ISLAND**

That’s right. May 5<sup>th</sup>, 1967, page 54 of the Oakland Tribune, at the end of an article titled “Board Gives West Berkeley Duplex Zoning.” The final two paragraphs explain that the Berkeley Unified School District asked to purchase one block (3.6 acres) of the Savo Island housing units (bounded by Grove, Ward and Milvia). That was our old house. The article said the BUSD intended to buy the entire 13 acre complex soon. BUSD claimed they hoped to use the property to create a pre-school through second grade early elementary school.

### **A Threatening & Rambling Report On UC & Rockefeller’s Fight Against Measles, Mumps, Chicken Pox**

May 15<sup>th</sup>, 1967, The Napa Valley Register ran a strange, rambling and creepy article describing University of California and the Rockefeller Institute’s role in the fight against measles, mumps, chicken pox and other diseases, page 19 (5B-N), titled: “Attack Mounting Against Virus.” The article contains no news of recent advancements, but it passively describes how the E coli virus enters a body, and seems to celebrate the possibility that nucleic acid may cause cancer, before describing how the National Cancer Institute’s Dr. Sarah E Stewart caused cruel bone lesions in lab animals with “a virus she extracted from the tissue of a child.” The article ends with a second measles reference:

“–Measles, Dr. Ender’s live virus, 1958.”

This nonsensical, creepy article is a coded promise of a future attack (“*attack mounting*”) with mumps, measles and chicken pox, against my sister and I, who are viewed as the *virus*; hence, “Attack Mounting Against Virus.”

They will make good on this threat.

### **UC Publishes “DIFFERENT BUT EQUAL: A Special Report”**

May 1967, UC published a fairly crude 20-page booklet called “Different But Equal: A Special Report.” The booklet is a rough-draft of a report which will be released later that year. The title page explains the document was produced “to improve teaching of disadvantaged children,” and is addressed “to The Regents of the University of California.” Pages 13 to 16, UC advocates teaching 3 and 4-years old “disadvantage” children by using “sharp-pointed emphasis on language functioning and tools of thinking.” The booklet then describes a study/experiment occurring in UC Berkeley’s Institute of Human Development’s **three** Child Study Center nursery schools, and describes how one of the classrooms for 3 and 4-year-olds are “systematically taught logical thinking. On page 16, after describing these methods, the researchers wonder if their ““highly directed teaching of HOW TO THINK squelch some children’s zest, creativity and self-confident resourcefulness?””

### **Busing Is Back on Track!**

May 9<sup>th</sup>, 1967, front-page of the Oakland Tribune, an article titled “Ramsey Plan for Schools Revived” announced integration and busing for elementary schools were back on track.

Oddly, the second portion of the article (on page 8 ES) explains that the board did not change the elementary school attendance boundaries; but the Berkeley Federation of Teacher (BFT) asked the board to change the attendance boundaries of one of the districts (“...start implementing this portion by adapting the Ramsey Plan recommendation for one of the districts”).

### **Jeanne Block & UC Report Declares “Activists More Intelligent”**

June 20<sup>th</sup> 1967, an article titled “Activists More Intelligent,” by John Leo, ran in the Pasadena Independent. The article cited Dr. Jeanne Block’s and M Brewster Smith’s and Norma Haan’s recent research to declare that “Activist as a group are more intelligent, less prejudiced and psychologically more stable than non-activists.”

The article mentions UC Berkeley, and concludes with a section that seems a nod to my mother, a woman with two “small minority” kids –the passage even encapsulates my mother’s college studies and core values:

“Small Minority

“Activists tend to be a small minority even on the most protest-prone campus. Nevertheless, researchers report that they have a wide impact.

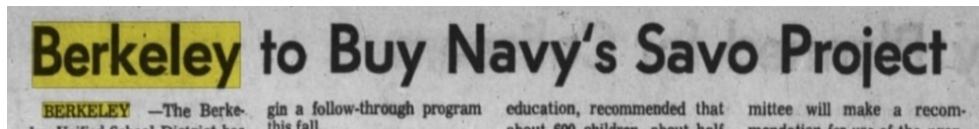
“Studies show that activists tend to study the humanities, particularly the social sciences, and to avoid career-oriented education, particularly business and engineering. Activists are depicted as flexible, antidogmatic and relatively unimpressed with personal achievement.”

Hmm.

**The same day** that John Leo’s article ran in the Pasadena Independent and elsewhere, a similar article ran in the Arizona Republic, page 17 (or 37?). This second article mentioned Berkeley, Jeanne Block, Norma Haan and M Brewster Smith, and it contained the exact passage that I just quoted from Leo’s article. So we know it was either written by Leo or it plagiarized his work, in real time. But the second article gave no author attribution. But the Arizona article was very different from the original, as it made wild claims about Jewish people, portraying them as the finest activists:

1. “A disproportionately high number of activists are Jewish.”
2. If the parents are religious, he added, they tend to be connected with the more liberal denominations such as Unitarianism, Reform Judaism...”
3. “The high Jewish representation, also noted by Dr. Keniston, was ascribed by many researchers to a Jewish tradition of high social and intellectual commitment.

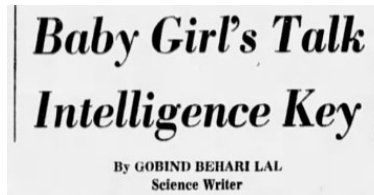
**BERKELEY SCHOOLS BUYS SAVO ISLAND! And Suddenly Wanted to Integrate Kindergarten & Nursery Schools!**



June 30<sup>th</sup>, 1967, an article titled “Berkeley to Buy Navy’s Savo Project,” on page 18 of the Oakland Tribune, reported the Berkeley Unified School District had done, or wanted to do, the following:

- The BUSD has received authorization and funding to buy the Savo Island housing project.
- Superintendent Sullivan asked the Master Plan Committee to consider building an “educational park” at the sight.
- In the fall, BUSD would begin giving “disadvantaged” kindergarteners extra (“enriched”) Head Start education. The article explains this means adding an extra hour to the day for all “disadvantaged” kids.
- The board asked Superintendent Sullivan to “make every effort” to integrate the district’s **nursery schools**.

**A Widely Published Nancy Bayley  
Article, Based on Specious Data**



July 21<sup>st</sup>, 1967, a story captioned “Early Cooing by Girls (Not Boys) Seen Pointing to High IQ” appeared in the Philadelphia Daily News on the East Coast; The San Francisco Examiner carried the story in the west, captioned “Baby Girl’s Talk Intelligence Key,” page 22. These articles exuberantly bragged that baby girls’ early vocalizations indicate intelligence, but vocalization was meaningless in the case of boys. In the following days, the story exploded and carried in dozens or hundreds of newspapers in the US and Canada.

The story became one of the biggest stories of Nancy Bayley’s career (which spanned 39 years, at that point) and carried 3 times more widely than Bayley’s 1964 science-shaking story that there may be merit in testing the IQs of kids as young as 2 or 3 years old. In fact, in 39 years, the only Bayley stories that carried as widely as the new 1967 story were a 1933 story about infants crying, and a 1964 story tracking a group of study subjects after 36 years.

But unlike Bayley’s usually reliable reports, the story was based on flawed and ever-changing facts, and just made no sense.

The San Francisco Examiner report did not support its conclusion. Rather, in the fifth paragraph the reporter (Gobind Behari Lal) simply wrote:

“In an interview with this writer, Doctor Bayley told of her methods and the significance of her investigation extended over more than a quarter century.”

The anonymous Philadelphia Daily News version of the story, stated:

“After going through some records amassed at Berkeley on persons from birth through 28 years, they...”

Wait. The Examiner said 25 years of baby records, but the Daily News claimed the study involved 28 years of records –but didn’t date the records.

Two days later, July 23<sup>rd</sup>, 1967, the Cincinnati Enquirer’s report of the story, page 2-A, “Don’t Bah Ga-Ga,” began: “The 40 year old study...”

What?! Now Bayley’s research was 40 years old? The report was evolving as it spread. The conclusions were not changing, just the “facts.”

But amid all of these bad underlying facts, all of the writers got two things right: (1) very verbal baby girls likely had high IQs, and (2) “University of California” and the “Institute of Human Development” conducted the study.

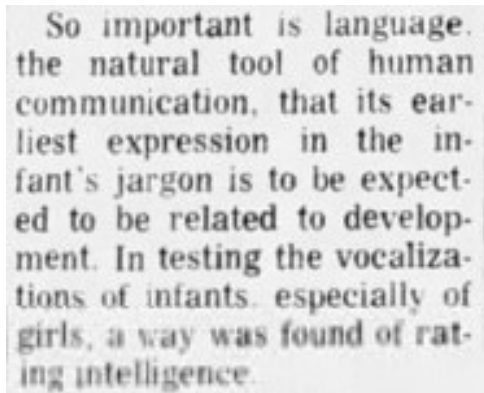
But the story didn’t stand up. The data was up to 39 years old. The IQ

tests were 13 and 33 years old. The “child” subjects were 39 year old in 1967. The Daily News version ended with an odd quote:

““But their finding, the scientist said, “force us to reconsider our notions of the origin of intelligence...””

Why reconsider “the origin of intelligence” at a baby girls’ gibberish?

The answer was found in the SF Examiner report of the story, by Gobind Behari Lal, which hinted at the brain’s developmental links to language.



So important is language, the natural tool of human communication, that its earliest expression in the infant's jargon is to be expected to be related to development. In testing the vocalizations of infants, especially of girls, a way was found of rating intelligence.

This language piece connected to Susan Ervin’s discovery that the root of brain development was language and a child’s language hypotheses. But there was also an unusual detail in Gobind Behari Lal’s report:

““The difference in the pattern of girls and boys appears to be important, an adequate explanation of which remains to be obtained through continued research. Probably, according to Doctor Bayley, there is a difference in the “**homeostatis**” of the two sexes; “**homeostatis**” means the chemical balance system of the body, in which the **hormones** play an important role.””

Yup, Lal twice put “homeostatis” in quotes and twice misspelled it. Why would he miss key details but mention hormones and emphasize homestasis? This mattered; Gobind Behari Lal was a Pulitzer Prize-winning science reporter.

But the subtext of all of these opaque Nancy Bayley stories was that my sister booked an unprecedented IQ score.

### **New Nancy Bayley IQ Scales Are Based on My Sister**

Two days later, the July 23<sup>rd</sup>, 1967 Cincinnati Enquirer report on Nancy Bayley’s decree that early verbal baby girls have high IQs (“Don’t Bah Ga-Ga”) featured something **new** and never before seen in a Nancy Bayley story, a list of new standards, “Bayley Scales,” for predicting baby girl who will mature to have very high IQs. Nancy Bayley new “Bayley Scales” declared a baby girl would mature to have a high IQ if she exhibited the following:

1. “Vocalization of eagerness, with squeals, ga-ga’s and other sounds of pleasure and anticipation, **5.6 months**.
2. Vocalization of displeasure by fretful-sounding noises rather than cries, **5.9 months**.
3. Vocal interjections –like ha-yl and ah-ya. **8.5 months**.
4. Says two words, **12.9 months**.
5. Uses expressive jargon... **13.5 months**.

All of Bayley’s new metrics were identical or extremely similar to my sister’s accelerated milestones. To the point, Bayley’s new “Bayley Scales” for identifying baby girls who will grow up to have high IWs were based on my sister’s milestones. Bayley alleged that her new metrics were based on 74 children involved in the *Berkeley Growth Study*, initiated in 1928, but there was nothing to support that. No prior reports of these metrics –not in 39 years. This was the new way to commit fraud, announce something new and connect it to something pre-existing and old. But no reasonable science team anywhere would, or could, base such unheralded new science (a new way to PREDICT genius in girls) on dusty old, questionable data. It doesn’t wash. All of children involved in Bayley’s 1928 Berkeley Growth Study were 39 years old in 1967. There was no basis for relevant new discovery about infant girls.

My sister was the new standard.

Because my sister and I were linked to the UC’s Institute of Human Development, and other IHDs were interested in rumors about our performance metrics, UC’s IHD used its still-developing coded communication system (and Bayley’s celebrity association with the IHD) to discretely confirm reports about my sister’s IQ and prior milestone metrics.

### **Why the Delay**

Earlier I concluded Dr. Jeanne Block tested my IQ and my sister’s IQ between December 1966 and February 1967. Since I’ve claimed Bayley’s July 21<sup>st</sup>, 1967 metrics are based on my sister’s performance around January 1967, you might wonder why the 5 or 6 months publication delay? This is explained in one of the “mystery questions” that concludes this Act

Hint: the delay is partially related to the Blocks’ publication rights.

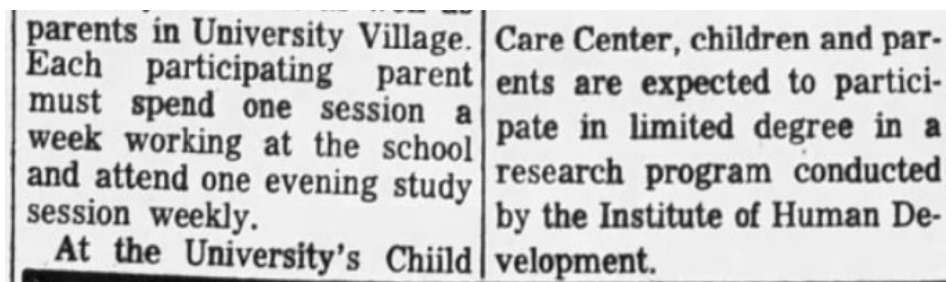
### **What Tipped Me That the Bayley Scales/Article Were About My Sister?**

I immediately gravitated to the Bayley Scales articles, because they sounded so familiar. My sister had an unusually advanced vocabulary, but she also had very clear, sharp speech and a perky voice. So, I recall from the time was 3 years old forward, adults would hear her speak, and they’d have to stop to ask my mom how early she began talking. My mom would explain she started around a year, but she also made these cute speech-like vocalizations

much earlier (around 5 months). Probably the reason I remember this all so clearly is, very often the people would also ask about me (I spoke well, but Ruthie was in a class alone), and my mom would ALWAYS explain I didn't start talking until I was older, maybe 18 to 20 months, but when I finally spoke, I spoke in sentences –but I spoke too fast for my mom to understand for a few months, until I was about 2 years old. To me, at 4 years old, that was interesting. (The odd fact that when I started speaking I spoke in sentences is why Gobind Berhari Lal, in his *Bayley Scales* report, in comparing girls and boys, cryptically wrote: “The boys not only learn to use words like ‘Daddy’ but use them with meanings.” [sic].)

### **Reverse Engineering**

Earlier we learned, in 1942, R Nevitt Sanford developed a method for reconstructing a person's profile by asking about their past. Whittier/UC Child Care Center used this approach to construct profiles of its nursery children. Parents were asked to participate in research, and answer questions about their past, etc. UC's IHD asked my mom about her kids' developmental milestones. From that, the IHD reconstructed profiles on my sister and me.



Above: An Oakland Tribune article from September 21<sup>st</sup>, 1960, explaining parents in UC's Child Care Center are expected to participate in research (conducted by UC's Institute of Human Development).

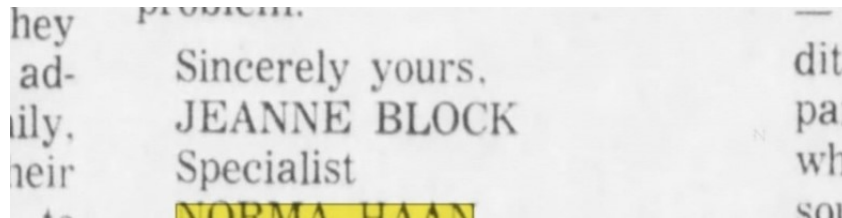
### **Jeanne Block, Smith & Haan Write a Clarification**

July 21<sup>st</sup>, 1967, the same day the Nancy Bayley article about infant girls who vocalize early was published, a clarification letter was written to the Daily Independent Journal, by Dr Jeanne Block, Norma Hann and M Brewster Smith (Smith was the director of the IHD, Haan was Block's research assistant).

The article is responsive to a July 12, 1967 Daily Independent editorial. But the writer of the original editorial is unidentified and doesn't explain how he/she got access to an *unpublished* IHD study. Meanwhile, the other 8 articles in the July 12, 1967 editorial centerfold identify the authors. This is part of Gardner's effort to make Block a celebrity psychologist.

### The “Specialist” Master Teacher

The July 21<sup>st</sup>, 1967 Independent Journal article is important because Jeanne Block uses her title: “Specialist.” After Jeanne Block died in 1981, her husband, Jack Block, wrote a memorial to his late wife and explained that “Specialist” is a master teacher, qualified to teach graduate level teachers or student-teachers. Dr. Jeanne Block was the master teacher (Specialist) of my nursery school, Whittier/U.C. Child Care Center.



- **HINT:** In the First Act you learned around September 1967, Richard Aoki asked my mother to store something dangerous (but legal) in a closet at our house, for a week or so, and my mom agreed. Remembering this could help you solve a mystery question.

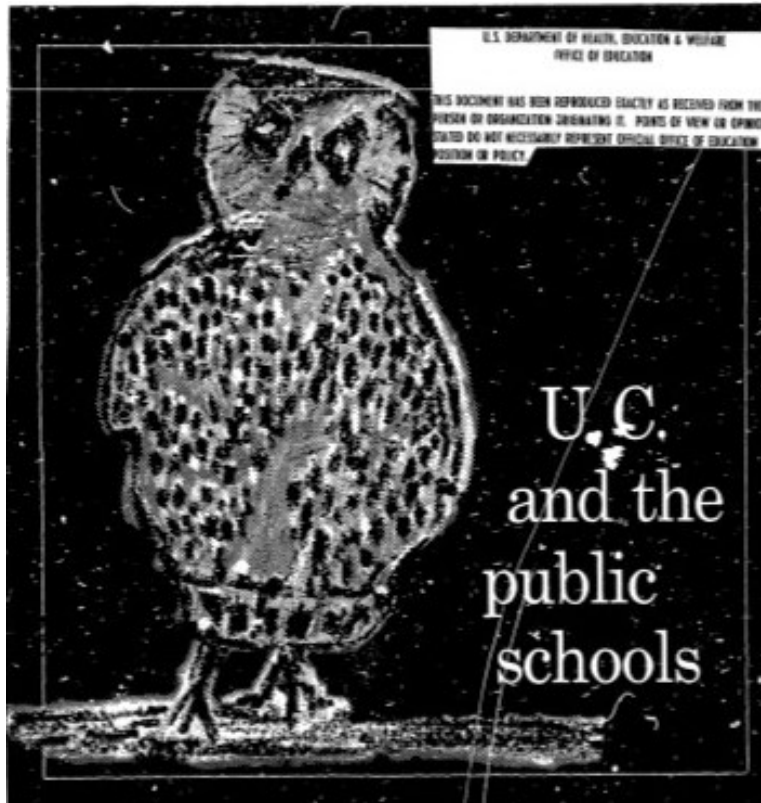
### U.C. Publishes:

#### “U.C. AND THE PUBLIC SCHOOLS”

Sometime around September 1967, University of California produced and published “U.C. and the Public School.”

- This booklet is the summation of University of California’s efforts and evil. The book prominently features Dr. Donald MacKinnon (who may not have known how his efforts would be used), Arthur R Jenson, and other psychologists previously mentioned, and synthesizes all of the efforts in their respective “Institutes” into collective action, advocating a model and state-of-the-art educational system for White children; but advocating separate systems of pre-school education, primary and secondary education, and a separate system of mental healthcare for Blacks and Latinos. But this document is much worse, as it discretely lays out what some may consider the second holocaust. (I’ll explain this booklet and the evil scheme it illuminates, in the *Mystery Solutions*, at the end of this Act –if you don’t see the plain sight crimes before then .)
- The 71 page booklet identifies the Principal of Whittier as John Matlin (page 8) and identifies the Principal of Columbus Elementary as Jerome Gilbert (page 9). The booklet contains almost all of the hateful propaganda found in the previous rough-draft “Different but Equal,” but it also contains important new material.





Above: Cover of “U.C. and the Public School,” 1967, by University of California.

**Best Practices.** “U.C. and the Public Schools” includes new information, highlighting current best practices, seen in pages 13 to 15, where the perspectives of Dr Donald MacKinnon and Professor Robert Karplus are shared. On page 16, Professor Karplus succinctly summarizes all educational best practices: “Intellectual freedom is essential if the child’s learning is to be real conceptual growth and not verbal parroting of what the teacher wants to hear,” Karplus writes. “The surest death of a meaningful science lesson is the response (explicit or implied) by a teacher that a child’s answer is not the one she is looking for.”

Next, on page 13, MacKinnon distills the importance of creativity, **intuition**, thinking without words, providing children a rich learning experience (modern best teaching practices) in just a few lines:

“Scientists and scholars have joined education professors and classroom teachers in designing new curriculums which emphasize in addition to facts the scientists’ method of discovering and organizing knowledge and which use psychologists’ new understandings of children’s early creative and cognitive growth.”

“Never present a fact for its own sake,” Donald MacKinnon urges teachers... “We should seek to develop in our students a capacity for **intuitive perception**, an immediate concern for implications, and meanings, and significances, and possibilities beyond that which is presented to the senses. This is not to suggest a slighting of facts, for without a richness of experience, which may include a considerable body of fact, intuitions may be original but they are not likely to be very creative.”

**Worst Practices.** “U.C. and the Public Schools” advocates a new brand of “educational engineering” for Blacks, Mexicans and the poor, which **“systematically taught logical thinking”** using **“highly directed teaching of how to think”** to 3 and 4-year-old children, by stressing the importance of speaking accurate English. The booklet also explains the “disadvantaged” (Blacks, Mexicans and the poor) have a higher “fear of failure” academically, than mainstream White children (page 31 and 32). The book then hints at ways to adversely exploit this; presented on page 33, where UC states: “In a school that ignores his individuality by ignoring his language “the Spanish-speaking child grows to feel that Spanish is a nuisance and a handicap and that he himself then is a nuisance and a handicap.””

Creepily, “U.C. and the Public Schools” repeatedly quotes Dr. Jerome Gilbert, the principal of Columbus Elementary (another Berkeley-based UC lab school), who is critical of the changes happening in the Berkeley Unified School District. Notable is this passage, from page 9 (UC and the Public Schools):

“The styles of the school and of the home are so polarized that the child finds it extremely difficult to adjust to each of them daily,” writes Gilbert. He adds that the project sees teachers as “the culturally different ones, as the strangers in the sub-culture of the school.” The program seeks to “sensitize teachers the life style, language, and concerns of the parents and children...as well as to modify the parents’ perceptions of child-rearing, learning, and of the school.”

Rather than encouraging individuality and the correct methods advanced by MacKinnon and Karplus, the booklet advocates a group approach to learning for “disadvantaged” Black and Latino children. On page 16-17, we learn University of California and the Carnegie Corporation (John W Gardner) have created a rigid 16-part learning system, the “Productive Thinking Program,” to teach Blacks and Latinos a fixed method of “how to think.” Worse, on page 17 we find U.C. and the U.S. have already exported this system to 16 foreign countries, and “It is being translated for use in Chile and other Latin American countries.”

**“UC and the Public Schools”  
Contradicts UC’s Own Research**

“U.C. and the Public Schools’ was a recruitment tool, created to recruit privileged racists, eager to go to a school where they might conduct cruel experiments on Black and Brown kids. University of California knew the methods utilized in “UC and the Public Schools” were improper. Best practices were common knowledge and UC published prior research that identified these methods as ineffective and harmful (see September 28<sup>th</sup>, 1941, Oakland Tribune article, page 59, cited earlier).

**“UC and the Public Schools” Shows  
UC Child Care Center Is 1 of 3  
UC Child Study Center Units**

Both “U.C. and the Public Schools” and “Different but Equal” contain two key paragraphs that show Whittier/UC Child Care Center was the third Child Study Center (although there should be no doubt), as the article describes three Child Study Centers “preschool” classes and contrasts them, on page 43 of *U.C. and the Public Schools*. UC Child Care Center’s name is omitted, but it is UC’s only other Child Care Center (with contractual relations to UC and BUSD going back to 1939). So the third Child Study Center could have only been Whittier/UC Child Care Center). Page 43 describes the three Child Study Center programs:

“Mixing a variety of teaching and a variety of youngsters, Peter B, Lenrow, assistant professor of psychology at Berkeley, in the summer of 1966 enrolled equal numbers of middle-class and poor children in each of **three** pre-school classes at the Child Study Center of the Institute of Human Development. 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? Lenrow believes these coping qualities may be keenly needed by poor minority-group children as they encounter and explore the mainly middle-class territory of the school.”

Fortunately, for me, I was in the “free choice activities” nursery, not the nursery where “highly directed teaching of how to think” torture was occurring.

UC’s criminal intent to abuse children and destroy their minds is apparent in that second to last sentence, the interrogative: “**Did the highly directed teaching of how to think squelch some children’s zest, creativity, and self-confidence resourcefulness?**” If the possibility existed that a child’s “zest, creativity, and self-confidence resourcefulness” might be *squelched* by this program, decent people would have shut down the program immediately.

Best practices were known to UC and the BUSD for 50 years. UC knew children’s IQs could be reduced with “highly directed” group learning activities, sitting still and requiring children to learn a new languages (or formal English).

### **UC & BUSD Child Study Center Units Reverse Roles**

From 1960 to 1964, the Berkeley Unified School District Child Study Center was featured in newsprint stories, while nothing was published about the unit run by University of California. Then, around 1965, this switched and there were many articles published about the UC unit, but not the BUSD unit. I believe that during these periods of quiet, the UC and BUSD units were engaged in destructive experiments on preschool children.

### **Dr. Donald MacKinnon Wins Research Award**

September 6<sup>th</sup>, 1967, page 17 of the Oakland Tribune announced Dr. Donald MacKinnon won a \$5,000 award from the American Psychological Society, for the “Richardson Creativity Award.”

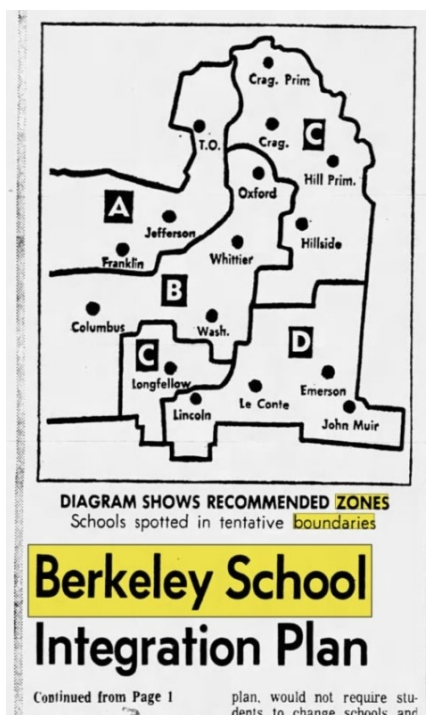
### **Busing Will Go Both Ways in Berkeley**

October 4<sup>th</sup>, 1967, the Berkeley Unified School district announced busing in Berkeley will go both ways; some Black kids will be bused to White neighborhoods, some White kids will be bused to Black neighborhoods.

### **Berkeley Unveils the Crazy New Elementary School District Map; Savo Island Is Now In Whittier Dist.**

October 4<sup>th</sup>, 1967, page 2 ES of the Oakland Tribune introduced a map of the new Berkeley elementary school districts. The map is distorted to make the new Whittier school district (Zone B) seem less insane. Zone B extends over a half mile further south and has a special little protuberance in the southern center to include Savo Island (the District didn’t know my family left Savo

Island six month earlier). The map no longer has the Thousand Oaks protrusion in the north, and it shows Columbus Elementary and the southwestern corner of Berkeley, in the Whittier district (Zone B).



**To Ensure My Sister and I Continued at  
The Whittier/U.C. Nursery, BUSD Made  
Whittier Elementary the Only School  
For Nursery-Age (2-4-years) Kids**

Immediately after my sister and I tested high on various IQ tests, the Berkeley Unified School District (BUSD) did something it had never done, it formally established that the only BUSD school program that could accept nursery school age children (2 to 5 years old) was the nursery school on the Whittier Elementary campus, at 2034 Lincoln Street, Whittier/UC Child Care Center. We know this policy was implemented in the fall 1967 school year because it is proposed in the retroactive Master Plan, unveiled in October 1967. We also know this because on January 14<sup>th</sup>, 1971, the Oakland Tribune released a story, page 44, captioned “U.C. Looking for Teacher Trainees,” which explained that UC was hiring unpaid student-teachers to work “mostly with Berkeley children at Whittier School kindergarten and at pre-school nurseries.” We know the article refers to the nursery at Whittier, because it said so, fairly explicitly, and because Whittier Elementary is the only UC laboratory school (Washington, Columbus, Whittier) that had a nursery school. The 8<sup>th</sup> paragraph of the January 14<sup>th</sup>, 1971 Oakland Tribune article explained the

Early Childhood Education program was implemented four years earlier (fall, 1967):

“The Early Childhood program in its fourth year and U.C. is recruiting now for next fall.”

### **THE BERKELEY SCHOOL DISTRICT UNVEILS ITS “MASTER PLAN”**

After over two years of anticipation, October 17<sup>th</sup>, 1967, the Berkeley Unified School District released its “Master Plan”, titled “School MASTER PLAN Committee 1965 1967.” The Master Plan contains two volumes; Volume I is 78 pages; Volume II is 503 pages. By adding the year “1965” to the title, the BUSD Master Plan writers unlawfully dated the new procedures.

The Master Plan, which was originally just supposed to lay out Berkeley’s plan for integrating its junior highs, suddenly drastically changed its focus. It was as if integration didn’t matter. Only about 2% of the Master Plan focused on integration. Suddenly, the bulk of Master Plan focused on: (1) children in pre-school and kindergarten; (2) IQ testing –and IQ testing of pre-school and kindergarten age children; (3) implementing new educational approaches to pre-school and kindergarten age children; (4) Early Childhood Education (defined as “before kindergarten”; Master Plan, Volume 1, page II-25); (5) “high potential” (high IQ) Black children, and a strange decision to put “high potential” and “gifted” children in Special Education (with learning impaired students). The Master Plan also had a new and out-sized focus on creativity and “divergent thinking.”



Above: Cover of Berkeley’s “Master Plan” (Volume 2), October 1967.

BUSD's Master Plan made the following changes/recommendations:

1. The Master Plan sought to find high IQ creative students, capable of **“divergent thinking.”** (Master Plan, Vol II, page II-37, para #1):
  - ““...Total talent development” would be a desirable ultimate goal for the Berkeley schools. The discovery and development of the great varieties of talent among all children should be one of the specific aims of the regular instructional program in all curricular areas.... Abilities which are not measured by the standard I.Q. tests are numerous and invaluable. **Creativity** (including that which manifests itself as **divergent thinking**) in academic areas, in the arts, in business, in social problems; talent in the performing arts, in athletics; gifts of leadership and constructive cooperation.”
2. That individual tests of intelligence of all children should be begin at the earliest school years, followed by periodic testing and retesting in higher grades. (Master Plan, Vol II, page II-48, #8)
3. BUSD suddenly categorized all Blacks as “disadvantaged.” (MP, Vol 2, page II-16, #1)
4. “High Potential” (high IQ) Blacks and Latinos were placed under the “Special Education” department. (Master Plan, page II-13, II-14, II-24 #1)  
The Master Plan used the label “disadvantaged” to put genius (very high IQ) Black and Latino students under the “Special Education.” In this “Special” category, “high potential” Black pre-schoolers and kindergarteners were subjected to special “services”.
  - “The term “disadvantaged” should not be equated with membership in one particular ethnic group and should be defined in terms of the characteristics of the individuals and their environment. In Berkeley, however, the identified “target area” is the segregated, generally lower socio-economic area, housing primarily Negro Americans.”
- Thus, Black students with very high IQs were grouped with student with severe learning impediments.
5. Special Education services would be concentrated in the **early educational** years... (Master Plan, Vol I, page II-25, #4)
  - This meant University of California could send their psychologists, ECE student teachers and other staff to require my sister and I perform various educational exercises and participate in testing.
6. Children's centers for preschool education and daycare would be established immediately on one central site, a centralized program to be reevaluated for integration into the elementary schools. (MP, Vol 1, page

IV-5, #7) This one central site for all preschool age children was Whittier Children's Center (AKA UC Child Care Center).

- This meant that no matter where my family moved in Berkeley, the only BUSD school where my mother could get BUSD (and UC) child care would be Whittier Elementary, at the Whittier/UC Child Care Center.
- 7. Program development for **early childhood** should include developmental learning, nurture and protection, and should avoid general academic elementary education. (Master Plan, Vol I, page II-24, #4a)
- 8. The special services should be expanded in the elementary school, including Early Childhood Education... (MP, Vol I, page II-24, #4e)
- 9. Foreign language study would be required at the elementary level for at least three consecutive years, "and be intensive enough hopefully to result in significant learning each year." (MP, Vol I, page I-7 and I-9, #11)
- 10. "Absences due to illness are not deducted from state support, but the School Health Officer does follow up on extended illness to determine if medical assistance is needed. Through a unique City-School Health Department, the same public health nurses staff both the school and city clinics and visit children in their homes." (MP, Vol I, page II-7)
- **Suddenly, the BUSD (and UC) wanted to do medical "house calls."**
- 11. The child who becomes ill in a program should have the services of a homemaker staff in those cases where the mother is out of the home and cannot leave her work or schooling without hardship. (MP, Vol II, page II-31)
- Unbelievably, this new rule only applied to preschool age children, and allowed parents to bring their sick, contagious children to Whittier/UC Child Care Center.

The Master Plan also disclosed the following facts, or made the following recommendations:

- The Master Plan included countless recommendations that benefitted UC. Including recommending the creation of a credential in **Early Childhood Education** should be established. (MP, Vol I, page II-24, #4b)
- The Master Plan explained that BUSD had applied for Head Start certification two years earlier, in 1965. The BUSD Head Start program was the BUSD program located in the Harold E Jones Child Study Center. (MP, page II-29, para #6)
- The Master Plan explained what happened to BUSD's six missing nurseries (MP, Vol I, page II-12, final line: "New space for early childhood use should include "anonymous space" which can adapt to yet unknown uses"). BUSD had closed or relocated its nurseries, and was



not advertising where they were. Thus, “in-the-know” (primarily) White families could place their kids in the new anonymous nurseries.

- The MP concurred with the 1963 Hadsell Committee: there is no inherent difference in intelligence between Black and Whites (II-39, MP, Vol 2).
- The Master Plan explained (p I-239, Vol 2) that **stress and adversity can cause a 15 to 20 point drop in IQ**, and elementary school experiences could decrease IQ: “A student’s performance on an I.Q. test designed to measure his intrinsic academic ability is strongly influenced by his past experience at home and in elementary, and especially by his achievement in the use of language... It has been repeatedly demonstrated that I.Q. test scores for a given child can show a dramatic upward jump of 15 to 20 points upon improvement of circumstances and motivation.”
- The racist buzz word “prestige,” highlighted in “U.C. and the Public School” booklet is found throughout the Master Plan.
- The Master Plan advised that **School principals should take direct responsibility for evaluating the progress of gifted children** (II-62, MP, Vol 2).”
- “Parents of proven gifted children should be invited to conferences with school personnel. (II-62, MP, Vol 2).”
- The Master Plan explains that **conventional IQ tests primarily just measure verbal ability**: “The chief virtue of the I.Q. test is not its validity in measuring innate ability, which few would claim, but rather its practical use as an index to standard verbal ability (the ability to understand and/or to express oneself in written or spoken language and to think in structured language patterns).” (II-38, MP Vol 2.)
- **We learn Berkeley has about 650% more high potential children (kids with IQs over 130) than the national average.** “Nationally, it is estimated that 2% of the population falls in this category. With a total pupil population of 15,500 this District could expect, according to national and state averages, 310 gifted children. In actual fact, the number of identifiable gifted children in Berkeley public schools approaches 2100 or 13%.” (II-13, MP, Vol 1)
- We also learn Berkeley knew it had an unusually high number of “high potential” children 40 years earlier. (4 to 7 times higher than the US average.) **“Although for 40 years Berkeley has been aware that it has an unusually large number of high potential students, the pattern of school response...”** (II-39, MP, Vol 1.)
- This high concentration of high potential (high IQ) people is why the Rockefellers focused their money and research on Berkeley for 40 years.

- The reason the writers of Berkeley Master Plan backdated the Master Plan to 1965 (by adding “1965” to the title) is because from the moment UC discovered my sister and I had high IQs, UC began subjecting us (particularly me) to various sicknesses (probably mostly flu-like illnesses), and allowing us to come to the nursery, to a special isolation area—which was sometimes the nap room (which I remember, well) and sometimes in a converted space. Giving me colds and influenza was illegal (but impossible to prove), but permitting me to come to the nursery while I was sick was irresponsible—but by backdating this practice into policy (in the Master Plan) UC’s dangerous actions in the spring of 1967, and henceforth, could be defended as “compassionate policy.”

## **The Big Reveal**

### **The Reasons UC Tried to Hurt Me & My Sister Is Buried In the “Master Plan”**

The reason John W Gardner (US Secretary of Education) and his army of disgruntled professors at University of California were consumed with me is written in the Master Plan, Volume I. In Berkeley’s *School MASTER PLAN Committee, Volume I*, on page II-6 (page 31 of the PDF file), in the fourth paragraph, under the heading “Special Educational Needs Of Minority Group Children.” About halfway through the paragraph, a passage reads:

“... In Berkeley those schools whose entire program has been geared to providing compensatory education have predominantly Negro student bodies. At the other extreme, approximately 11.4% of Berkeley children are identified as high potential, but only 1.7% of Negro children are so identified...

And then comes the line that caused the lunatics and racist in UC’s Institute of Human Development to do some terrible things:

“...although the highest single test performance recorded has been that of a **Negro boy.**”

I was the Negro boy who had the single highest test performance.

I may have had the highest performance on the WPPSI, or some another composite test, or maybe just a single item creative test.

But I’m certain a substantial portion of the test would have to measure one, of many, creative skills, for me to earn the highest score.

In a conventional IQ test, measuring language and memory skills, my sister wins, running away.

## Chapter Notes:

By 1963, Berkeley had never tested their Black students' IQs, and in 1963, the BUSD only tested the IQs of a few Black kids at two junior highs. So in 1967, there were very few "Negro boys" in Berkeley who had ever had an IQ test.

- From 1965 to 1969 (the year I graduated from Whittier/UCCCC), the only Berkeley Unified School District early childhood education (ECE) nursery operating on a BUSD elementary school, designated as an ECE "complex" or "campus," and run by "University of California", was Whittier ECE Complex/Campus. [Early Childhood Education pertains to children 2-years old to about 8 years old. But, because of University of California's possession of two nursery schools, at two different locations, and UC Berkeley history of working with nurseries and preschool aged children, in Berkeley, "ECE" had a pronounced emphasis on children 2 to 4-years old.] The nursery school on the Whittier ECE Complex was the UC Child Care Center (AKA Whittier Child Care Center, Whittier Children's Center). The "ECE campus" was a single location where University of California educators and student teachers could go to work with children 2-years-old to 5 or 8 years. Because Whittier-University Elementary (1) was the only elementary with a nursery school on campus, (2) had teachers that were employed by and selected by the University of California, and (3) had a 30 year history of combining UC faculty, students and resources with BUSD students, Whittier-University was the natural location for the official Whittier ECE Complex. In 1974, a 177 page publication called "Serving Preschool Children-3" (also called "3 Serving Preschool Children," and/or "Daycare: Serving Preschool Children-3," published by the US Office of Child Development, under the Department of Health Education and Welfare, available on the ERIC website. # ED 095 648) described the Whittier ECE Complex; page 153 states:

"For example, the Whittier ECE Complex and Franklin Parent Nursery" serve as 'laboratory schools,' where students from the University of California School of Education do their practice teaching."

However, this is mistaken. Franklin parent was NEVER a laboratory school.

As I wrote this Act (2022 to 2023), several PDFs mentioning Whittier-UC's Early Childhood Education Complex (or Center) began to appear online. Each of these PDFs contained one or more central falsehoods (e.g., *Serving Preschool Children-3* alleged Franklin Parent Nursery was a UC Laboratory School, it was not; another PDF improperly presented West Berkeley Children's Center and King Daycare as comparable to Whittier-UC Early Education center). Because PDFs can be falsified and posted online, anywhere, I chose to use newspaper articles as the basis of this story (it's much harder to corrupt a relatively secure newspaper database).

- In November 1970, the National Center for Educational Communication produced a 68 page booklet, called A Study in Child Care (ERIC # ED 051898), by Linda Elbow. At several points in this booklet the writer alleges the Berkeley school district had two other ECE programs (West Berkeley Children's Center and a program called King Child Care Center). This is partially true. These programs came into existence in the fall of 1969, when I was no longer in nursery school. But neither the King nor West Berkeley center had UC student-teachers present and neither had a PhD "Specialist," qualified to teach graduate students and student teachers.

The WBCC opened a few years after the Berkeley Day Nursery closed, and moved into the Berkeley Day Nursery's old building. The Berkeley Day Nursery closed in January 1966, after a strike,

which started in October 1965. There is no evidence WBCC was operative until November 1969, when the name appears in the state Senate records.

Garfield Junior High was renamed after Martin Luther King in August 1968 –but it appears that the name change did not go into effect until fall 1969. The King nursery first appeared in print in November 1969 (also in State Senate records).

•

Carol Sibley’s Texas shell shows pronounced signs of fraud. The most obvious sign is that, currently, the OpenCorporates.com website/app improperly shows Fletcher R Sibley as one of the principals. Sometime in 2021 or 2022, some unlawful actors at OpenCorporates.com began inserting the names of people (who are usually dead) who have the same surname as the principal business creator into the business listing. This is done to give the impression that the principal party is a different person/entity (with the same name) from the actual person he or she was/is. Fletcher R Sibley died in 1977. He was married to Martha E Sibley, and had no relationship to Carol Sibley.

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From 1939 to the early 1960s, newspapers tended to refer to Whittier-University Elementary as “Whittier-University” Elementary. The name “Whittier Elementary” was easier, so it became the newsprint habit by the mid 1960s. However, Whittier-University faculty were still proud of Whittier’s ongoing connection to University of California, so into the 1970s some of these faculty continued to include “University” or “University of California” in Whittier’s name, such as my old principal, Jerome H Gilbert (1968 to 1982), who, on page 8 (viii) of the 1971 educational booklet “*Instructional Associates: A Suggested Associate Degree Curriculum*” (ERIC # ED073756) gives his name and Whittier University’s name:

Dr. Jerome H Gilbert, Principal, Whittier Elementary School (**University of California Laboratory School**), Berkeley Unified School District, 1645 Milvia Street, Berkeley, California, 94709.

# CHAPTER SIX

## Resilient

**1968**

### **Berkeley Announces Integration Plan**

January 17<sup>th</sup>, 1968, the front-page of the Oakland Tribune carried the headline: “Berkeley Adopts Integration Plan.” It’s official. The story explains that busing will go both ways, some White students will be bused to Black schools, some “Negroes” will be bused to White schools.

My sister and I will continue to get free taxi rides, to and from school, because our mom works as a taxi dispatcher.

### **John W Gardner Resigns**

January 25<sup>th</sup>, 1968, page 3 ES, the Oakland Tribune reported John W Gardner’s resignation from the Johnson White House.

June 15<sup>th</sup>, 1968, Gardner became President of Stanford University’s Board of Trustees (Los Angeles Times, page 14).

### **Richard Aoki Inspires Me to Learn to Tie My Shoes**

As you may recall from the First Act, in 1968, Richard Aoki (a wonderful man, who happened to be one of the founding members of the Black Panthers and also happened to be Japanese) was dating my mother, and one night in his car, sometime around January or February, he challenged me to tie my shoes – and said if I succeeded, he would buy me a root beer. I failed. I was furious that he gave me such a hard challenge –but also suddenly upset that I didn't know how to tie my shoes. That challenge inspired me to learn to tie my shoes before I turned 3-and-a-half. (HINT: This event is a clue. It may help you solve a mystery question, at the end of this Act.)

### **Against BUSD Teachers' Wishes, BUSD Says Whittier Will Remain A Lab School; Jerome Gilbert Is Named Whittier's New Principal**

February 9<sup>th</sup>, 1968, the Oakland Tribune, page 26, an article captioned “Berkeley Lab Schools’ Locations Are Shifted” reported that **“the lab teachers asked that the program be shifted [moved] to other schools”!!**

The teachers felt that the labs should be moved to larger schools, because there was not enough space for all the visiting UC teachers and observers.

But, the article explains, Superintendent Neil Sullivan denied this request.

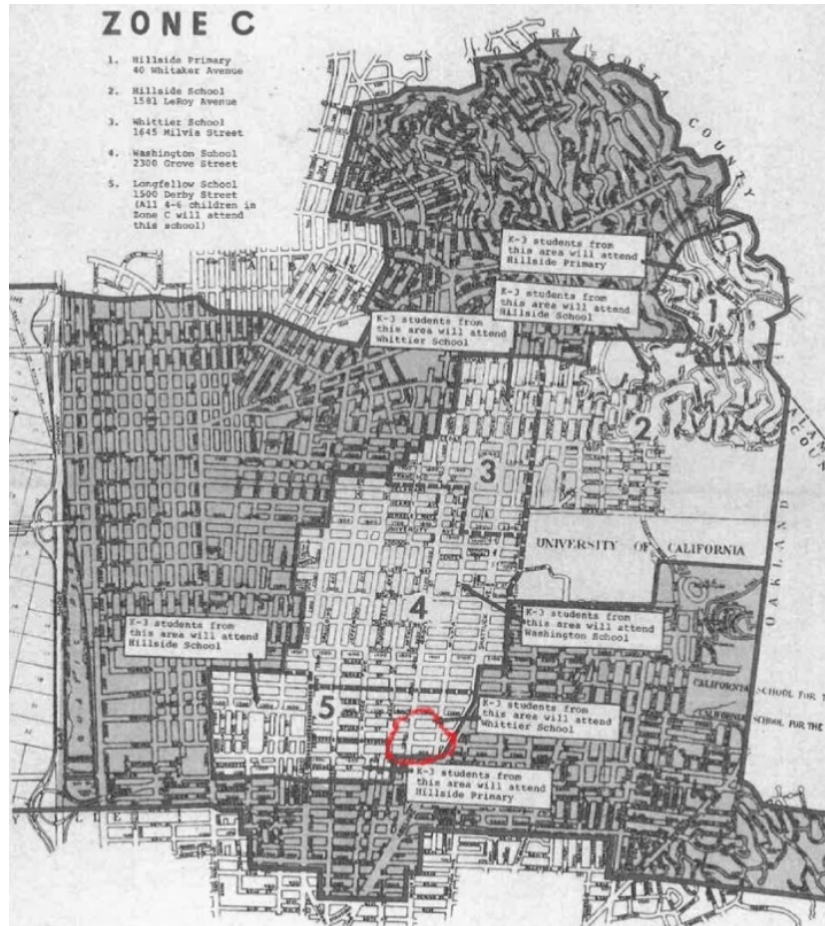
The article also announced Dr. Jerome Gilbert (Principal of Columbus Elementary) would leave the Columbus laboratory to become Principal of the Whittier Elementary Laboratory School (also known as Whittier Elementary, Whittier Elementary Early Childhood Education Complex, and the Whittier ECE Complex or campus, because it housed Whittier/UC Child Care Center).

BUT, as the article explains, the Berkeley Board of Education refused to move the laboratory programs out of Whittier and Washington.

**BUSD misled.** The second paragraph of the article states that Longfellow would become a lab school in the fall. But Longfellow never became a lab school. In the fall, Whittier and Washington would be the last remaining labs.

Thus, John Matlin, the principal of Whittier Elementary since my sister and I arrived around December 1966, would not be there in September 1968. When my sister started kindergarten at Whittier Elementary, she'd have Principal Jerome Gilbert.

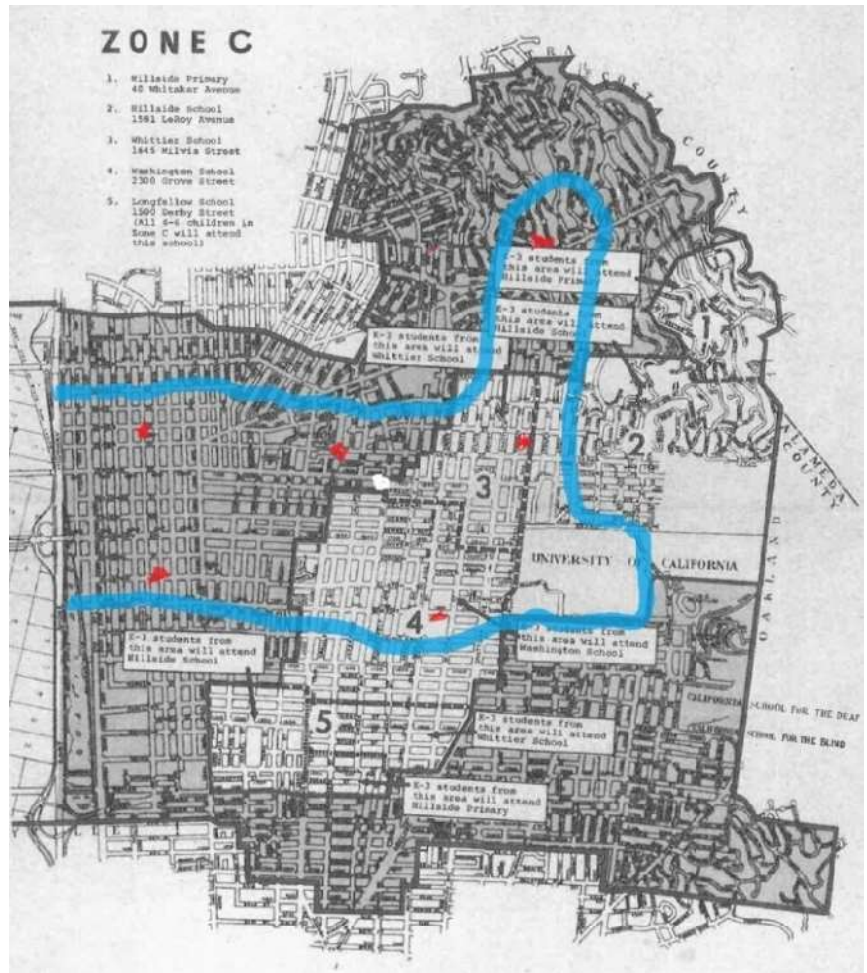
## Berkeley Publishes a Desegregation Booklet, With the Official School District (Zone) Map Boundaries



Above: In early 1968, the new Whittier Elementary School district (light gray) stretched from the north side of Berkeley (top) to my family’s house on the south side, in Savo Island (circled in red).

March 1968, the Berkeley Unified School District published an 8-page desegregation booklet (assumedly for every student in the city). The booklet contains four maps, of each of the four new school “zones” (overlying a map of the entire city). The maps show the final “Zone C” engulfs the northeastern region of Berkeley and chaotically extends, diagonally, through the center of the city (including the entire UC Berkeley campus) and cuts very deeply into the southwestern side of town. And, yes, the map specifically says residents in the southern Savo Island section must attend Whittier Elementary. Also somewhat curiously, Zone C now goes substantially past Savo Island, to Ashby Avenue (where my family moved in mid 1967), but my family is about three blocks out of the new Whittier zone.

But, per the Master Plan, all preschool age kids (I was still only 3½-years old) went to Whittier Elementary’s UC Child Care Center. So no matter what, my sister and I would go to Whittier, legally –at least until Kindergarten.



Above: The originally (1964) proposed Whittier district (blue).  
 The red dots are schools in the original district.  
 The Whittier campus is the red dot nearest to the number “3”.

**Whittier Recommends That My Mom Consider Giving Me RITALIN**

Sometime between 1967 and 1969, Whittier/UC Child Care Center informed my mom that I was the most active child they had ever had. Also between 1967 and 1969, on a few occasions, a person or persons at Whittier suggested that my mom consider putting me on the drug Ritalin, for my “hyperactivity.” Not long after, around 1968, my mom took me to see Dr. Cooper, our family doctor, a Black man, whom I really liked, to see if he thought Ritalin was a good move. Thankfully, they decided against it.



**THE ROAD TO BANCROFT WAY:  
How My Family Moved To  
Bancroft Way, In May 1968**

Although this “Act” shows some adults did not treat my sister and me kindly, my sister and I had no awareness of any of this. Almost all of the adults in my life seemed great; the worst of them seemed reasonable. The only adult from my nursery and early elementary school years that I strongly disliked, and probably hated, was a woman who struck up a short-lived friendship with my mom in the spring of 1968, when I was 3-and-a-half: Sherry Moreno.

So, while writing this, I asked my mom when she met Sherry. Her answer required inclusion in this story, Here goes...

Sometime around February or March of 1968 my mother was raped, in our home on Ashby. My sister and I were not home. Discussing this event was difficult, so I didn’t inquire much further. But, in 1968, that assault was so traumatic that my mom wanted to move out of our home on Ashby Avenue.

Around that time, early April 1968, my mother suddenly got a call from an old friend named Fred Metcalf. My mother and biological father were intellectuals, of sorts, in San Francisco, around the time of my birth (1964), they kept company with a bunch of mostly Black intellectuals and college students. Fred Metcalf was one of them. After my parents separated and divorced, Fred and my mother fell out of contact. But in April of 1968, Fred found my mother’s number, in a phone book or something, and called her.

During the few years they’d been out of touch, Fred had been working as a probation officer (parole agent) in Southern California. During the phone call, Fred mentioned he had a friend, Sherry, who was moving out of a comfortable house, on very short notice. Fred suggested my mom might want to move out of our Ashby house and into Sherry’s house. My mom leapt at the offer.

Fred invited my mother, me and my sister to visit him, at a small gathering somewhere near Berkeley, to meet Sherry Moreno, and seal the deal.

So we went to the gathering. My family still has a photo that Fred took of the 3 of us that day. Fred is not in the photo; just me, my mom and Ruthie.

Sherry happened to be about the same age as my mother, with two kids, about the same age as Ruthie and me. Sherry was getting ready to move to Southern California. This would leave her house vacant. The house was on Bancroft Way at Tenth, in an integrated, working-class neighborhood.

So the deal was made. When Sherry moved out, we would move in.

Originally, Mom said we moved to the Bancroft house in April 1968, but later, when I asked about Sherry, she revised, and said we moved in late April or early May, 1968 –because she was certain she met Sherry in April 1968.



**Above:** A photo of my mom, me (3.5-years old) and Ruthie (standing, almost 5); taken by Fred Metcalf, spring 1968.

**PHOTO STORY:** My mom misdated the back of the photo Fred took in 1968. My mom wrote “1967 Spring,” and added “Photo Taken by Fred Metcalf.” She absently wrote the wrong year –1967– rather than 1968. She made this mistake because she added the date info about 18 years after the photo was taken –when Fred gave her the photo, when they began dating, in 1986. Fred still had the photo.

**MYSTERY HINT!** Notice that I have a healing wound on my forehead (upper center), and a small scab on the right side of my forehead (it almost looks like a birthmark).

As you might recall from *Act Two*, my mom and Fred starting dating in the mid 1980a. But in 1968, their relationship was strictly platonic –because in April 1968, my mother was still dating Richard Aoki, one of the founding members of the Black Panthers.

During all of this, my mom struck up a fast friendship with Sherry. So a few weeks after we moved into Sherry’s old house, Sherry invited us to fly down to LA to visit her. So around June 1968, we flew down to LA. I think we were there about 4 days; the worst 4 days of my life. Sherry harangued me about everything. I couldn’t move without her yelling and telling my mom to do something about my behavior, usually I was standing still, terrified of Sherry. I only have a couple fuzzy memories of getting yelled at, but I have a very clear memory of being in a cramped guest room with my mom, feeling tense and unsafe, but hopeful that if I stayed in the room with my mom, Sherry wouldn’t yell at me. This was the tone for four days.

On the final day of the visit, Sherry and my mother had an argument, during which Sherry implored my mom to employ very strict parental methods with me or I would wind up in jail. That was the end of the friendship.

To the fury of my detractors, I never came close to going to jail.

Most of these details, I knew from experience. But to pin down the dates, I repeatedly interviewed my mom (April 2022 to June 2023). Curiously, the last time I interviewed my mom about Sherry (June 1<sup>st</sup>, 2023), I asked if she ever visited Sherry while Sherry lived at 1018 Bancroft, before we moved in. Mom said no. For some reason, Sherry had to move to L.A., in a big rush. So Mom met Sherry, once or twice, with Fred. And my mom and Sherry became “friends,” in that week or two, before Sherry moved to LA.

A few weeks later, Sherry invited us to LA.

Hmm.

On or around May 1<sup>st</sup>, 1968, my family moved into 1018 Bancroft Way, the west-most unit of a duplex, at the intersection of Tenth and Bancroft. For many Americans, our house may have seemed small. To me, it was huge.

The young couple in the adjacent 1020 Bancroft unit, Joe and Maxine Shapiro, had two children; boys, a 2.5 year-old, and 1.5-year-old. Maxine soon became my mother’s closest lifelong friend. And their sons (first initials T and J) became my lifelong friends. Maxine was beautiful, 23 years old, fair, with red hair. Joe Shapiro, 25 years old, handsome, thin, tan, not fond of shaving. Joe and Maxine looked and dressed like Berkeley *hippies*, but they were far more complex than that word affords. They would have five more kids over the next 15 years, or so. But T and J would remain closest to me.

I as wrote this, I asked my mom who she met with when she signed the rental agreement. She said Maxine. Then I asked if she ever spoke to Maxine about her (my mom's) brief friendship with Sherry or about Maxine experience living next door to Sherry. But Mom never talked to Maxine about Sherry.

The owner of our new house on Bancroft was Carl Shapiro, Joe's father.

My sister and I were soon visiting the Shapiros daily, often day and night. Ruthie spent her time talking to Maxine and Joe, while I played with T and J. I wasn't interested in adults, but I immediately liked Joe and Maxine. For the first week, I probably just said "Hi," then asked if I could play with T and J. Pretty soon, I'd stop and talk for a couple of minutes before hurrying to play with T and J. After a month or so, the Shapiros were like family. My mom visited the Shapiros as often as Ruthie and I.



Above: Our house on Bancroft Way, Berkeley (the right duplex unit), as it looks today. (Photo from Google Maps)

Maybe the greatest, most life-saving thing about the Shapiros was they welcomed my company, and allowed me to play with T and J, without restriction. This allowed my mother to see that I played safely with other kids, and it allowed my mom to be around high-functioning adults who didn't view my energy as out-of-control. This informed my mom's decision to reject Whittier-UC's advice that she put me on Ritalin.

All an advantage, our new house on Bancroft was not in the Whittier school district. This should have meant that all of UC's weird experiments (which we had no idea were happening) would end soon. But nope. Sadly, the Master Plan decreed that all BUSD preschoolers would attend the nursery on the Whittier ECE campus -Whittier's UC Child Care Center.

Meanwhile, Mom continued to date Richard Aoki for our first few months on Bancroft Way, but his visits became less and less frequent.

**FBI Alleges J Edgar Hoover  
Launched COINTELPRO in May 1968**

May 10<sup>th</sup>, 1968, days after my family moved into 1018 Bancroft, J Edgar Hoover was first said to have initiated COINTELPRO operations. <sup>6</sup> Hoover's May 10<sup>th</sup> memo called on FBI offices to attack groups and individuals who "spout revolution and unlawfully challenge society to obtain their demands."

To be sure, challenging society, especially challenging society to become better, is not "unlawful."

**Carl Shapiro forms a Shell Company**

June 17<sup>th</sup>, 1968, about 6 weeks after my family moved into the 1018 Bancroft, our new landlord, Carl Shapiro (who would soon be part of my extended family), opened a Florida shell, named "Houston Motor Lodges, Inc."

**Nancy Bayley's "Bayley Scales"  
Are Announced (And They Conform  
My Sister's Milestones)**

June 2<sup>nd</sup>, 1968, The Pittsburgh Press ran a story titled "Da-da sign of Child Intelligence," page 39. The article announced a new scale for measuring the intelligence of girls (which will be part of the not yet released "Bayley Scales of Infant Mental and Motor Development"). The article explains:

"The signs appear between 5.6 months and 13.5 months. "In order they are: vocalizes eagerness, displeasure, uses interjections, says "da-da" or its equivalent, pulls string for a purpose, says two words (at 12.9 months) and uses jargon."

"If your child does that, start saving for college."

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<sup>6</sup> You history nuts are yelling, "No. Hoover started COINTELPRO in 1956!"

Maybr. But the first time we heard about Cointelpro was in January 1972 (see Charlotte News, January 24<sup>th</sup>, 1972, page 2, and San Francisco Examiner, Jan 28<sup>th</sup>), when a former FBI agent Robert Wall disclosed, in the New York Review of Books, the FBI created a program called "Cointelpro - New Left" to sabotage and "sow dissention and confusion among leftwing groups" -who were not engaged in illegal activity. Wall described the FBI sabotaging Black and leftwing groups and planting false stories in the press about them. Wall's report launched an investigation into COINTELPRO.

Almost 2 years later, December 7<sup>th</sup>, 1973, many papers (The Post-Standard, etc.) reported the investigation findings: (1) on May 10<sup>th</sup>, 1968, J Edgar Hoover, personally sent a memo that launched COINTELPRO, instructing FBI offices to attack against groups and individuals "who spout revolution and unlawfully challenge society to obtain their demands"; (2) Hoover ended Cointelpro in 1971 (I'll share the date Hoover ended Cointelpro, later, in this story timeline -it'll be more dramatic).

The problem is, this was all false! A few years later, around 1976, the "truth" came out: Hoover started COINTELPRO in **1956**.

You might notice that Bayley's scale of infant girl's IQ, conforms, exactly to the numbers she released in 1967, after my sister tested through the roof.

Because Bayley's research hinged on little girls who were very verbal, very early (like my sister), I believe my sister's estimated IQ in 1967 was through the roof, around 180. I sense this because Bayley had been measuring children's IQs for 40 years in 1968, so she had seen a LOT of brilliant girls. So for Bayley to make my sister's milestones her new "Bayley Scale" standard for high IQ baby girls, indicates Bayley had never encountered a girl like my sister.

### **Ruthie Graduates From Whittier Children's Center**

June 1968, my older sister graduated from Whittier Child Care Center. In the fall she would be a kindergartener on the other side of the Whittier/UC Child Care Center's playground fence. Most days, we both stayed on Whittier campus from around 8am until around 5 or 6pm. Some days, when Ruthie was in the afterschool program (the "extended day care") bungalow, near the UC Child Care Center playground, she and her new best friends (twin girls named Lazette and Lajune) would visit me, from the other side of the 3-foot high cyclone fence, around the UC Child Care Center playground.

### **IQ CAN BE IMPROVED OR REDUCED IN EARLY CHILDHOOD**

In September 1968 Nancy Bayley and the University of California reported to the public what they and the Institute of Human Development knew since at least 1961: **"the IQ is not set at birth, but can be improved or depressed in early childhood."** (See Lancaster New Era, September 23, 1968, page 13; L.A. Times, October 20, 1968, page 508, "The Doctor Says".)

### **The First Story about Ritalin Being Used for "Hostile" Children**

September 16<sup>th</sup>, 1968, the Oakland Tribune ("A Drug to Calm Hostile Children") first announced a new drug, Ritalin, helps calm "hostile" children.

### **A Sinister Story about Doctors Giving Ritalin to a Hyperactive Boy Wearing An Actometer (And Who Had Severe Pneumonia When as a Baby)**

Per Newspapers.com, the word "actometer" disappeared from newsprint in August 1967, but reappeared 14 months later, October 1<sup>st</sup>, 1968, in a story published in numerous papers including the Chicago Tribune and the Omaha

World Herald, page 12. The story, at a glance, seems normal enough (unless you've read the preceding 30 pages of this story). Once again the writer is Joan Beck, and the story centers in Chicago's Children's Memorial Hospital.

Initially, the story describes Jimmy, an extremely **hyperactive** preschool child (who gets older later in the story). The boy is asked to wear an actometer. The **actometer** measures his activity level at **6 to 7 times higher than average children**. Doctors take measurements of Jimmy's brain with an electroencephalogram and found some minor abnormalities. The doctors give Jimmy Ritalin ("a stimulant!"). Jimmy's activity level drops about 30% immediately, and another 50% in the next month, bringing Jimmy down to the normal activity range. The doctors, through Beck, report that hyperactivity is a behavior pattern associated with brain dysfunction. The article falsely claims Jimmy's general intelligence increased on the drug. (From experience, as a person who worked with children, many of whom used psychotropic medication, Ritalin does not increase intellect; it reduces all activity, including intellectual activity.) The doctors speculate "**a severe attack of pneumonia** with high fever in early infancy might have caused the neurologic damage."

The article elaborately explains that Jimmy is one of 30 children involved in a pediatric study by Dr. J Gordon Millichap (once again at Children's Memorial Hospital in Chicago). All of the children are alleged to have "at least average intelligence."

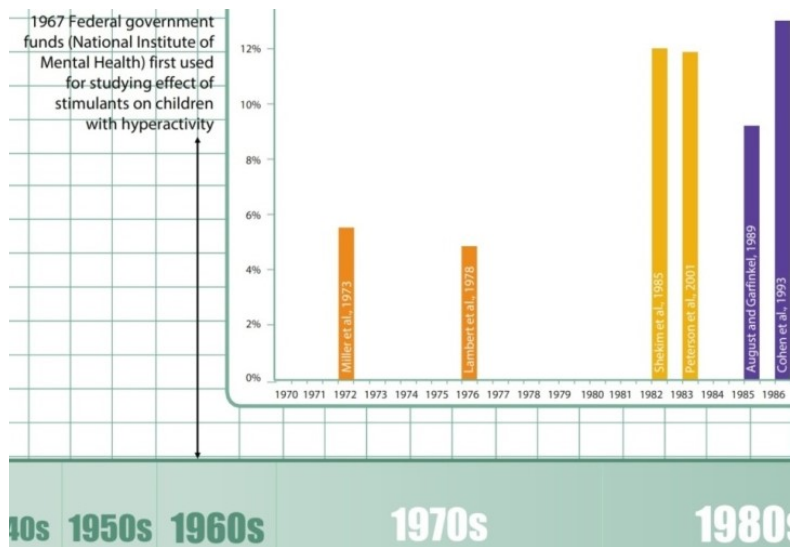
But no such study is ever published. The whole thing never happened.

Why would Joan Beck invent a second story about 30 kids in a study at Chicago's Children's Memorial Hospital wearing actometers? This story is code. Beck is confirming researchers were using Ritalin on the hyperactive boy, who had severe pneumonia when he was a baby. The word "actometer" does not appear again in US newsprint (per NewsPapers.com) for 14 months, until 1970.

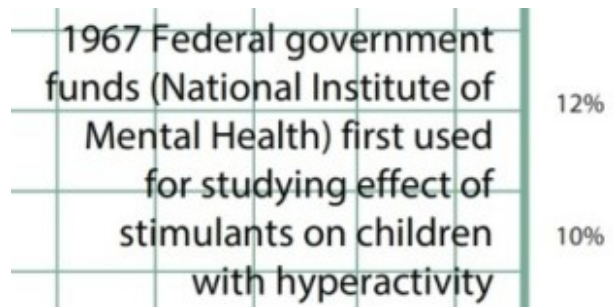
### **The Hyperactive Boy In Beck's "Coded" Story Is Me**

Beyond the coincidental details (1. My story about wearing an actometer, 2. the kid in the story had pneumonia, 3. the kid in the story was hyperactive, 4. My nursery school teacher published a study about hyperactivity and actometers...), the surest evidence that the hyperactive boy in the Joan Beck article is me is this: currently the website of the CDC (Center for Disease Control) explains the history of hyperactivity diagnosis and medication (with a timeline), and the timeline clearly states that US federal government first funded a study using stimulants (Ritalin) for hyperactive kids in 1967 (see screenshot, next page). The federal agency that authorized this was the National Institute of Mental Health (NIMH, formed in 1949). But if you enter the terms "National Institute of Mental Health" (in quotes), "hyperactivity" and

“Ritalin” into the Newspapers.com app, then select 1949 to 1969 (I left the UCCCC fall 1969), then push “search”, you get zero results; meaning there are no published articles announcing this research on Newspapers.com. But if you look at the bottom of Dr. Jeanne Block’s study on hyperactive preschoolers (“Preschool Activity Level: Personality Correlates...”) on the footnote of the first page you see Block’s study was funded by the National Institute of Mental Health (and conducted on children at UC Berkeley’s nurseries; page 2).



Above: A CDC timeline showing NIH funded stimulants for hyperactivity in 1967. Below: A magnification of the key blurb (above, upper left) from the NIMH website.



At the time that NIMH funded this research, John W Gardner (one of UC’s biggest funders) was the US Secretary of Health Education and Welfare. This hyperactivity study is one of at least two of Jeanne Block’s study financed by NIMH. Because NIMH is involved in this study and secretly authorized studies on the effects of stimulants on hyperactive kids, we can conclude Block and UC Berkeley were giving me (likely her only hyperactive child) Ritalin, without my mom’s consent. I found no other reports or studies showing NIMH involved in any other child activity studies during this period.



The upshot is: I was certainly the child in the 1967 and 1968 Joan Beck articles on hyperactive boys and the effect of Ritalin on hyperactive boys. Beyond the fact that NIMH's only known research on Ritalin and child activity happened in UC Berkeley, we can support my claims with math. In 1964, it was repeatedly published that, annually, 500,000 people contract pneumonia in the US (out of 200,000,000, in 1968). This means, in 1968, about 1 in 133 of the 3-year-olds had had pneumonia. Also, in 1968, about 1 in 25 kids in the US were hyperactive. So the probability of being a hyperactive 3-year-old who previously had pneumonia was above 1 in 3,325. There were only about 950 children in Berkeley's 32 nurseries in 1968 (page II-12, Master Plan, Vol 1). The kid in Beck's articles was me.

### **Mom Meets My Soon-To-Be New Dad (Stepdad); He Moves in 2 Weeks Later**

One night in November 1968, about 6 weeks after my fourth birthday, Ruthie went next door to visit the Shapiros. I probably, I stayed home to watch Hawaii 5-O. Not too long after she left, Ruthie opened our front-door holding the hand of a well-built man, close to 6-feet tall, sandy blond or brownish-blond hair. I loved the guy immediately.

The man was Joe Shapiro's best-friend. Upon meeting the man, next door, Ruthie interviewed him, and determined he was a perfect fit for our mom.

The man's name was Dennis Wilson; a young civil engineer, making good money, working for the city of San Francisco. He began dating my mom immediately and moved in with my family about two weeks later –about the same time that I started calling him "Dad." My mom and my new dad married about a year and a half later. I started using his last name, *Wilson* (instead of my biological last name, *Briggs*), around 1971.

In earlier Acts, I described how much I loved my dad, Dennis Wilson. But in this Act forward, I refer to him as my *stepdad*; because, while writing this Act, I discovered substantial and *conclusive* evidence that he took unlawful action, perhaps even criminal action, against me, for decades. *This* Act only deals with his involvement in smaller early *crimes*, and relies on weaker circumstantial evidence. The next Act deals with the serious crimes and harder evidence. Because of these actions, and him hiding these facts for decades, referring to him as my *stepdad* seems better than he deserves.

### **The Creepy Thing About Bancroft Way**

I've always taken a long time to fall asleep, even when I was 3 or 4 years old. Shortly after my stepdad moved in, when I'd go to bed, after Ruthie was

asleep, and often after my parents were asleep, a terrifying giant face would come to the rear neighbor's oversized window, which looked directly into my room. This was not imaginary. I'd cry and scream. Sometimes my parents would come and check on me; but usually not. No one ever saw the face, except me. This lasted a couple months –seemed like forever.

**My New Stepdad Is Arrested  
For Selling LSD (Acid)  
And Faces Felony Charges**

Almost the same time my future stepdad met my mother, he was arrested for selling LSD (acid) to an undercover cop. The arrest happened around November 15<sup>th</sup>, 1968 –two days after selling LSD became potentially a felony, carrying 1-10 years in state prison. The new law gave judges discretion in choosing to charge offenders with a misdemeanor offense or with felonies.

Thanks to good lawyer-ing by Carl Shapiro and my stepdad's brother David, the judge gave my stepdad a misdemeanor charge (maybe with some stipulations). I'm grateful. But this pattern of allowing White judges to give White offenders reduced penalties, or no penalties, had been ramping up for years, accelerating American moral decline, creating an entitled, unaccountable social base, confident laws and punishment are intended for non-Whites.

In the 1940s, American men clamored to defend their nation; but in 1968's Viet Nam (a terrible war), with Gardner scheming in the White House, young White men were dodging service, while Black men, like my uncle, were rounded up and forced to choose between prison (on bad charges) or military service. The true Republican Party, that gave us Abraham Lincoln and Dwight Eisenhower, was devolving.

**San Anselmo Cooperative Nursery  
Ties to UC Child Study/Care Center**

November 8<sup>th</sup>, 1968, the Independent-Journal (page 17), announced that Elizabeth Rall (the director of the San Anselmo Cooperative Nursery, who was tied to Helen Shapiro in January 17<sup>th</sup>, 1958, Daily Independent Journal article) had resigned from San Anselmo Cooperative Nursery in June 1968. Thus, Rall left the San Anselmo Cooperative Nursery the same month that Carl Shapiro opened his Florida shell 'Houston Motor Lodges, Inc.'—a month after my family moved into Carl Shapiro's duplex

A few weeks later, November 30<sup>th</sup>, 1968, the Independent-Journal ran an article titled "A Playground That Fathers Built," which reported that Ragnvald Bernt (husband of the chairwoman of the San Anselmo Cooperative Nursery) had built an elaborate treehouse for the nursery kids, which Bernt designed

“after a piece of playground equipment he saw at the **University of California Child Study Center, in Berkeley.**”

This places the fathers of the San Anselmo Cooperative Nursery at the very nursery that I was attending at that time (or across town, at the Harold E Jones Child Study Center, also run by University of California).

I was still in the UCCCC nursery at the time of this article, and my sister had been in the nursery, with me, when Helen Shapiro’s associate, Elizabeth Rall, was still directing the San Anselmo Cooperative Nursery, in may and June 1967, when Carl Shapiro created his *Houston Motor Lodges Inc* shell.... These facts are the smoking gun that tie Carl Shapiro to UC Child Care Center and/or its sister nursery, the Harold E Jones Child Study Center.

Someone might say the facts implicate Helen Shapiro too.

Nope.

Some of the facts, which I’m still laying out, may *seem* to implicate Helen. But Helen was incapable of doing anything unethical.

While they were alive, I loved Carl Shapiro —but I adored Helen Shapiro.

There are people in this story who knowingly did horrible things —not Helen Shapiro.

The evidence says Carl did some unethical things, but nothing close to the terrible things UC the IHD and the *real* villains of this story did.

Carl did NOT know that UC Berkeley was involved in harming children.

Carl was only asked to provide housing, and later asked (by the IHD and the Blocks) to provide observer information and maybe observer opportunities.

Carl also seems to have gotten my stepdad *in* on the observer action.

But later, of his own accord, my stepdad wandered much deeper into the action.

Why am I confident Carl was involved in the IHD and Block studies?

You’ve seen some suspicious facts, and you’ll see more (but I’m saving the most staggering fact for the next Act). But here’s what I’ll share now...

Carl and Helen Shapiro had many parties, once or twice a year, for many years. These parties involved their friends and the friends of their children (who were my parents’ age). I regularly attended these parties, from the time I was 4-years old, into my mid twenties. After my mid 20s, the parties became less frequent, maybe every 2 years. But at a few of these parties, when I was a teenager and into my early twenties, I’m certain I saw Norma Haan. Norma Haan was Jeanne Block’s assistant research psychologist and primary data collector (she died around 1988). Haan also co-wrote “Lives Through Time,” with Jack Block. I’m also pretty certain I saw Jack Block at a couple of these

parties, later, in my twenties to early thirties. I'm also confident that I was personally introduced to Jack Block at a smaller gathering at the Shapiros. I think I was in my late 20s or early thirties. My stepdad (now deceased) was present. I just thought the Blocks and Haan were some old friends of Carl and Helen's.

### **M Brewster Smith Leaves UC**

M Brewster Smith left UC's IHD in November 1968, and took a position at the psychology department for the University of Chicago. A year or so after that he took a position for University of California, Santa Cruz.

### **Thelma Harms Is Named (Again) As Child Study Center Teacher; Harms Says She's Working Toward Her Doctorate**

November 18<sup>th</sup>, the Oakland Tribune (page 29) interviewed Thelma Harms, who is identified as the "head teacher of the 4-5 year old group at the Harold E Jones Nursery School of the University of California Child Study Center." In this article/interview, Thelma Harms explains that she is "going back to school now to get a doctorate in education." A year earlier, November 1<sup>st</sup>, 1967, the Tracy Press (front page) disclosed that Harms had a masters degree and was "working toward a doctorate."

However, on September 9<sup>th</sup>, 1971, when I was in second grade and no longer living in Berkeley, the Daily Independent Journal, page 13, reported that Harms still only had a master degree. Harms would not earn her master degree until 1973 (The Fresno Bee, March 27<sup>th</sup>. Page C4 or 34). November 14<sup>th</sup>, 1973, the Contra Costa Times finally referred to Harms as a "Specialist," a teacher qualified to teach-student graduate students and student-teachers.

### **Richard Aoki is First Mentioned In Newsprint -And First ID'd as a Black Panther**

Richard Aoki was a brilliant, truly great man. But according to Newspapers.com, Richard Aoki (not Richard S. Aoki -the Hawaiian bowler) is not mentioned in the press until December 1<sup>st</sup>, 1968, on the front page of a small Wyoming paper called the Casper-Star Tribune. This is also the first time Richard is identified as a Black Panther. The story is about several Black Panther speaking at various California Universities (particularly UC Berkeley). Richard is only mentioned once, as one of the first Panthers to speak on a California college campus. Odd that someone thought a handful of farmers in

Wyoming should know Richard Aoki was a Black Panther and the Panthers were speaking on California college campuses—but no one thought millions of Californians should know this.

After that first article, Richard Aoki is suddenly mentioned in newsprint regularly, as an activist, usually for equal human and educational rights.

BUT, according to Newspapers.com, Richard would NOT be connected to or identified as a Black Panther, in newsprint, for another 38 years, until October 8<sup>th</sup>, 2006, in the Oakland Tribune, page 8.

So, there were 100s of articles about Richard Aoki (not connected to the Panthers). But in his life, he was only TWICE connected to the Black Panthers.

But after he died, in 2009, suddenly hundreds of articles poured out from everywhere, and suddenly all anyone knew about Richard Aoki was he was a Black Panther. That seem right? And suddenly the one thing everyone knew about Richard was that secret that for 40 years only Richard, my mom, Ruthie, I and a few Black Panther leaders knew.

For now, try to remember the first time Richard was identified in the press as a Black Panther was December 1968.

## 1969

### **Henry Kissinger Becomes Nixon's National Security Advisor.**

January 1969, President Richard M Nixon appoints Henry Kissinger as his National Security advisor.

### **L.A. Bans IQ Testing, Allegedly to Prevent Children from Being Labeled “Unintelligent” (Due to Language Barriers)**

January 31<sup>st</sup>, 1969, The Los Angeles Times story titled “Testing of IQs in L.A. Primary Grades Banned” reports that due to language comprehension issues IQ testing is banned in Los Angeles city schools.

### **Arthur Jensen Declares the Difference In White & Black IQ Scores Is Genetic**

February 6<sup>th</sup>, 1969, countless newspapers, including the Peninsula Times Tribune (page 4, “Study Claims Negro, white kids differ in inborn mental ability”) carry the story that UC professor Arthur R Jensen declared the difference in Black and White IQ scores are genetic.

The Peninsula Times Tribune explains the sole basis for Jensen’s diatribe is one useless aspect (visual memory recall) of 16 aspects measured on the

standard WISC (Wechsler Intelligence Scale for Children) and just one of 15 items on the WPPSI (Wechsler Preschool and Primary Scale of Intelligence). Jensen goes on to say Blacks have inferior deductive powers, when, as JP Guilford explained (14 years earlier), the current IQ test could not measure deduction.

The front-page Oakland Tribune report of this story (February 6<sup>th</sup>, 1969) explains Jensen and UC Berkeley's Institute of Human Learning used 160 Black and 160 White kids for their test, the children were between 5 and 10 years old. The study does not explain if the students were given the same tests, or how the children were selected. Most outrageously, Jensen just manufactures statistic and says the average IQ of Whites is 100 and the average IQ of Blacks is 85. No such national average for Blacks existed.

This uproar is a prelude to a 3-year campaign to ban IQ testing in California schools.

- Curiously (re: Jensen's comments about visual memory recall), I remember doing the visual memory test at Whittier, and only doing about average, and wishing I could do better.

### **Helen Shapiro Gives my Mother Great Parental Support**

When I was 4 or 5 years old, my mom and stepdad took me and Ruthie to visit Carl and Helen Shapiro (Maxine, Joe and the kids were probably there too). At some point, Helen commented on my energy, to my mother, "He's got a lot of energy in those little muscles. You just have to let him get it out."

My mom found this very refreshing and helpful, because unlike Sherry Moreno and the Ritalin pushers at Whittier/UCCCC, Helen just saw a little boy playing energetically with his two younger friends.

*The rest of the story* is: Helen Shapiro had 3 kids: two boys and a girl. I'm sure Joe had plenty of energy, but I think his younger brother, Toby, may have been a lot like me at that age. I think Helen was speaking from experience.

### **Dr. Nevitt Sanford Appears With And Supports Dr. Jeanne Block, At Conference in Walla Walla, WA**

February 18, 1969, The Spokesman-Review recounts the previous day's conference, in Walla Walla, Washington, where Dr. Jeanne Block spoke about activists and dissenters. The great R Nevitt Sanford, who pioneered personality assessment, and helped MacKinnon's work on creative personality assessment, participated in the conference.

### **California Begins Frenzied Effort to Ban IQ Testing**

University of California, the Rockefellers, the Carnegie Corporation and John Gardner spent generations and mega-millions of dollars designing IQ tests for even the youngest children, and exalting every time Whites scored higher than Blacks. But after two Black/Brown kids in Berkeley took the top ranks, suddenly U.C., Rockefeller and every major force in California would stop at nothing to end IQ testing in California.

Perhaps the sickest aspect of the coming campaign to end IQ testing is, after spending 60 years using biased IQ tests to fraudulently humiliate Blacks (without Black and Latino testers or observers), the entities who delighted in humiliating Blacks, suddenly alleged they wanted to end IQ testing because the tests were just too unfair to Blacks and Latinos.

### **My Family Is Forced to Move From Bancroft Way, To Colby Street, Oakland**

In the spring of 1969, my family lived on Bancroft way, at Tenth, in West Berkeley. We were outside of the Whittier school district. In the fall, I would begin kindergarten. This meant I was no longer in the nursery Early Childhood Education program, so I no longer fell under the Whittier Elementary super umbrella. So unless we moved into the Whittier district, proper, when the fall came, Ruthie and I would have to go to the Cragmont School.

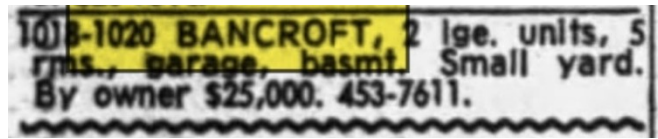
Although Ruthie and I loved Whittier/UC Child Care Center and Whittier Elementary, we had no idea that a subset of our care-providers were using us in dangerous research. So it was fortunate that we would soon have to go to Cragmont, safe from UC's IHD –unless something happened and we moved into the Whittier district... Then it happened.

Around April 1969, my family suddenly had to move out of our home at 1018 Bancroft Way, because Carl Shapiro decided to sell the Bancroft house. Joe and Maxine moved to Marin County, to a house on the coast, in Bolinas.

Not ready to leave Berkeley, my family, including my new dad, moved to Colby Street, almost exactly a half block north of Alcatraz. Our new house was NOT in Berkeley, but a few blocks outside of Berkeley, in Oakland. But page II-7 of the Berkeley Master Plan (1967) explained that there were “inter-district agreements,” under which “students living near district boundaries attend Oakland, Albany or El Cerrito schools, and vice versa.” So by moving to the Oakland border, under these agreements, Ruthie and I would return to Whittier Elementary.

The Bancroft duplex was listed in the Oakland Tribune, August 22, 1969, page 38, for \$25,000; below market. The phone number in the listing,

453-7611, was Carl Shapiro's phone number in Fairfax, California.



### Carl Shapiro (and Friedman) Form Shells

- June 6<sup>th</sup>, 1969, Milton Friedman formed a Florida shell company called "Quigley Land Corporation."
- June 17<sup>th</sup>, 1969, Carl Shapiro formed a Florida shell company, "Houston Motor Lodges, Inc."

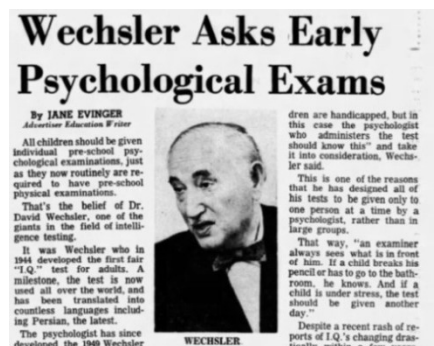
### California Board of Education Votes To Study IQ Test Complaints

April 11<sup>th</sup>, 1969, an Oakland Tribune front page story, titled "Study OK'd On IQ Test Complaints," reported the California Board of Education voted to study reports that IQ tests were unfair for "Negro" and Mexican American kids.

### I Get Another Forehead Injury

Sometime after we moved into the Colby Street house, I woke one morning with a quarter-sized scab on the center/top of my forehead (like in the April 1967 photo). Only memorable, because I woke up in my sister's bed (on the lower bunk). My stepdad and mom suggested I fell off the top bunk, hit my head on the floor; then, groggy, I climbed in bed with my sister. I accepted that.

### Wechsler Asks for More IQ Testing Of Children in Head Start



April 22, 1969, The Honolulu-Observer, ran a page 6 story that David Wechsler (the creator of the most respected conventional IQ tests for adults and children) was advocating doing routine IQ testing on preschool age children. The article reported that the new national Head Start preschool



program was using Wechsler's WPPSI preschool test to test the IQ of toddlers enrolled in Head Start.

This is ghoulish. Wechsler's motive for testing toddler's IQs was to help Gardner make certain these babies' IQs were being reduced.

**I Graduate From Whittier/UC Child  
Care Center & Advance to Whittier  
Elementary; Hyperactivity Ends**

June 1969, I graduated from U.C. Child Care Center. In the fall I started kindergarten, across the playground, at Whittier Elementary. My new teacher was Mrs. Dawley. Upon entering her classroom, never again would any teacher suggest that I had too much energy for the classroom.

For the first few weeks of kindergarten I was still only 4 years old. This is significant because conventional hyperactivity is not something kids typically "grow out of" by their 5<sup>th</sup> birthday. I suspect my high activity rate was not classic hyperactivity –but a form of hyperactivity, nonetheless.

**My Family & The Shapiros  
Go to Mexico**

In the summer of 1969, my family (my stepdad, me, Ruthie and my mom) went to Mexico with the Shapiros (Joe, Maxine, T and J, and Joe's brother Toby). We all rode down together in my stepdad's red VW crew-cab truck, and camped near the beach.

On this trip my dad asked my mom to take a drug with him. She thinks the drug was acid. This was the first time (of two) that my mom tried a drug.

**J Edgar Hoover and The FBI  
Call the Black Panthers  
"The Greatest Threat"  
To US Domestic Security**

In October 1966, the Black Panthers formed.

A year later, their leader, Huey P Newton was arrested for killing officer John Frey.

Through 1968, many or most of the Black Panther members were arrested or killed by police.

In 1969, the Black Panthers were weak and near death.

But, surprising everyone, on July 16<sup>th</sup>, 1969, J Edgar Hoover called the Black Panthers the "greatest threat to U.S. Security," as reported in *The Desert Sun* (page 17), *The Washington Post* and other publications.

### **NAEP Testing Begins -The New Secret IQ Test**

Out of Gardner's and the Carnegie Corporation's 1964 ESCAPE committee, the first NAEP (National Assessment of Educational Progress) test was given, in 1969, to all American kids ages 9, 13 and 17. These tests would be administered by the National Center for Education Statistics under the Institute of Education Sciences.

Not so discretely hidden within NAEP testing are IQ tests, creativity assessments and personality profile assessments. With this test, minority children, who somehow survive America's new Nazi-like scheme to use Head Start to impair their thinking, and who are still found to be sufficiently creatively "gifted," will be tracked, and many of their ideas will be stolen.

- A secondary reason Gardner and the cartel wanted to kill IQ tests in American schools is NAEP tests would be America's secret new IQ tests. Using these tests to track the "progress" of American students is also how Gardner and the cartel know the torturous methods utilized in Head Start are successfully impairing young minds. NAEP testing will be a secret source of US IQ data for the next 50+ years.

### **Dr. Jeanne Block's Retirement From Teaching?**

I found no evidence that Dr. Jeanne Block worked with children after 1969 (when I graduated from Whittier/UCCCC, and moved off to Whittier Elementary). After 1969, Block's work and focus shifted to her longitudinal studies (I believe UC, the Blocks and the IHD share the rights to this data). Whittier/UC Child Care Center does not name a director in newsprint from the mid 1950s through 1969. But March 5<sup>th</sup>, 1970, The San Francisco Examiner (page 24) suddenly identified Hannah Sanders as the director. Sanders became the director after Dr. Jeanne Block stepped down, in mid 1969, after I left the nursery.

### **Berkeley Publishes the Names And Numbers of its 33 Nurseries The CSC Only Has 74 Children**

December 11<sup>th</sup>, 1969, California Senate published the names of Berkeley's 33 nurseries. The list shows that UC Child Study Center only had 74 children enrolled (although the Blocks will claim the nurseries contained substantially more students in their studies). The other peculiar thing is, from my research, I found only 4-6 Berkeley nurseries in minority communities, and

most Berkeley nurseries were not integrated, but the Senate record improperly indicates 30 of the 33 nurseries were comprised of 44% to 100% minority children, with the mean serving about 55% minority children. This is record falsification –likely to get federal funding for Berkeley’s privileged children.

- However, this senate record document was a web document, found online, so it may be falsified.

### **Helen Shapiro Enrolls In Law School**

Fall 1969, in her mid 50s, Helen Shapiro began studying law at San Francisco’s Golden Gate University.

**1970**

### **Dr. MacKinnon Claims Moving From Home to Home Is Linked to Creativity**

Four months into my kindergarten year at Whittier Elementary, January 7<sup>th</sup>, 1970, eleven years after studying over 250 creative professionals –and not making any noteworthy declarations about what experiences fuel them, MacKinnon makes a declaration, as reported in the Minneapolis Star (page 28, **“Unstable past found linked to creativity”**):

“In an interview Tuesday, Dr. MacKinnon said many creative men come from broken homes in which there was a large amount of parental conflict.

“They also moved from home to home as children, often from city to city or from country to country, said Mackinnon...”

### **UC & Dr. Block Call the CSC Nursery “The Harvard of Nursery Schools” (And Call the Kids “Guinea Pigs,” & Boast of “Experiments” on Kids)**

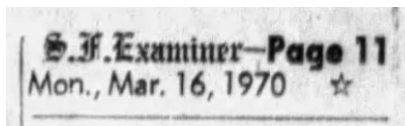
I graduated from Whittier/UC Child Care Center in June 1969. September 1969, a couple weeks before my fifth birthday, I entered kindergarten, at Whittier Elementary. About 9 months after I left UC Child Care Center, on March 16<sup>th</sup>, 1970, Dr. Jeanne Block was featured in a story in The San Francisco Examiner, page 11, “The Harvard of Nursery Schools at Berkeley”. The article claims that UC’s Nursery School is housed in the Child Study Center. The article does not feature a photo of Jeanne, and the article misspells her name (“Jean”). The article was seemingly published to give the

appearance that Jeanne Block worked at the HEJ Child Study Center. But, in fact, from 1966 to 1969, she worked at UC Child Care Center.

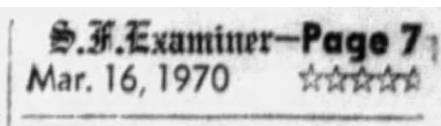
There is no evidence Dr. Jeanne Block worked with children after 1969. We know she worked with Children in 1966 to 1969 because I saw her every day, for 2.5 years, and, among other reasons, her longitudinal studies began in 1968, and a 1967 interview with Block's mom places her at UC in 1967.

The March 16<sup>th</sup>, 1970, article also called the Nursery School's children "guinea pigs," and dishonestly said "Parents enroll their children, knowing that an experiment may involve the whole family." My mom would have agreed to let her kids be part of legitimate, specific and safe research; but not part of random experiments. And my mom did not agree to be part of any longitudinal study.

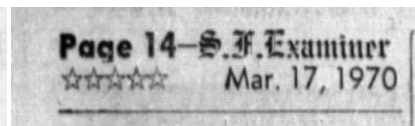
- THIS ARTICLE SHOWS SIGNS OF FRAUD. Although I have presented this article as legitimate, there is at least one sign of fraud, which may indicate the article was never actually published, or it may have been wholly falsified, or altered, and inserted into the Newspapers.com website. The physical sign of fraud with the article is that in the corner, where the publication name and date are, there is only one star below the name and beside the date. During this period, the Oakland Tribune usually showed five stars below the name and beside the date, or five stars in the same line as the name and date. (See below.)



Possibly fake date line, from the suspicious SFE article; 1 star.



Legit date, with 5 stars; March 16, 1970.



Legit date, with 5 stars; March 17<sup>th</sup>, 1970.

The reason the Participants in these crimes would want this possibly falsified article published is to (1) suggest parents consented to experiments on their children, (2) to falsely place Jeanne Block as working at the Harold E Jones Child Study Center (she worked with me at the UCCCC), and (3) to show Black children happily playing with White children at the HEJ Child Study Center (the article features a photo of a Black child listening to a story with White children), when, in fact, the CSC classes were racially divided.

### **San Francisco Bans IQ Tests**

June 19<sup>th</sup>, 1970, a Los Angeles Times story, captioned "IQ Tests Banned by S.F. School Board," cites a variety of reasons San Francisco has banned giving IQ tests to Black children –unless their parents request it.

**I Start a House FIRE That Burns  
And Destroys a Garage, a Car,  
And a Motorcycle**

My family's house on Colby Street was on a fairly small lot, behind another house (6427 Colby). The front house was three stories tall, the tallest building on the block. It wasn't really a house, but a duplex apartment; the bottom floor was a garage or basement, the middle floor was a two bedroom flat where my best-neighborhood-friend Patty Faulkner lived with his mother, Barbara, and his father, Pat Faulkner; the top floor was a two bedroom flat, where my sometimes-friend Steve Barnes lived with his mother, Linda Barnes.

So, one weekend, I acquired some matches, and went next door to visit Patty, where I learned his cousin had come to visit him too. We all went outside to play. So, after a few minutes I suggest we go into the garage and light some matches. They agree.

My stepdad's motorcycle and Patty's dad's Jaguar (car) were in one half of the garage –the half with a concrete floor. The other half of the garage is vacant, with an exposed earth dirt floor. Here, I suggest we start a small fire. They agree.

The fire burns perfectly, small and contained for about 5 minutes. About then, Patty's cousin gets up and finds a Mason jar with about 3 cups of water in it, and approaches the fire, to douse it out. Patty's cousin, like me, doesn't know it's not water in the jar, it's gasoline, or some clear flammable liquid.

Patty and I are sitting about a foot away from the fire, when Patty's cousin playfully yells, "I'm the fireman!" then pours the gas on the fire.

WOOSH! The fire roars, and shoots up to the ceiling, out of control. Thankfully, no gas got on Patty or me.

The three of us run out of the garage. We're too scared of getting in trouble to tell an adult, so we choose the worst option: run up the rear staircase into Patty's bedroom. There, as we stare at each other, Patty's mom walks into the kitchen. She immediately feels the hot floor, then looks at me and Patty (we have a history) and knows what we've done. She yells for us to get out of the house, and calls the fire department.

The fire department arrives in time to save the building. My stepdad lost his motorcycle. Patty's dad lost his Jaguar. A fireman spoke to me sort of firmly about things, as my mom stood by to make sure the fireman wasn't too firm. To be sure, my mom and stepdad gave me ample consequences and occasional spankings, and I would be in the doghouse for months for this fire. But I think my mother worried that because I was dark-skinned the fireman might be extra punitive. I was more bothered by the sight of my mom looking worried and vulnerable than anything the fireman said. That image prompted me to not tell

mom about any trouble I got into for the next decade.

If you go through the Alameda County papers from that era, you learn it was common to report on fires like the one I caused, much smaller fires were commonly reported, and you'll find story after story about common people doing uninteresting things. But somehow, that day, the East Bay press didn't consider a story about three 5-year-olds gutting the basement of a 3-story building, and torching a Jag and a motorcycle *newsworthy*.

### **Joe and Maxine Shapiro and T and J Move to Hopland**

Sometime between 1970 and 1972, Joe and Maxine and the kids moved to Hopland, about 100 miles from Berkeley. They bought a ranch, with a rustic but serviceable main and comparable guest house and various barns, on about 500 acres. They called it *the Land*. Life seemed beautiful on the Land. We visited probably a half dozen times a year, for the first couple years.

Soon, some of Joe and Maxine's friends moved to the Land, too. Some stayed, some came and went. I'm not sure, but I suspect Joe (and Maxine) were creating their vision of a society that valued its members, everyone contributing as they can. Dozens of Joe and Maxine's friends have cherished memories of those days. I loved visiting. But, as a kid, I was hooked on afterschool cartoons and sitcoms, and there was no TV reception on the Land. My visits grew less frequent with each passing year.

### **My Sister and I Get MEASLES And MUMPS (and Chicken Pox); Probability: 1 in 29,000,000**

In 1970, Ruthie, and I, both, had chicken pox, mumps, and measles. We had them all in a very concentrated period, 3 months, probably less, and we both had them at the same time.

A lot of kids got chicken pox back then. But the odds of getting mumps measles were extremely low. And the odds of getting both were astronomical, about one in 29,000,000 (and in 1970, California only had 19,900,000 people).

On January 5<sup>th</sup>, 1969, the Oakland Tribune, page 13, an article captioned "County Free From Polio, Smallpox" reported:

"Citizens of Alameda County enjoyed complete freedom from polio, diphtheria and smallpox in 1968..."

"Most other communicable diseases were also down. Measles, for example, dropped from 224 cases in 1967 to 31 in 1968."

So, in 1968, in Alameda County (where I lived) there were only 31 cases of mumps. Now comes the daunting stats. July 21<sup>st</sup>, 1971, The Ripon Record

(Ripon California) reported on page 4 that California only had 6,000 cases of mumps in 1970. Again, in 1970, California had 19,900,000 people. That means the odds of getting mumps in 1970 were 1 in 3,316.

May 11<sup>th</sup>, 1971, the San Francisco Examiner reported, page 2, that in the entire US, in 1970, there were only 22,000 cases of measles (regular measles, rubeola). In 1970, the US's population was 205,000,000. That means about 2,268 of those measles cases were in California. That means probability of getting measles in California, in 1970, was 1 in 8,774.

This means the odds of anyone getting both mumps and measles in 1970 were 1 in 29,000,000. Super Lotto odds. And the odds of me and Ruthie, BOTH, getting these sicknesses would be even more insane. But we got both, while enrolled at Whittier-University Elementary.

Oddly, Alameda County's newspapers did not report that two of its kids had contracted both diseases –with the odds at 29,000,000 to 1.

- Remember that May 1967 coded story about measles, mumps and chicken pox, “Attack Mounting Against Virus”?

**My Stepdad Leaves Town  
(For National Guard Training),  
While Ruthie & I Have  
Mumps and/or Measles**

At some point, I'll ask UC and BUSD to send my school medical records. But, because I was only 5-years old when my sister and I contracted chicken pox, mumps and measles, some details are fuzzy, but, as I recall, the mumps and measles occurred, at the end of the school year, during the summer. I suspect the mumps and measles were given to my sister and me during the summer, to keep other students from also contracting the viruses. My stepdad left town for part of this. Here's what I remember...

All three diseases happened pretty close to each other. I think we contracted chicken pox first; then we got mumps, then measles (I think). During the mumps and measles a doctor made house calls to evaluate us. This was very unusual and memorable, because our family doctor was Dr. Cooper, the Black doctor you met earlier. I felt a little cheated about not getting to see Dr. Cooper. The doctor that came to visit us carried a medical case, with a stethoscope in it. My mom explained that doctors making “house calls” was common when she was a child –but pretty uncommon by summer 1970. I had never heard of a “house call” until those 1970 visits. In accordance with the BUSD 1965-1967 Master Plan, Volume 1, page II-7 (“Through a unique City-School Health Department, the same public health nurses staff both the school and city clinics and **visit children in their homes**”; also Master Plan, Vol 1,

pages II-13 and II-25) a BUSD and/or UC nurse or doctor had come to visit my sister and me at home.

It feels like, at one point, Ruthie and I had to remain inside for a month, which was an eternity. The viruses were uncomfortable –especially the mumps. When the discomfort subsided, the boredom of being inside was the issue.

During this time (around June of 1970), my stepdad suddenly had to depart and do two-weeks training with the National Guard. My stepdad joined the National Guard reserve around 1964 (according to my mom). But for the past 1.5 years that he had been living with us, he had not been called for active duty –or called at all. (I didn't know he was in any branch of service until he left for this training.) While he was gone, and Ruthie and I were sick, he sent me and my sister plastic Road Runner and Wile E Coyote puppets, in the mail. My sister got Road Runner, I got Wile E Coyote. We were so happy to get the gifts. In my memory, the gifts coincided with the diseases.

To check the accuracy of my memory (to see if my stepdad, indeed, left for the National Guard, in the summer of 1970, while we were sick), I asked my mom when my stepdad had to go train with the National Guard.

**Acid.** At this question, my mom paused and started lining up events. Then she told me an odd sequence of events. She said he left for National Guard training shortly after the movie *Myra Breckinridge* was released. She explained that she and my stepdad made a plan to go see *Myra Breckinridge*, and just before they went to the movie, my stepdad asked my mom to take acid (LSD) with him. This would be only the second time that my mom took drugs in her lifetime (the first time, again, was when my stepdad asked her to do acid in Mexico). My mom did not have a good experience, on either occasion. And fortunately, the experience wasn't as *bad* as it could have been.

Of course, it's disappointing that my stepdad twice asked my mom to do acid with him. I tend to believe people are responsible for their own actions. But times were different in the 1970s, in Berkeley. My mom, when single, was very independent. But, back then, committed wives were expected to go along with their husband's *reasonable* requests. In 1970, in Berkeley, an American drug capital, asking your wife to drop acid may not have been so unreasonable. This is especially disappointing, given that two years earlier, my stepdad faced felony drug charges, for selling acid to a cop.

After taking acid, they went to the movie.

*Myra Breckinridge* was released on June 24<sup>th</sup>, 1970.

A day or two after the movie, my stepdad left for his two week National Guard training. His National Guard training would be in San Luis Obispo, California, a town on the North-Central California coast. This all means my stepdad probably left for National Guard duty in early July 1970. So my



recollection about being sick in the summer, and getting a plastic puppet in the mail, from my stepdad, is probably accurate.

Here's an odd detail... While interviewing my mom about this, she said a few days into my stepdad's training, she got a call from him. She said he was having a *miserable time*, and really wanted to see her –and he *couldn't make it without her*.

This sort of made me cringe –because was unlike my stepdad. Anyone who knew my stepdad knows he was very strong and independent. It's almost unimaginable that he would say "I can't make it without you," especially after just a few days.

But my mom's memories are faithful.

My stepdad explained that he had the coming weekend off, and he wanted my mom to come out to San Luis Obispo and spend the weekend with him. Somehow my stepdad was given two days off, or maybe all of the Guardsmen were given the weekend off.

My mom found a babysitter for Ruthie and me, and went to spend the weekend with my stepdad in San Luis Obispo. I think our babysitter was my mom's friend, Moira Dwyer. Ruthie and I had the best time with Moira, who took us a few places –this was fantastic, after being couped-up in the house for weeks. Ruthie and I adored Moira from that weekend forward. After the weekend, mom returned to Berkeley, and my stepdad returned to the base.

I think whatever illness we had, before Moira visited, was the last illness.

Moira didn't play a role in this. She was a wonderful person. She married a Black man a few years later, and had two beautiful bi-racial sons.

When my stepdad returned from San Luis Obispo, my mom says he didn't want to talk about the National Guard or San Luis Obispo. Mom recounting that, 50-plus years later, matters.

I suspect someone paid my stepdad to invite my mom to San Luis Obispo, so UC could disinfect our house. Neither my stepdad nor the person who contacted him needed to know why someone was willing to pay to get my family out of the house.

### **My Mom Stops Working Outside of The House & Becomes a Housewife**

In 1970, my mom stopped working outside of the house and became a housewife. Years later, I recall my mom saying my stepdad asked her to stop working. Thus, for a couple years, Mom was a homemaker, and simultaneously baked many loaves of bread in our oven, about 5 days a week, and sold the loaves to two Berkeley bakeries; one connected to Maher Baba (an Indian Sufi spiritual guy), the other bakery was owned by a man named Bob Alexander.

## **My Mom & Stepdad Get Married**

October 1970, my mom and stepdad were married. Great reception.

### **Creepy Article Falsely Claims “Housewives More Intelligent” & Girls Respond Better to Hostile Treatment, And Women’s IQs Decline Before Men’s**

November 30<sup>th</sup>, 1970, The Cincinnati Post (and many other publishers) printed a story by Arnold Arnold, captioned “Study disproves long-held fallacies”, which ran in the Dayton Daily News (December 6<sup>th</sup>, 1970, page 60) with the title “Housewives Have Higher IQ than Working Women”. The article cites UC’s Institute of Human Development, and declares:

1. Girls reflect their parents’ intellectual standing by the age of 3.
2. Boys don’t reflect that status until age 5.
3. Housewives have higher IQs than working women.

The article is another UC Berkeley Institute of Human Development story that tracks my family. My extremely intelligent mom had recently become a housewife, so the writer cryptically reports that housewives are smarter than working women (an impossibly stupid statement).

The line about boys not reflecting their parents “intellectual standing” until the age of 5 is about me turning 5, and being in control of my energy.

Then comes the eerie element. “Arnold Arnold,” writes:

“Boys evidently are less resilient than girls in their rate of recovery from **hostile treatment**. According to this finding, the belief that boys can stand or need rougher treatment than girls would seem to be a fallacy. Rather than less, they seem more sensitive than girls.

This was a coded IHD report on my and my sister’s rate of recovery after UC Berkeley’s IHD exposed us to measles and mumps.

Then, adding to the creepiness, the second to last paragraph reads:

“But whether you are male or female, your IQ does not remain static. It can increase substantially between the ages of 16 and 26. Males tend to maintain their IQ, thereafter, until the age of 36, but females are likely to drop in IQ between these ages.

This is troubling, first, because it is false. In the 1960s it was believed that men reached their intellectual peak at about 35, and women reached their peak between 45 and 55. Today it is believed that both sexes reach their intellectual peaks around 35, and maintain that peak until about 45.

But why would the writer just manufacture false central facts?

This was UC's IHD coded report that I (the male) had maintained my IQ, while Ruthie experienced some decline –due to UC's abuses. The meaning of the article was that UC's IHD had reduced Ruthie's IQ between 16 and 26 points. But, if I'm right (and I am) that Ruthie's IQ had been around 175-180, even with a 26-point drop, she'd still be a solid genius.

**1971**

**UC Seeks ECE Staff –Exclusively For  
Whittier (UCCCC) Kindergarten & Nursery**

Jan 14<sup>th</sup>, 1971, the Oakland Tribune reported University of California was recruiting student-teachers for UC's "Early Childhood Education" program, based exclusively at Whittier-UC Elementary (in the elementary and Whittier's UC Child Care Center). The first two paragraphs explain:<sup>7</sup>

““The University of California is recruiting student-teachers to train with children 3 to 8 years old.

“The Early Childhood Education Program avoids the traditional classroom lectures in “methods.” Its students work off campus, **mostly with students at Whittier School kindergarten and at pre-school** nurseries....

The article also shows UC was very aware of preschool best practices:

““The U.C. program was particularly influence by the work of Swiss psychologist Jean Piaget, who found that children in the early stages learn from concrete things and experiences, not so much from abstract generalizing.

““For this reason... “Their schoolrooms look more like workshops than classrooms,” Dumas says.

““Children at that age like to work with concrete materials, to weigh them and measure them, to pour things from one container to another to see what happens.””

**WHAT?! Riles Tells Psychologists Not  
To Tell Parents Their Kids' IQ Scores!**

March 28<sup>th</sup>, 1971, an Oakland Tribune article, captioned “Psychologists Hear Riles,” reported California State School Superintendent Wilson Riles told a group of several hundred psychologists:

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<sup>7</sup> This article, released Jan 1971, when I was in 1<sup>st</sup> grade, mentions “nurseries” – plural. The article uses the plural because the Child Study Center was operating under the Whittier-UC banner, because only Jeanne Block, at Whittier/UCCCC, had the PhD and *Specialist* credentials to teach student-teachers and supervise children.

“Level with parents, so we’re working together as a team... For many years psychologists have felt there are some things parents shouldn’t know,” such as their IQ test scores.’

**Block is Billed over Jean Piaget,  
In a National TV Special About Children  
(In a Highlight, A Child  
Cautions About FIRE)**



**Above:** A TV advertisement for Jeanne Block’s TV special’

In April and August 1971, Jeanne Block was featured in a national TV special about children, called “Childhood: The Enchanted Years.”

The TV show first aired on Thursday, April 22, 1971. A promotional articles about the show ran in papers like the Santa Maria Times, page 25 (10B), with the heading “Childhood Spotlights Pre-School Behavior.” In the article Dr. Jeanne Block (unknown until April 1967) is billed above the great Jean Piaget and six other prominent psychologists.

In August 1971, the TV special aired, again. August 15<sup>th</sup>, 1971, The San Bernadino County Sun advertised the show on page 21 (or 93). Once again, Dr. Block was billed above all of the other doctors, including Jean Piaget.

The most curious promotional article on the re-airing of “Childhood: The Enchanted Years” also came on August 15<sup>th</sup>, 1971, in The San Francisco

Examiner, page 217, titled "The Slap That Begins the Remarkable Process of Life" (above). The article adds a bit more detail than the other two promos, and previews 5 short lines of dialogue spoken by children in the TV special, and one of the lines sound as if it may have been spoken by someone we know:

"... viewers will see Dr. Block testing some youngsters to determine early concepts of morality. Asking them to tell her all the things they can think of that children sometimes do that are bad, she gets a variety of answers:

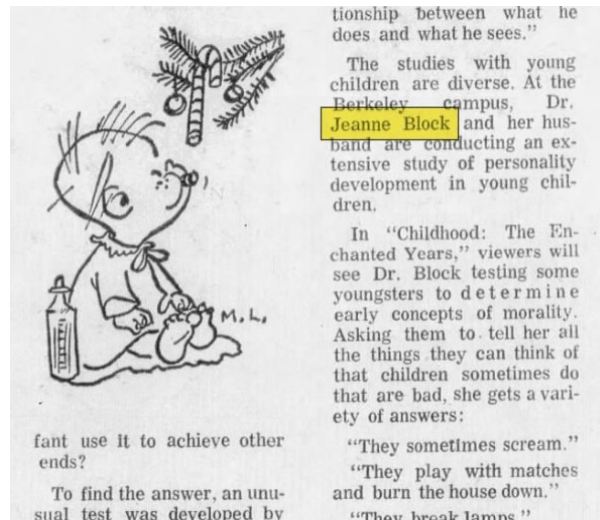
"They sometimes scream."

**"They play with matches and burn the house down."**

"They break lamps,"

"They don't eat all their breakfast."

"They kick."



### **Sibley & Grossberg Resign From The Berkeley Board Of Education**

April 1971, after acting as alternating presidents and members of the Berkeley Board of Education, Carol Sibley and Arnold Grossberg resigned from the Berkeley Board of Education. This was first reported January 6<sup>th</sup>, 1971, in the Oakland Tribune (page 6 E).

### **My Parents Put a Down Payment On a House in Santa Rosa, CA**

After saving for some number of months, my parents put a down payment on a house in Santa Rosa. My mother still lives at the address today: 4322 Chico Avenue. If you look in NewsPapers.com, the real estate advertisement, announcing the house for sale, only runs on three days: April

27<sup>th</sup>, April 28<sup>th</sup>, and April 30<sup>th</sup>, 1970. This means my parents visited the place and made the down payment between April 27<sup>th</sup> and April 30<sup>th</sup>, 1970. <sup>8</sup>

### **J Edgar Hoover Closes COINTELPRO**

December 7<sup>th</sup>, 1973, countless US papers carried the story on the front page of the Post-Standard. Responding to NBC reporter Carl Stern's Freedom of Information Act request about the COINTELPRO program (first mentioned in news reports between late 1971 and January 24<sup>th</sup>, 1972), Attorney General Robert H Bork released J Edgar Hoover's opening and closing memos on COINTELPRO. Hoover's memo terminating that program simply read: "effective immediately, all COINTELPROS operated by this bureau are discontinued." That memo came on **April 28<sup>th</sup>, 1971**, as my parents were preparing to make a down payment on a house on some farmland, in a smallish town called Santa Rosa, California –far from the social unrest in Berkeley. However, the memo permits new COINTELPRO operations "in exceptional instances" (Press Telegram, December 7<sup>th</sup>, 1973, page 21).

### **My Family Leaves Berkeley And Moves to Santa Rosa**

June 19<sup>th</sup>, 1971, with my first grade school-year finished, my family moved away from Berkeley, to Santa Rosa.

On the last day of school, my mom and stepdad picked us up from school. Outside of my stepdad's VW bus, Ruthie exchanged emotional goodbyes with her best friends, the twins, Lazette and Lajune. Ruthie promised to visit soon. At 6-years old, sitting in the front of the van, with mom, I blurted out the window, "Ruthie, don't you know, we're never going to see them again?!"

My mom sort of swat at my arm and said my name, in a scolding way. That made the event indelible. It was as if Mom was treating me like the older child, when, Ruthie was vastly more mature. My statement seemed obvious.

We never saw Lazette and Lajune again.

### **Carl Shapiro and Neil Sullivan Form Shell Companies**

- September 15<sup>th</sup>, 1971, Carl B Shapiro formed a Florida shell company called "Carmelita, Inc". *Carmelita*, of course, means "little brown girl."

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<sup>8</sup> Originally, when I checked the address on Newspapers.com, I thought I saw three listings, April 27<sup>th</sup>, 28<sup>th</sup> and 30<sup>th</sup>; but when I checked a few weeks later, there was only an April 27<sup>th</sup> and an April 30<sup>th</sup> listing.

- May 24<sup>th</sup>, 1971, Neil A Sullivan, the Superintendent of the Berkeley Unified School District, formed his only known Florida shell, called “W. Sullivan Constr. Corp.”

**“SPECIAL EDUCATION”;  
Ruthie and I Begin at Wright  
Elementary; Ruthie is Placed in  
Special Education for a Few Hours**

In September 1971, my sister and I began attending Wright Elementary School, in Santa Rosa. The school yard was adjacent to our property. On our first day of school, Wright Elementary placed Ruthie in its special education class (for students with pronounced learning disabilities). Ruthie called my mother from the school, distressed, to ask my mom to tell the school to take her out of the special education class and put her in a mainstream class. My mom hurried to the school and resolved the problem.

Decades later, I could never understand how anyone could hear Ruthie speak and not realize she was brilliant, and just put her in a special education class. Ruthie thought it was her first encounter with racism.

Retrospectively, the likely reason Ruthie was placed in special education was because her transcripts from Whittier Elementary still had the “Special Education” designation (I assume Whittier-UC Elementary removed the “Special Education” designation from my transcripts). Again, the 1967 Berkeley Master Plan put all Black kids with high IQs (designated as “High Potential” or “gifted”) in Special Education. But “special education” in Santa Rosa, like almost everywhere else, just meant you had learning disabilities.

**First Mention of a Longitudinal Study  
(1971-1972)**

December of 1971 through 1972, various smaller US papers first report that Jack Block (Jeanne Block’s husband) and Norma Haan (Jeanne Block’s research assistant) had published a new book, “Lives Through Time,” which announced Block’s involvement in a longitudinal study. Haan and Block both worked for UC Berkeley, but Jack Block did not work with children, and Haan worked under Jeanne Block in the IHD. All of the Blocks’ studies follow a group of children who were 3 years old in 1968 and enrolled in one of three UC nurseries. Many of these first articles falsely reported that the longitudinal study involved only White families. Later, all of the Blocks studies on the nursery students made clear there were ample Black, Asian and Latino children involved. Oddly, many of these early 1972 reports mention “**admirable**” children -language the Blocks would use in future nursery

studies. (This is peculiar, because few of us have ever met an “admirable” 3 or 4 year old –or witnessed a 3-year old *admire* another 3-year old.)

What was going on? The Blocks announced they were involved in a longitudinal study because my sister and I were no longer living in Berkeley or enrolled in Berkeley/BUSD schools; thus, the only basis the Blocks would have for contacting our teachers in Santa Rosa, to get progress updates, was if they (and we) were involved in a longitudinal study.

### **My Stepdad Opens The Forestville Garage**

Sometime in late 1971 my stepdad opened the Forestville Garage auto repair shop, with his friend and new business partner Lou Niebauer. My stepdad continued to work for the city of San Francisco, and worked at the garage on the weekend. The original Forestville Garage was located on Old Gravenstein Highway —before the new Gravenstein Highway existed).

**1972**

### **Black-White IQ Gap Doubles, To 10 Points**

April 19, 1972, The Morning News (DE) runs a page 50 story: “White-black IQ difference dashed in talk,” claiming the IQ gap is up to 10 points.

### **My Stepdad and Lou Niebauer Buy A Piece of Property on Mirabel Road, To Build the New Forestville Garage**

In 1972, my stepdad and Lou Niebauer bought a piece of land, almost an acre, at 8635 Mirabel Road, in Forestville, to build a new Forestville Garage. On October 2<sup>nd</sup>, 1972, “D. Wilson” (my stepdad) and “L Niebauer” were first mentioned as the new owners of 8635 Mirabel Road, on page 13 of the Press Democrat (under “Notice of Public Hearing”).

### **Helen Shapiro Earns Her Law Degree**

At 59 years old, in 1972, Helen Shapiro earned her law degree.

### **NEXT ACT/SECTION PREVIEW!! My 2nd Grade Teacher Is Congratulated By US President Nixon**

If you guessed the machinations connected to me and my sister ended in Berkeley, you’d be wrong. To help us get through this *mystery Act/section*, I



need to save many of the events that occurred after we moved to Santa Rosa for other Acts in this. But as a preview of that next Act (so you can be certain that the US government and the state of California, were involved in mismanaging my sister and I) here's an odd detail...

When I started at Wright School, September 1971, my teacher for the 1971-72 school year was Charity Hays. May 1972, while I was still in Hays' class, Mrs. Hays was announced as one of three teachers at Wright School to receive letters of congratulations from US President Richard M Nixon (they also received separate congratulations from US Commissioner of Education Sidney Marland!). The story ran on the front page of the Press Democrat (May 24<sup>th</sup>, 1972). Hays and the two other Wright teachers were not only the ONLY teachers in Sonoma County, and the ONLY teachers in California to be honored by President Nixon, from my investigation on NewsPaper.com, they were the ONLY TEACHERS IN THE UNITED STATES to be so honored by the President, FOR ALL 6 YEARS OF NIXON'S PRESIDENCY.

What did Hays and the other do to deserve this?

Nothing.

Hays allowed me into her class and may have done some minor-league crap, intended to impede my progress (probably failing), at the order of Principal Stevens. The other two teachers received Presidential "congrats" only because they resigned; this freed personnel, money and space for Stevens to hire 3 teachers: (1) my third grade teacher (Fred Cochran, who was also my sister's 5<sup>th</sup> grade teacher, and our shared least favorite teacher); (2) my sister's 4<sup>th</sup> grade teacher, Jim Kirk –a GREAT teacher; (3) my fourth grade teacher, Virginia Strom-Martin (who graduated from UC Berkeley in 1970, so she likely did student teaching at UCCCC or Whittier Elementary, with me and/or my sister). Strom-Martin, who went on to become a California Assembly-person, winds up having a connection to Carl and Helen Shapiro. This connection is how I discovered Helen Shapiro's ties to the San Anselmo Cooperative Nursery, and found Carl and Helen's ties to Marin County "council" politics, and found Carl and Helen's ties to UCCCC. All this, and much more, in the next Act!

## 1973

### **Tim Bellow and My Stepdad Have a Big Argument**

The beginning of Summer of 1973, my stepdad and his business partners, Lou Niebower and Tim Bellow began construction of the new Forestville Garage building. My stepdad asked me to wake up early for the first

month or so of summer, to help build the garage. I didn't have any building abilities, so I just paid attention and followed directions.

The building was two stories, and made of heavy cored concrete blocks (as I recall). For the first couple of weeks, I carried a lot of blocks, but my biggest assignment of the summer was mixing concrete (we used an electric mixer), pouring the concrete into bags, putting the bags into a wheelbarrow, and wheeling the bags to the site of the planned new driveway, nearest to Spare's Market, across the street. My stepdad helped a lot with concrete. The building now has a new name, but the driveway is still there, last I checked. If you look under the driveway, you should still be able to see the countless concrete bags I filled to make that driveway possible. Not bad for an 8-year-old.

I was not paid, but my stepdad bought me a good lunch, everyday. I adored my dad (stepdad). I didn't view working with him as unfair or punishment. I viewed it as a tacit admission that I was useful and a good worker.

The building's walls and roof went up pretty quickly. Once the walls and roof were up, Tim Bellow and Lou Niebauer resumed working on cars in the garage area, while my stepdad did most of the remaining construction work.

My last couple of days working, all of the difficult work was done, the building was almost complete, so there was a lot of time not working, waiting for an assignment. .

At some point, my stepdad saw me standing around, and asked me to grab a broom and sweep up the garage. I guess Tim Bellow had been watching my stepdad have me work all summer and wasn't impressed, so he yelled something to my stepdad like, "Jesus Christ, Dennis! Give the kid a break. He's a kid. This is summer! He should be at home playing with his friends!" Plus or minus a couple swear words.

My stepdad and Tim exchanged a few more words, I can't recall exactly what was said. The next morning my stepdad didn't wake me up early and didn't take me to work with him.

### **The Blocks Published Their Matching Familiar Figures Study**

In 1973, the Drs. Jeanne and Jack Block published their Matching Familiar Figures study. This study was largely focused on me (a "slow accurate"). The Blocks' "Matching Familiar Figures" study claims (page 11) to have been based on 100 children "48 to 61 months" old at the "Harold E. Jones Child Study Center at the University of California, Berkeley."

This is impossible. At any given time, the Harold E Jones Child Study Center operated with 50 four-year-olds (divided into 2 classes), and 50 three-

year-olds (also divided into 2 classes). To get more students, the Blocks would need to include the students in UC's IHD nursery on the Whittier Elementary campus, UCCCC) where Jeanne Blocked worked.

But we know the Whittier/UC Child Care Center was involved, because in the original typed study (ERIC educational website, # ED084035), page 54, the Blocks thank Hannah Sanders, who became the director of the UC Child Care Center, in 1969 or 1970, after Jeanne Block left. Hannah Sanders was never associated with the Harold E Jones Child Study Center.

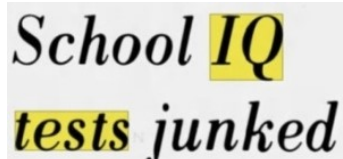
This study was published in *Developmental Psychology* in 1974, but the original typed study, sponsored by the National Institute of Mental Health (who funded the study), was published in 1972.

### **California Senate Bans School IQ Tests, In 27-2 Vote**

July 31<sup>st</sup>, 1972, after six decades of using strategically biased IQ testing to justify educational and social abuse of Blacks and Latinos, inexplicable and almost unanimously, California's senate voted to end California's public school group IQ testing.

But in the run up to this vote, White Supremacists, like Arthur R Jensen and John W Gardner are silent, tacitly supporting the ban –after John W Gardner invested millions of Carnegie dollars to improve IQ testing of children.

Why?



*School* **IQ**  
**tests junked**

### **THE NEW IQ BAN ORDERS ALL IQ TEST RECORDS TO BE PURGED & DESTROYED**

The reason White Supremacists, like Gardner and Jensen, support the IQ ban is buried in the text of the new California IQ ban, as reported on August 1<sup>st</sup>, 1972, page 3 of the *Times-Advocate* (AKA “Daily Times-Advocate,” Escondido, CA). The second paragraph of the story, captioned “School IQ tests junked,” explains that the new law requires all IQ records to be purged and destroyed:

“By a 27-2 vote the upper house Monday approved a measure by Assemblyman Willie Brown, D-San Francisco, to junk group IQ tests and purge test scores from school records by July 1, 1978.”

Irrational supremacists, like Gardner, persuaded California's Senate Republicans to support the measure because they wanted my IQ scores, and my sister's, forever buried.

This is what makes supremacists the greatest threat to any society hoping to become an enduring, great society. Modern societies and technology rely on accurate information, which can't be modified to suit the insecurities of the weak of mind and character. They erased the records, but my sister and I tested the highest, by far, and far and wide; 1967 to 1971.

### **Chapter Notes:**

FACTOID: Over the decades, several of my screenplays and shorts have featured a leading male character named Miles –who is often bi-racial. (When we get to the infringement section, in the last act, you might notice that some of the infringers also numbly use the name Miles.) The story behind this name is, when I was around 10 years old, Moira Dwyer (who used her married name by then) sent my mom a photo of her firstborn son, Miles. Miles was the first kid I had seen, outside of my family, who was half Black and half White; hence, Miles.

# CHAPTER SEVEN

## Loose Ends

1973

### **Berkeley Gazette Falsely Claims Blacks Gain in “Head Start”**

April 13<sup>th</sup>, 1973, The Berkeley Gazette, page 12, falsely reported: “Black Children in children’s centers make greater gains than black children in parent nurseries.” Most Berkeley *children’s centers*, then, were Head Start programs.

The truth is, if a 2 to 3-year-old child can’t be with its parents, or a baby sitter who is a trusted family member, the next best option is a parent nursery (also best if you just want your child to socialize with other kids). The next best option is anything that allows free-choice, free movement (guided discovery), and no academic, or highly directed, or logical thinking activities, and no foreign languages until they are 7 or older.

### **Herman the Hermit Crab (And I Meet My Biological Father)**

Sometime in 1973, late in 3<sup>rd</sup> grade or early in 4<sup>th</sup> grade, I wrote and illustrated my first short story, “Herman the Hermit Crab,” about a young hermit crab who gets lost and separated from his family and must find his way home; Herman befriends a whale and some other characters who try to help him get home. I probably only spent 2 or 3, nights working on it; but when you’re 8 years old, that’s a lot of time. I probably drew 6 to 10 drawings. I don’t think I completed the story. My mom found it around the time I wrote it, and praised it. She liked my undersea drawings. The story remained in my notebook or my “Academy Sketch” pad, until it disappeared a few months later.

## **A Strange Article Runs In The Berkeley Gazette**

November 2<sup>nd</sup>, 1973, the Berkeley Gazette ran an article titled “Ex-mental patients tend to be **‘hermits’** at home”. The article is cryptic, wandering and incoherent, and, of course, it mentions the Institute of Human Development. This article is somewhat unique, because I think my stepdad is the source of the information. Because the article is pretty personal, I won’t dissect it very closely. But the ninth paragraph appears to be a reference to my biological father, who had a few brief mental health episodes over the course of his life, including one around 1953, when he was in the Army (he completed his 4 years and was honorably discharged).

The 4 aspects that cause me to believe my stepfather was the source are:

1. Paragraph 13 describes a husband who worked a second job on the weekend to avoid spending time with his wife and family. In 1972 and 1973, my stepdad opened the “Forestville Garage” (auto repair company), and most weekends he worked at the garage. This is also when my parents’ marital problems became pronounced.
2. Paragraph 15 suggests the husband viewed himself as a “rescuer”. After my dad left my mom, he frequently said he married my mom because he felt as if he was “rescuing” my mom, Ruthie and me. This always made me uncomfortable. My mom didn’t need a rescuer.
3. In several paragraphs, the husband impugns his wife’s sanity (“mental patient”). After my stepdad left my mom, he joked about my mom’s sanity for years, to rationalize leaving his family. My mom was very sane.
4. The article’s title places the word ‘hermits’ in quotations, but the article is about mental health and relationships, not hermits. Because I was the kid with freakish creative IQ, UC’s IHD may have asked my stepdad for samples of my art, to see how I was progressing. My stepdad found *Herman the Hermit Crab*, and gave it to the folks at UC’s IHD.

Two months after the article ran in the Berkeley Gazette, Carl Shapiro created a new Florida Shell company.

## **1974**

### **Carl Shapiro Creates 59<sup>th</sup> St. Shell**

January 17<sup>th</sup>, 1974, Carl Shapiro created a Florida shell called “59<sup>th</sup> Street Associates.”

- For most of 1974, I was 9 years old. 9 is one of the ages that the Blocks research was said to focus on. Thus, Carl shell is like connected to getting my stepdad to get Jack Block info on my progress.

**I Take the NAEP Test.  
For the First Time, The NAEP  
Test Focuses on Art**

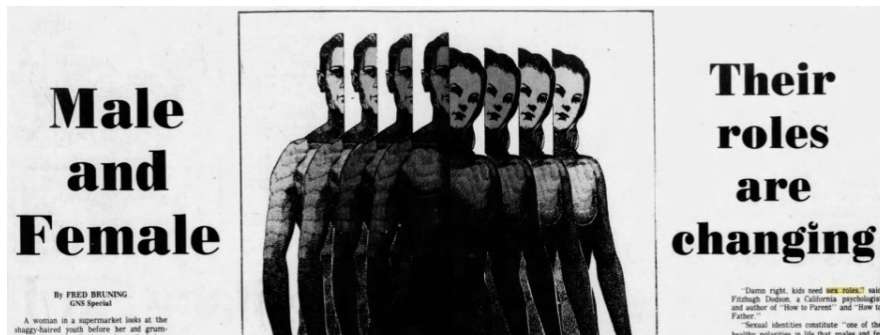
I was one of millions of 9-year-olds who took the NAEP test in 1974 —the first the NAEP test focused on art and writing. I did very well.

**Helen Shapiro is Booked at  
Speaking Events With Rising  
Politician Barbara Boxer**

Not yet practicing law 2 years, in September 1974, the Daily Independent Journal (September 20, page 19) runs an article announcing Helen Shapiro will speak on “Women and the Law,” accompanied by rising politician Barbara Boxer.

A few days later, September, 25<sup>th</sup>, the Daily Independent Journal runs an article, titled “Sexist Attitude Seen in Jewish Tradition,” describing Helen Shapiro and Barbara Boxer’s speaking at an event concerning sexism in Jewish life: “...political activist Barbara Boxer of Greenbrae and San Anselmo attorney Helen Shapiro expressed in their talks yesterday to members of Marin Hadassah.”

**Creepy, Widely Published Stories  
About Jeanne Block’s “Sex Roles”**



Above: The centerfold spread of a strange story,  
published July 11<sup>th</sup>, 1974, in the Journal News (NY).

July 1974, a very strange and cryptic story about Dr. Jeanne Block and her “sex role” studies is published. In these vague and un-newsworthy stories, Dr. Block fans vague speculation. In the July 8<sup>th</sup>, 1974 version, published in Newsday (Nassau, NY, page 4A or 92), Block says:

“Jeanne Humphrey Block, a research psychologist at the  
Institute for Human Development at the University of California,

said the standards that society sets ought to be more people-directed and have less focus on sexual part-playing...

“Sex role definition, Ms. Block believes, stems from both biological and cultural influences. But, she says, “When you **alter** one side of that equations, the way is clear to develop new sex role definitions.”

...“the traditional definition of sex roles is no longer required.”

“But what then does society do with terms like “femininity” and “masculinity”? Do those words have any useful meaning.

“People are beginning to wonder. “What is femininity?” M Block said. “Unfortunately, in some ways, it’s whatever our society says it is.””

This coy babble rambles on in all of these articles. There is no news, yet Block is trying to say something, and some papers published this nonsense.

## 1975

### **US SAT Scores In 10 Year Freefall**

Reports appear around the nation about America’s declining Scholastic Aptitude Test (SAT) score average. Fairly, Republicans created the problem. Unfairly, in a year or two, they’ll begin to blame the problem on immigrants and Blacks. But that won’t solve the problem. US SAT scores are in their 10<sup>th</sup> year of decline, with 7 more years to go.

### **My Stepdad and Mom Separate then Divorce**

Summer 1975, my stepdad moved out and left my mom. The divorce wouldn’t be final for a couple more years.

### **My Stepdad’s Partner, Lou Niebauer, Is Busted For the Largest Cocaine Sale in Sonoma County History**

September 9<sup>th</sup>, 1975, page 4 of the Press Democrat, “Jail Ordered in Cocaine Sale,” carries the news: a judge sentenced Lou Biebauer, my stepdad’s business partner, for selling \$14,000 (about \$78,000 today) in cocaine. Paragraph #1 explains this was “the largest cocaine sale in Sonoma County history.” Niebauer received one year in county jail for this crime.



1976

**The Blocks Publish a Study about Kids Who  
Play with FIRE, For the US Forest Service**

In 1976, Dr. Jeanne Block and her husband, Jack, produced a fire prevention advisory study for the US Forest Service. The study primarily focuses on two boys, one Black one White, with histories of fire-setting. The two boys are described as having high IQs, and being equal in all respects.

There's no doubt the Black child, with a history of playing with fire, is me. I'm certain because there was only one Black boy at the UC Child Care Center. Block's study involved 47 children. There were 15 to 30 at Whittier/UC, so she would have had to include the children at the UC Child Study Center on Atherton. Page 5 explains that the average IQ of the group is 116.7.

The Blocks show a willingness to manipulate truth, concerning the age of the children, on page 4:

“The children studied were attending the Harold E Jones Child Study Center of the University of California, Berkeley. The sample included all 5-year-old boys (18 in all), and all 6-year-old children (14 boys, 15 girls), attending the Child Study Center nursery...”

The problem with this is the Harold E Jones Child Study Center (which included the children in the UC Child Care Center) never had any 5 and 6-year-olds. The Child Study Center classes on Atherton Street, were always for 3 and 4-year-olds, from 1938 to the 2000s. Whittier/UC Child Care Center was for kids 2 years old to kindergarten age (so the Block, maybe, could have gotten a couple 5-year-olds for their study from Whittier/UC). The Blocks clear this up to some extent in the next paragraph (second paragraph, under “Methods”), as they explain the children had been involved in a longitudinal study at the Harold E Jones Child Study Center since the age of 3 years old.

The reason the Blocks blurred the truth about age was because I, and other children my age, from UC Child Care Center, were being tracked in the Blocks' longitudinal study (the focus of most of the Blocks studies); when the Blocks learned that a year after I left the UC nursery, when I was 5 years old (almost 6), I started a house fire, they found this interesting enough to market in a separate study report. So they increased the reported age of their nursery school children to 6 years old, to include my 5 and 6-year-old antics (accidentally setting a house-fire) in their study.

I suspect both fire-setter boys in the Blocks' study are me. Since I'm half Black and half White they billed me in both columns. I believe this because, in their study, they describe the two boys as identical in every way except color.

Although I have reason to dislike the Blocks, I like their characterization of me (page 9, fire study):

**“Personality characterizations by nursery school teachers show the two boys to be more active, competitive, interesting, accepting of their own negative feelings, and more open than those on the complement group. They were also described as being admired by their peers.”**

And *that* unique description is supposed to apply to two different fire-setters? –the charismatic, compassionate arsonist! Unlikely. Also, for the record, I’ve never seen a nursery school-aged kid appear to “admire” another kid. I suspect the Blocks projected their views onto the kids.

The probability of a young child setting a house fire is about 1 in 900. Other incidents of fire-play, rising to a “documented” level, are also uncommon. There were only about 125 kids in the three UC IHD nurseries where Jeanne Block had documented access to children. So the odds of UC and Jeanne Block having access to two such “fire setters” are vanishingly low.

**Helen and Carl Shapiro Are Named  
In A Large Campaign Advertisement  
For Barbara Boxer**

January 15<sup>th</sup>, 1976, the Daily Independent Journal runs a large campaign ad for Barbara Boxer; Helen and Carl Shapiro are listed as Boxer supporters.

**Fred Metcalf Becomes  
A CIA Agent**

In the mid 1980s, after Fred Metcalf and my mother began dating, he disclosed he was a CIA (Central Intelligence Agency) officer/agent, and had been with the CIA since sometime in the mid 1970s.

**1977**

**Savo Island Is Approved to be  
Converted into New Housing Units.**

After University of California declared, for years, that it intended to use Savo Island for various schools and educational projects, quietly on February 6<sup>th</sup>, 1977, tucked away in one paragraph of a much larger article (page 2 of the Outlook section), the Oakland Tribune reported that Savo Island would be converted into 57 new housing units.

### **The Blocks Publish Their Ego Control And “Resiliency” Study –with the “Actometer”**

March 1977, Jeanne and Jack Block publish their study “The Developmental Continuity of Ego Control and Ego Resiliency: Some Applications.” The study explains, page 2, that ‘ego resilient’ people “are able to adapt resourcefully to changing circumstances and environmental contingencies.” This is Jeanne Block’s first study to feature an “actometer.”

**1978**

### **Again, I am Given the NAEP. Again, the Test Focuses on Art. I Crush the Test.**

1978, at 13 years old, once again I was given the NAEP. Once again, the NAEP focused on art. So my 8<sup>th</sup> grade classmates were the first group of students to get the same primary subject (art) that we had in 4<sup>th</sup> grade (the group a year ahead of us, 1977, had *career* and *writing* in 4<sup>th</sup> grade and *consumer skills*, *math* and *citizenship* in 8<sup>th</sup> grade). The NAEP testers, on the cartel’s orders, did this because they were hopeful my scores would go down. Yes, I’m saying the cartel was *that* consumed with me.

My score went up. As you may recall from the First Act, this was the first test that I felt was tailored to some of my strengths. I even remember drawing a picture and talking to Miss Brown about the test, later.

**1980**

### **Black-White IQ Gap Widens To 12 Points**

February 24<sup>th</sup>, 1980, a Philadelphia Inquirer article, “A Second Stab From a Scientist of Discrimination,” reported the average Black IQ had fallen to 12 points lower than the average White IQ.

### **Block Releases Study On Preschool Activity Level; Featuring “Actometers”**

Jeanne Block Published a study on preschool activity levels: “Preschool Activity Level: Personality Correlates and Developmental Implications”. The study featured an “actometer.” The study, like all Jeanne Block studies, involves the same 3-year-olds she began compiling longitudinal data on in 1968. Page two of the study only explains the study was “being conducted at the University of California” (no nursery name or location).

**Block Has a Second TV Special,  
PBS's "The Pinks And the Blues,"  
About Boy-Girl Gender Roles**

September 30<sup>th</sup>, 1980, Dr. Jeanne Block had a second TV show air on the PBS show "Nova," called "The Pinks and the Blues," about what goes in to the psychosocial development of boys and girls.

**SAT Scores Fall For the 17<sup>th</sup>  
Consecutive Year; Lowest Ever**

U.S. Scholastic Achievement Test scores come in, and they are down for a 17<sup>th</sup> consecutive year, to record-setting new lows.

**1981**

**Reagan Increases Head Start  
Spending, Cuts Welfare, Education**

January 1981, Reagan INCREASED spending on Head Start (as reported Jan 31<sup>st</sup>, 1981, in The Evening Sun, page 4).

That same year Reagan cut spending on welfare and any program that helped the "disadvantaged" people (page 4, Press Democrat, August 28<sup>th</sup>, 1981).

**Jeanne Block Dies**

December 1981, Jeanne Block died of Cancer. Although she may have withheld her role in improperly (and inaccurately) documenting my life, I like to think she had no knowledge that certain UC and IHD employees were harming Ruthie and me. All of my personal memories of Jeanne are good.

**1983**

**Dr. Jack Block Releases:  
"Predicting Creativity"**

In 1983, Dr. Jack Block released a new study based on the longitudinal data his wife started collecting on a group of 3-year-olds in 1968 (although Jeanne Block died two years earlier): "Predicting Creativity in Preadolescence From Divergent Thinking in Early Childhood." Page 4 (612) explains the study was "being conducted at the University of California", involving children who were "about 4 years old", and "attended either a university run nursery school or a parent cooperative nursery school." Whittier/UC was the *university run nursery school*. The UC Child Study Center was the parent cooperative.

**1984**

**Reagan Increases  
Head Start Funding (Again)**

Reagan's 1984 educational budget increased Head Start funding, again.

**1994**

**Black IQ Scores Fall to About  
16 Points Below White Scores**

In 1994 Black IQ tests fall to 15 to 17 points below White IQ scores. (See October 26, 1994, The Record, NJ, page C 19, etc.).

**“EARLY HEAD START” Is Created  
For Infants Less Than 1 Year Old**

In 1994 the “Early Head Start” (EHS) program was created, serving kids under 3 years old. Currently the ERIC sites has EHS documentation stating 29% of EHS kids were under 1-year old, 32% were 1, 36% were 2-years old.

Finally, Head Start had its hands on minority children under 1 year old.

**1996**

**Carl Shapiro**

In 1996, Carl Shapiro appears to have formed his final shell company, which seems related to providing *observer* information to UC, the Institute of Human Development and Jack Block. The shell was created a week or two after my son was born. Carl Shapiro did NOT know what UC and the IHD had done to children. It appears Carl Shapiro only agreed to give Jack Block some observer information, related to me, for Jack Block to include in his ongoing longitudinal study. Carl may have also provided Jack Block and Norma Haan opportunities to make their own observations.

**2007**

**George W Bush Passes  
Aggressive Head Start Law**

After its creation, Head Start funding expanded year after year, especially under Republican Presidents (who cut funding for every other social program), and under President Bill Clinton (Democrat). But George W Bush took Head Start to an evil new peak. In 2007, Bush passed his “Improving Head Start for

School Readiness Act of 2007” law. The new act made Head Start more “competitive”, by requiring Head Start programs meet “stronger educational performance standards.” This meant Head Start would more aggressively teach children academics, causing more severe mental impairment in children.

Because George W Bush and the Republicans knew what they were doing was even more damaging than the original Head Start program, the new bill ended the National Reporting System, a system that measured the progress of children enrolled in Head Start. Why? Because Bush and the cartel knew that by more rigorously forcing babies to learn reading, math, etc., the more damage they were inflicting on these babies; thus, they had to do away with records and reporting –so reporters didn’t notice that children exiting Head Start were testing lower than ever.

#### **ACT FOUR, IN SUM**

In Act One of this story, I shared the story about being 4 years old, on the porch of Whittier/UC Child Care Center, crying against the doorknob, and Mom asked me what was wrong, and I said, “I don’t mind if they tell me what to do, but they try to tell me how to think.”

Then Mom told me I could think anyway I wanted, and I was good for life.

When Mom first reminded me about that story, when I was maybe 8 years old, I was sure that when I said “they try to tell me how to think,” I must have been talking about the process of inculcation that we all deal with, to some measure, in our struggle to be ourselves.

And when my mom and I talked about that story when I was about 15, I felt certain that my 4-year-old self was talking about the process of inculcation, and my 4-year-old self didn’t want to be broken. And I carried that story like a banner. I was never going to surrender an inch of my mind –and all that good individualist stuff..

But as I wrote this, when I found the “UC and the Public Schools” booklet, and read about the “research”/torture going on in UC’s Institute of Human Development and UC’s other creepy institutes, I realized that what I was talking about when I was 4 years old had nothing to do with some noble effort of a 4-year-old to remain his true self. What I meant was almost exactly what I said; what I meant was: “Mom, some of these people are trying to teach me bad ways to think, and trying to hurt my mind.”

I got through it OK. But not all American kids were so lucky.

There are demons among us.

# CHAPTER EIGHT

## SOLVE THE MYSTERIES!

Congratulations! At long last, you've reached the end of this Act!

### How we got here

(A brief background and review—for lazy people, who don't read all of the clues and skip to the *Solutions* sections of mystery books!)

When I started looking into Whittier/UC Child Care Center's history, after finding little on the internet, but fake PDFs, I subscribed to Newspapers.com. Fairly quickly, I discovered Dr. Jeanne Block, my old nursery school teacher. I recognized her immediately.

So, I went to Jstor.com and Psycnet.apa.org and read Dr. Jeanne Block's published studies. I noticed all of her studies that involved children, tracked a group of her kids that were 3 years old in 1968, like me. And her most publicized study involved a kid (allegedly two kids) with a history of setting fires (I set a house-fire when I was five). Then I found a Jeanne Block study about highly creative ("divergent") kids, which contained detail that seemed related to me. About 6 of Jeanne Block's studies seem to focus on me (Some Misgivings about Matching Familiar Figures Test..., 1972 & 74; "Fire and Children: Learning Survival Skills," 1976; "Ego Control and Ego Resiliency", 1977; "Preschool Activity Level", 1980; "Predicting Creativity", 1983, post mortem; "Delay of Gratification" 1983, post mortem).

I was a hyperactive kid, so I was drawn to Block's study on nursery school activity level and hyperactivity. This study featured an "actometer". Block's "**resiliency**" study also featured actometers. When I found a description of an actometer, I instantly knew it was the thing I was wore in an odd memory of my days at UC Child Care Center (UCCCC), when I was 3 or 4 years old.

The word "actometer" first appeared in newsprint, once, in 1962, but that instance describes a very different invention. The word then dropped out of newsprint for 4.5 years, until a March 1967, in a Joan Beck article, published 8 years after Schulman invented his actometer, but only a month or two after I believe Jeanne Block gave my sister and me various IQ tests. The primary problem with the 1967 story was it carefully described a study that never happened. A fabricated story about a sick hyperactive boy, wearing an actometer, in a room with an attendant (similar to the attendant I had in my

quarantine room, in 1967, when I was sick at UCCCC).

The next year, 1968, Beck wrote a second article about a hyperactive boy, wearing an actometer, who had very serious pneumonia when he was a baby (just like me!). The doctors give the boy increasing doses of Ritalin. But this study also never happened; never published.

Hmm.

Because two of Jeanne Block's studies, which seemed focused on me, featured actometers, and because Joan Beck's 1967 and 1968 articles featured actometers, I was certain the 1967 and 1968 Beck articles were about me.

Jeanne Block's reports on actometers and IQs led me to discover UC's history of testing infant IQs. Eventually, I learned I once booked the highest ever score on some sort of IQ test. I also learned that while Berkeley Unified School District spent lavishly to test White children's IQs, the BUSD never tested Black students' IQs, until they tested a small group of Black kids at two Berkeley junior highs, in 1963.

My old nursery school was run by UC and the Institute of Human Development (primarily Rockefeller funded), who, in 1967 and 1968, released two Nancy Bayley reports about very verbal girls. The stories were striking because they contained monuments and new *Bayley Scales* to predict high IQ girls, and monuments were virtually identical to my sister's milestones.

I started out with a hunch that maybe my old nursery school sometimes did IQ testing. Before too long, I knew: (1) UC's IHD ran a private research business, based on testing the IQs of preschool kids; (2) my class was the focus of Jeanne Block's studies, (3) my class had a high IQ average, (4) most of Dr. Block's studies seemed to focus on me. At that point, the events in earlier Acts of this story, that hadn't made sense, made sense. I could finish my story.

No. I couldn't. There was a bigger story, there, woven into and looming over my story...

By the time I finished *Origin Stories*, I knew things that I wish were not true. All that stuff about my old nursery doing IQ research was just a footnote in a bigger story: Head Start was created to stunt children's development. And a distant second to *that* discovery was discovering my sister may have once been the brightest child in the US... for a while.

Time to solve the twelve mystery questions.

But first, an apology. I'm sure I either gave the mystery answers away, or didn't give enough clues. For that, I'm sorry. I'm not as good at writing mysteries as Donald J Sobol. But who is? That guy was a fucking genius.

The Mystery Question begin on the following page.



# **The Mystery Questions!**

The 13 mystery questions are:

- 1. How Did University of California and the US Government Carry Out Domestic and International Genocide? Explain.**
- 2. How and Why Did Two Brown Kids' IQ Scores End IQ Testing In California?**
- 3. Do You Understand The Secret Significance of The July 21<sup>st</sup>, 1967, Nancy Bayley Story About Smart "Cooing" Little Girls?**
- 4. How Did Dr. Jeanne Block and Her Husband Jack Block Become Celebrities After Giving Me And My Sister IQ Tests?**
- 5. Why Did Gardner and the IHD React So Strongly Against the Idea of Two Smart Brown Kids?**
- 6. Do You Understand Why University Of California & the BUSD Worked So Hard to Split the Harold E Jones Study Center Into Two Sites?**
- 7. Why Do I Think My Sister May Have Had the Highest Child IQ in the U.S.?**
- 8. Is There Evidence That UC Reduced My IQ?**
- 9. What Is The Significance of "Hormones," And Can They Reduce IQ?**
- 10. What Is The Best Argument And Evidence, That Jeanne Block Could Have Only Worked At Whittier/UCCCC?**
- 11. What's So Great About "Creativity," And Why Would UC or the US Care About Kids Who Are Creative?**
- 12. Why Do I Think The FBI Claiming COINTELPRO Was Launched in 1968 (Right After My Family Moved to Bancroft) And The FBI Closing COINTELPRO (As My Parents Were Buying Our House In Santa Rosa) Were Connected To Me And My Sister?**
- 13. Was J Edgar Hoover With The Cartel?**

The solutions to the 13 "mystery questions" begin on the next page.

# **THE SOLUTIONS!**

## **MYSTERY QUESTION #1:**

**How Did the University of California  
And The US Government Carry Out  
Domestic and International Genocide?**

### **Solution:**

Bombshell news! In 1964, preeminent University of Texas psychologists and professors Dr. Ira Iscoe and Dr. John Pierce-Jones discovered Black children are substantially more creative than White children. But in the disinformation state that John Gardner had transformed America into, the story was silenced and reported nowhere. (White Americans should be outraged that their self-appointed social managers view them as too weak to accept they are not the greatest at everything.)

After years of searching for ways to make American White children more creative, Iscoe's and Pierce-Jones' discovery was horrific news to John W Gardner and Nelson Rockefeller (whose family helped fund Nazi eugenic testing, and eugenic infant IQ testing). The news should have been cause to celebrate for America. After all, White Americans had proven themselves very creative for generations; now (1964), because America had such great diversity, if Blacks tended to be more creative, this would inspire Whites to be their most creative. Competition makes everyone better. Right? Better yet, in a crisis, because of our diversity (America's survival advantage), we have access to a large pool of Black people, who (if Iscoe was right and they were a bit more creative) could help America think its way out of the crisis. Obviously.

No.

John W Gardner used the Trojan Horse strategy brilliantly, but, in sum, he was a hateful moron. His response to learning Blacks are more creative than Whites was to strategize to get hold of the minds of as many young Black infants, toddlers and children, 2 to 5 years old, as possible, then permanently reduce their IQ, by subjecting them to a terrible, hidden-in-plain-view torture...

Gardner's plan was launched in August 1964, when a UC psychologist named Susan M Ervin reported an incredible discovery (although the actual discovery was likely made a couple years earlier). Ervin's discovery was that as 2 and 3-year-olds learn language, they "unconsciously construct hypotheses

about grammar from the stressed words they hear from adults.” This meant children were doing much more than just learning language, they were developing profound “theories” about language. These theories lead to new theories and laid the foundation for future intellectual growth. These theories were also invaluable because they occurred without words; which helped children think intuitively, without the restriction and delays of language.

With each correct or useful hypothesis the child’s intellectual foundation grew stronger and broader, and his/her progress hastened. The more inaccurate a child’s hypotheses, the more his/her progress was delayed.

Thus, the best thing the parent and community can do for a child is speak to them, often. But the surest ways to delay and impair a child’s progress is introduce a second language too early, or to not speak to the child.

Optimally, new languages should not be introduced until children are at least 6 years old. The reason introducing a new language, too early, is dangerous is because the new language will violate and disrupt all of the great hypotheses the child is constructing.

Armed with this information, John W Gardner devised a soulless and cheap method to impede the intellectual development of Blacks and Latinos. He called his plan “Head Start.”

We know University of California was enthusiastically involved in this plot to reduce the intellects of children, because Berkeley’s 1967 publication “UC and the Public Schools” suggests this goal, several times, and Peter B Lenrow gleefully wonders if the class full of disadvantaged kids in the UC’s Institute of Human Development’s Child Study Center were harmed by the terrible early learning practices UC researchers were using on the toddlers: “Did the highly directed teaching of how to think squelch some children’s zest, creativity, and self-confident **resourcefulness**?”

*UC and the Public Schools* also shows us some of UC’s early involvement with Head Start, and gives us a glimpse of other tactics UC employed to harm children’s mental development: using language itself.

The two methods Head Start used to permanently impair children’s intellectual functioning were so simple that they required almost no programmatic design, and they were more effective the younger the children started; thus, Gardner and his Head Start coordinators advocated making Head Start available for children as young as 2 years old. The two methods Head Start used to inflict brain damage on children were:

1. Head Start would use formal, Standard English to teach Latino children and Black children. For a 2 or 3-year-old Latino child, who hears Spanish at home, suddenly being placed in Head Start and hearing formal English, all of the great mental progress he/she was making with

their personal “hypotheses” would be undone, as he/she tried to make sense of a new Head Start language. Similarly, Black children, from underserved communities, tend to speak a non-standard form of English; these children’s intellectual progress would also be stunted by suddenly being taught in Standard English. (Kids from homes that do not speak Standard English, can start learning Standard English around 6.)

2. Head Start employs group learning methods. Children sit still and listen. This is the most damaging thing you can do to children under 6 years old. To develop the healthiest, smartest, strongest minds, children must be able to play freely (play is the most important ingredient in a child’s development), move freely, touch things and create –guided discovery. Every moment Head Start keeps children from moving about, interacting with the world and each other, is a disastrous moment.

President Johnson and John W. Gardner (the US secretary of Health Education and Welfare) recommended Head Start for all children (2 years to kindergarten) of America’s “disadvantaged” groups. According to Gardner and the people behind this scheme, “disadvantaged” people were Blacks and Latino.

**Domestic Genocide.** Article 2 of The 1948 Genocide Convention gives 5 definitions of genocide. Article 2(b) makes it clear that trying to inflict “mental harm” to members of an ethnic or racial group is genocide.

By creating Head Start and persuading Blacks and Latinos to participate in Head Start (and by lying and telling them their kids would gain 16 to 20 IQ points), the US government initiated a domestic genocide against the children of Blacks and Latinos. In 1994, the net average IQ for Black Americans had fallen about 12 points, since Head Start was introduced in 1965.

**International Genocide.** By exporting the methods used in Head Start to South America and to Africa, the US engaged in a clandestine international genocide campaign against children of Latinos and African descent.

The brain damage inflicted upon the children in Head Start was permanent and irreversible.

Since 1965, Head Start has sabotaged and inflicted irreversible harm to about **40 million** American children.

There is no best learning system for “disadvantaged” children, and another system for “advantaged” kids. There are just universal best practices for all children. [For the record, no one should ever teach a child “how to think.” A school’s job is to create learning opportunities for children’s minds to develop, where each child can develop her or his own way of thinking.]

- The reason I suspect the creative intelligence of Latinos also tested higher than Whites is because Latinos were specifically targeted by the Head Start assault. In Origin Stories, I’ve tried to closely follow the

evidence and the plain meaning of the evidence, without speculating, unduly. But I speculate about *this* because I only found Iscoe's research on Black children's creative intelligence *accidentally* (it was mentioned in the footnotes of a Block study or another study); Iscoe's study did NOT appear when I searched for IQ studies on Black children. Thus, similar studies on the creative IQs of Latino children may have also been hidden.

## **MYSTERY QUESTION #2:**

### **How and Why Did Two Brown Kids' IQ Scores Ended IQ Testing In California?**

#### **Solution:**

In 1960, UC Berkeley began studying the effects of sex hormones on brain activity. Around that same time, UC's Institute of Human Development began testing ways to impair the intellectual development of preschoolers and toddlers. The evidence indicates this research began around 1960, and was conducted in the Harold E Jones Child Study Center unit, where Thelma Harms was head teacher. Initially, in 1960, the UC Child Study Center studied how preventing children from playing and moving about impaired their mental growth. Between 1963 and 1964 this research devolved into testing how learning a second language impaired children's intellectual growth.

Fast forward... In 1966, busing in Berkeley was going nowhere. Berkeley would not agree to bus more than 230 middle-schoolers. Discord simmering, in late 1966, my sister and I began attending UC Child Care Center (UCCCC).

Our teacher, Dr. Jeanne Block, immediately gave us a variety of IQ tests.

About a month after we arrived, a new IQ test, Wechsler's WPPSI, was created. Ruthie and I both tested extremely high. (I was stronger in the creative areas; Ruthie was stronger in conventional IQ areas.)

Although California destroyed all IQ records in 1972, Jeanne Block's child studies (and the 1967 BUSD Master Plan) document some of my IQ performances. I'm certain Nancy Bayley's July 21<sup>st</sup>, 1967 report on verbal girl was based on my older sister's record-breaking conventional IQ score.

Rather than celebrating the news, Gardner and Rockefeller instructed UC Berkeley to keep the information quiet.

To suppress this information, John W Gardner and Nelson Rockefeller likely sent payments to the Berkeley Board of Education through the shell company Carol Sibley (Berkeley Board president), created February 17<sup>th</sup>, 1967, shortly after UC's IHD gave my sister and me a series of IQ tests. Carol Sibley

immediately became involved in promoting “Equal Start” (Berkeley’s version of Head Start). Gardner and Rockefeller likely continued to send money through Sibley’s shell until she resigned from the Berkeley Board of Education, in 1971.

The idea of the US and University of California being involved in efforts to reduce a young children’s intellect is Biblically evil. But that’s precisely what the US and UC were involved in. In the early and mid 1960s, UC discovered how to greatly reduce a child’s intellect, by introducing a foreign language or Standard English before children are 6 years old. UC was also involved in research on delaying intellectual growth by using “highly directed teaching” of “how to think,” and research on “systematically teaching nursery school children logical thinking” —when, for decades, these approaches were known to be harmful. All of these approaches would be adopted by Head Start.

UC, the IHD and UC’s Institute of Human Learning also tried to impair my sister’s and my intellectual development with viruses and sickness.

Late 1966 or early 1967, after my sister and I tested high on various IQ tests, UC began planning to use viruses to try to reduce our IQs; thus, in October 1967, the BUSD 1965-1967 “Master Plan” introduced new **retroactive** rules: one of which allowed very sick children, in the UCCCC nursery, to go to an isolated room in UCCCC (this happened to me several times). This was against all known best practices—sick kids should stay home. This was done to support a premeditated plan to make me and my sister sick, and shows UC wanted access to us, to such an extent they were willing to expose other children to serious illness. But that was just the start...

In April 1967, after delaying and refusing busing for years, suddenly the Berkeley Unified School District (BUSD) agreed to integrate Berkeley’s schools – by busing both ways; Black kids were bused into White schools, and White kids were bused into Black school (which few or no other school districts had done). Berkeley also suddenly agreed to integrate and bus elementary school kids, something that had been entirely off the table. All of these concessions were done to give UC and the BUSD access to my sister and me. How’s that?

Because UC’s staff interviewed my mom regularly (weekly parent interviews were required at UCCCC); thus, they understood we had been kicked out of many apartments, because my mother had mixed-race children. If my family got kicked out of our house again and we wound up living in a Black neighborhood, UC would not have access to my sister and me (to continue their efforts to reduce our IQs via sicknesses). But if all schools were integrated, wherever my family wound up, per the Master Plan, the BUSD could get us bused wherever they wanted. There was also the chance that, if we got kicked out of our house again, maybe we would leave the BUSD district.

Thus, on May 5<sup>th</sup>, 1967, Berkeley Unified School District moved to buy

Savo Island, the housing project where my family lived (although they didn't realize we moved away from Savo Island one month earlier). A month later, in June, UC actually bought Savo Island. UC's motivation was to keep rents reasonable, to keep my family at Savo Island and in the Whittier Elementary school district, so UC could continue their demented *research*.

As a backup plan, the BUSD released its "Master Plan" in the fall of 1967 (although it was retroactively put into effect, to 1965). The Master Plans made UCCCC, on the Whittier Elementary campus, the only nursery school available in the Berkeley Unified School District. This way, wherever my family moved in Berkeley, Ruthie and I would have to attend Whittier/UCCCC.

April 1968, my family moved to 1018 Bancroft Way. When Ruthie started Kindergarten, in September 1968, the new school Principal, Jerome Gilbert, had one primary job: keep the wrong people from testing my sister's IQ. To support this plot, page II-62, of the Master Plan, instructed school principals to take direct responsibility for evaluating the progress of gifted children).

By the spring of 1969, UC and BUSD wanted my family to move out of 1018 Bancroft Way, because the house was not in the Whittier school district. In September I would be in kindergarten. While I was in nursery school, no matter where my family moved, in Berkeley, I had to go the Whittier/UC nursery. But once I entered kindergarten, whatever school district my family lived in would be where we went to school. Thus, if UC and the BUSD didn't get my family out of 1018 Bancroft Way and into a Whittier neighborhood, in the fall of 1969, Ruthie and I would attend the Cragmont School. UC, of course, wanted me and my sister to attend Whittier-UC Elementary, because Whittier was one of three UC laboratory schools run by University of California.

Conveniently, around April 1969, my family was forced to move from Bancroft Way to Colby Street, when our landlord (Carl Shapiro) sold the house.

June 17<sup>th</sup>, 1969, Carl Shapiro formed a shell company named "Houston Motor Lodges, Inc.," perhaps created to receive payment for agreeing to sell the Bancroft duplex. I suspect UC and the BUSD may have asked Carl, whom my stepdad respected, to direct my stepdad where to move, so we could continue to attend Whittier. A provision in the 1967 Master Plan allowed people living on the Oakland border to attend Berkeley schools; thus, our new house on Colby Street, on the Oakland border, did the trick. Carl Shapiro and my stepdad did not know UC and the IHD were doing harmful research on me and my sister.

Fall of 1969, when I started Whittier Elementary, Principal Jerome Gilbert had one jobs related to my sister and me: Keep the wrong people from testing our IQ. But Ruthie and I were an increasingly hard to manage problem for UC and the BUSD. When we were younger and attended Whittier/UCCCC, the only person who knew our IQ information was Dr. Jeanne Block and any

UC IHD and BUSD administrators she informed; but in 1969, at Whittier Elementary School, there were many UC psychologists, district psychologists and psych interns, all involved in UC's laboratory program, all eager to give every kid in the school an IQ test. If Ruthie and I were not carefully managed, the wrong person might learn who had the highest IQs. This was problematic, because most of Berkeley's and UC's school psychologists were likely good-hearted, fair-minded people, capable of accurately reporting kids IQ scores.

**The problem with me and Ruthie being having the highest IQs at Whittier-UC, was it invited speculation that mixed raced babies were substantially smarter than non-mixed kids.**

To Gardner and Rockefeller this was intolerable.

Their solution: **Hide the truth.**

But hiding the truth, at Berkeley's Whittier Elementary, in 1969, was hard to do, because of all of the IQ testing happening there.

In 1970, mumps and measles were known to cause brain damage (although not very frequently). University of California first reported mumps caused brain damage in 1956. In 1966 it was first reported that measles caused extremely destructive and irreversible brain damage in about one out of every 3,000 cases. Fortunately, in 1970, the probability of any kid in America getting **both** mumps and measles was about 1 in 29,000,000.

But, in 1970, my sister and I, both, got measles and mumps.

More accurately: UC and the BUSD gave us mumps and measles.

A creepy, coded May 15, 1967, Napa Valley Register article "Attack Mounting Against Virus," indicated UC planned this viral attack 3 years earlier. More horrifically, another creepy, coded November 30<sup>th</sup>, 1970, Cincinnati Post article indicated UC's viral attacks may have successfully reduced my sister's IQ, to some extent. Fortunately, my sister's IQ was *absurdly* high. Even after 15 to 25-point drop, she was still a genius, probably Mensa.

Whatever their original motive, by late 1970, Whittier-UC likely wanted to suppress news of my sister's and my IQ, primarily, because parents were supposed to be notified about their children's IQs. If my mother discovered, she might wonder how Whittier-UC could have missed this for so long.

- NOTE: I have many memories of taking the visual memory recall (VMR) test —the only IQ test I remember taking after entering kindergarten. Because I was only average on the VMR, to ward off suspicion, Principal Gilbert may have repeatedly directed young UC psychology students to give me the VMR. Thus, if my high global score were discovered, Gilbert could say it was missed because I was consistently given the VMR.
- A similar ploy was likely used with Ruthie —using certain creative tests. The fact that in 1969, UC's Arthur R Jenson used visual memory recall



(VMR) as his sole basis for claiming Whites to be intellectually superior, may have been an inside job at my not-so-high visual memory recall score.

In 1971, my family may have left Berkeley organically –just because that’s what my stepdad wanted to leave. But we also may have left because:

1. In 1970, keeping my sister and me from getting IQ-tested was ever more difficult. So UC and the BUSD may have wanted my family to leave town.
2. If the FBI learned UC and the Institute of Human Learning were infecting my sister and me with viruses (as postulated in Solution 12), they may have encouraged my stepdad to leave town (worried that if UC continued their viral attacks, they could seriously harm or kill us).
- Either of these reasons might explain why Carl Shapiro and Neil Sullivan created shell companies in 1971. Sullivan might have given relocation money to Carl Shapiro, to persuade my stepdad to move to Santa Rosa.

Carl Shapiro created a Florida shell “Carmelita, Inc.” (September 15<sup>th</sup>, 1971). I suspect Carl was paid, via this shell, to get my family out of Berkeley, and Carl likely gave a good chunk of that money to my stepdad.

May 24, 1971, BUSD Supt Neil Sullivan, formed his only shell, “W. Sullivan Constr. Corp.”, then became the superintendent of Massachusetts.

In 1970, San Francisco banned IQ tests.

In 1971, California Superintendent of Schools, Wilson Riles, openly cajoled hundreds psychologists NOT to tell parents their children’s IQ scores.

How did California go from Arthur R Jensen declaring Whites genetically more intelligent than Blacks, in 1969, to trying to end IQ tests in 1971? Partly because two brown kids were on top of the heap; partly because Gardner’s new national NAEP testing would secretly test all American kids IQs.

As IQ testing began ending in the US, California and many other states alleged IQ testing was ending because Blacks and Latinos could not compete. This was false. IQ testing ended to keep Americans from learning three things:

1. Blacks had higher creative IQs;
2. There was no difference in conventional IQs that couldn’t be solved by ending poverty and unfair educational spending;
3. US SAT scores were falling hard because of John W Gardner’s failed educational policies.

April 1971, Berkeley Board of Education presidents Arnold Grossberg and Carol Sibley stepped down from the Berkeley Board of Education.

June 1971, my family moved from Berkeley to Santa Rosa, California.

July 31<sup>st</sup>, 1972, about a year after we moved to Santa Rosa, California’s senate voted to end group IQ testing in California’s public schools. The new law required all prior California IQ tests be purged and destroyed by 1978.

In 1977, the BUSD sold Savo Island, to be used for housing units, again.

## MYSTERY QUESTION #3:

### Do You Understand the Significance Of the 1967 Nancy Bayley Story About High IQ “Cooing” Little Girls?

#### Solution:

From 1960 to 1964, Susan Ervin worked for University of California on a study that showed intelligence is rooted in language, and the profound and unique hypotheses children make to decode language.

In May 1967, University of California published “Different but Equal,” and in September 1967, UC published “U.C. and the Public Schools.” These were among the only UC publications to document UC’s role in (1) researching the effects of language on children’s IQ, (2) the development of Head Start.

If I am correct (and I am) that an extremely high IQ score my sister booked between December 1966 and February 1967 is the underlying impetus of a huge July 21<sup>st</sup>, 1967 Nancy Bayley story about early “cooing” high-IQ baby girls, then the reasons UC’s IHD ran that coded story were: (1) to confirm reports of my sister’s high IQ; (2) to confirm news of my mother’s post-facto reports that Ruthie made very advanced verbalizations, early in her infancy.

Gobind Berhari Lal’s, July 21<sup>st</sup>, 1967 SF Examiner report on this story explained that language was central to infant girl’s brain development:

“So important is language the natural tool of human communication, that its earliest expression is in the infant’s jargon, is to be expected to be related to development. In testing the vocalizations of infants, especially of girls, a way was found of rating intelligence.

Reports of Ruthie’s verbal milestones affirmed Susan Ervin’s language and brain development research, and affirmed the IHDs’ Head Start research targeted and disrupted the correct mental processes necessary to inflict brain damage upon babies and young children.

The July 21<sup>st</sup>, 1967, Philadelphia Daily News story about Bayley’s high IQ baby girls ended with the strange line: “**But their findings, the scientist said, “force us to reconsider our notions of the origin of intelligence...”**” This line was included because the story supported Susan M Ervin’s theories; thus, our understanding of origin of intellect had shifted: Intellect was NOT rooted in race, it was **rooted in language**; disrupt that, you disrupt everything.

- Why I am certain the 1967 and 1968 Nancy Bayley stories were related to my sister’s high IQ is explained in mystery question #7.

## **MYSTERY QUESTION #4:**

### **How Did Jeanne and Jack Block Become Celebrities After Giving Me and My Sister IQ Tests?**

#### **Solution:**

In the story timeline, I said Dr. Jeanne Block gave me and Ruthie IQ tests between December 1966 and February 1967. Then I showed Jeanne Block, Norma Hann and M Brewster Smith began writing (April 1967) and doing speaking events (June 1967) based on our family and IQ data; but Nancy Bayley didn't announce her new *scales*, based on my sister's monuments, until late July. Here's what caused that delay.

Once my sister and I scored unusually high on Jeanne Block's various IQ tests, Jeanne Block wanted to release information about the story, as UC had run similar stories in the past (at the time, in California, elementary schools, third grade and lower, were free to release IQ information; but UC, was a private corporation, and had publication control of the data). The Blocks were eager to publish, because publicity can become acclaim, and discovering a tandem of pint-sized geniuses would surely give the Blocks publicity. But John Gardner and Nelson Rockefeller (who financed UC's and Block's research via UC's IHD) did not want that research published, because it presented two biracial kids who had higher IQs than most, maybe all, White kids.

This conflict created a negotiation opportunity.

Gardner, Rockefeller and Paley offered the Blocks ample celebrity (news coverage, money, TV shows) to stay silent about the high-IQ bi-racial siblings. The Blocks probably demanded publication rights to the nursery data and access rights to the observational data. The evidence indicates the Blocks got right of first refusal to Jeanne's student data, and access rights to the observational data. This is seen in the fact that no report based on Jeanne's student's data came out with University of California's name and/or the Institute of Human Development's name attached to it, until AFTER Jeanne Block released *her* first story based on her data (April 1967) and AFTER two professional citations of Block's research were published (June 20<sup>th</sup>, 1967, and July 21<sup>st</sup>, 1967). Only after these professional citations, connected with UC and the IHD, did Nancy Bayley announce her new Bayley Scale for infant girls.

Thus, a few years later, the Block's questionable studies began to be published. Their studies don't mention my family, because psychology studies don't identify the subjects. But insiders at IHDs around the US were aware and

interested in my mother, sister and me. Because of that *insider-interest*, the Blocks studies focus on characteristics clearly related to my family.

When the Blocks or the IHD speak of “activists” they’re referring to my mother, Cecile Lusby; when they speak of very verbal girls who are “sex-typed”, they’re referring to my sister, Morgan Marchbanks (called “Ruthie,” long ago); when they discuss *fire-setters*, *creativity*, *resilience* (“resiliency”), *hyperactivity* or a child’s nursery school *activity level*, the underlying subject is me.

NOTE: The Blocks’ *resiliency* research, in some cases, refers to, both, my sister and me; and relates to our reaction to mumps and measles, hormones we may have been given, OR *hostilities* manufactured after we left Berkeley.

- Because Ruthie and I contracted mumps and measles in 1970, when we were no longer in Jeanne Block’s care, we know Blocks were not involved in those viral attacks. But Jeanne knew UC was giving me Ritalin without my mom’s consent, she was likely aware of some of weaker colds, flus and viruses UC infected me with between 1967 and 1969, and she knew UC subjected my sister and me to hormonal experiments (some of the Blocks’ “sex-typed” studies seem to cryptically refer to this).
- It’s probable that the only observers the Blocks’ and the IHD’s reports actually consulted were my teachers and people connected to me.

## **MYSTERY QUESTION #5:**

### **Why Did Gardner and the IHD React So Strongly Against the Idea of Two Smart Brown Kids?**

#### **Solution:**

In late 1966, my mom happened into one of UC’s Institute of Human Development nurseries. For almost 40 years, UC’s IHD nurseries, with Nancy Bayley’s help, had conducted more IQ testing on nursery school toddlers than any nursery in America. UC’s IHD nurseries were being financed by White supremacists (chiefly, the Rockefellers) to give children IQ tests and research the best practices for optimizing the intellectual potential of White kids.

When my sister and I arrived, we were the only Black or Brown kids at Whittier/UC Child Care Center. The fact that we tested higher than the other kids likely infuriated racists, but it pointed to a bigger problem for racists: The probability that the first two Black kids to randomly wander into UCCCC might shatter decades of IQ records was tiny, maybe 1 in 1,000,000. But it happened.

The fact that it happened implied that any Black kid who understood

Standard English might wander in and set a new IQ record, anywhere. This infuriated Gardner and his sycophants. **But the thing that most enraged Gardner was the fact that my sister and I were mixed raced**; this prompted an inescapable musing: maybe mixed race couples have smarter offspring?

Was it just a question, or a conclusion?

Interracial dating was becoming more common. This information threatened the corrupt, White supremacist America Gardner was creating.

Thus, Gardner and his people began the 5 year process of erasing all of my and my sister's IQ records, and ending group IQ testing.

## **MYSTERY QUESTION #6:**

**Do You Understand Why University  
Of California & the BUSD Worked  
So Hard to Split the Harold E Jones  
Study Center Into Two Sites?**

### **Solution:**

In 1959, UC and the BUSD swapped spaces. The BUSD got one of two new units in the Harold E Jones Child Study Center; in exchange, UC got the Whittier nursery house (which UC already co-owned with the BUSD, under the 1939 charter). This move quietly split UC Child Study Center program into two locations: one unit at the Harold E Jones Child Study Center building, the other at UC Child Care Center (UCCCC) –at Whittier Elementary. Originally, the BUSD used its unit at the HEJ Child Study Center as a parent nursery. Meanwhile, UC moved the Black and Brown children from the Franklin nursery into its Child Study Center unit. There are newsprint articles about the BUSD Child Study Center unit from 1960 to 1964, and newsprint articles about the UCCCC from 1960 to 1964, but there are no known newsprint articles about the UC Child Study Center unit (where the Franklin kids were) from 1960 until January 1964. I'm certain this is because this is when UC was doing the harmful research on children described in *UC and the Public Schools*.

**But why the split?** I believe UC orchestrated “trading” spaces with BUSD (splitting the UC Child Study Center into two locations) to get full control of the Whittier nursery (which became the UC Child Care Center). Why?

The Child Study Center units were preschools, which, per California law, could not serve children under 3 years old. But the Whittier nursery was a “child care center,” authorized to serve 2-year-olds. Because the BUSD was a **school** district, any conventional nursery it operated would be a **preschool**, for

children 3 or older. But, if UC had full control of the Whittier nursery, UC could run the child care center and offer private research on 2-year-olds.

Another advantage of splitting the UC Child Study Center into two locations was it gave UC observational access to the children in the BUSD Child Study Center unit (via the Study Center's central observation hall).

## **MYSTERY QUESTION #7:**

### **Why Do I Think My Sister Had The Higher IQ –And Likely Had the Highest Child IQ in the US?**

#### **Solution:**

By 1967, Nancy Bayley had been testing infant IQs for 39 years, and had tested the IQs of countless brilliant children and adults. But the 1967 Nancy Bayley story made an astounding declaration of a new standard to identify *high IQ* baby girls. But the underlying facts were allegedly based on a 39-year-old study, and IQ tests that were between 13 and 33 years old. No credible science team would base such an Earth-shaking declaration on 20 or 30-year-old data.

But amid the old data, there was a newness about the story.

But what were the new facts in the 1967 Bayley story?: Only a baby girl who vocalized eagerness and pleasure, with squeals, ga-gas, at 5.6 months; vocalized displeasure by fretful-sounds, rather than crying, at 5.9 months; vocalized interjections (“ha-yl,” “ah-ya”) at 8.5 months; used expressive jargon at 13.5 months. All of this was new and never before stated in a Bayley story. And all of it almost exactly conformed to my sister's personal monuments.

10 months later, June 2<sup>nd</sup>, 1968, The Pittsburgh Press announced Nancy Bayley had a new “Bayley Scale” standard to measure high IQ baby girls, and these new official standards, or “scales”, were based on my sister's milestones.

My sister was 3½ years old, in January 1967, when Jeanne Block tested her IQ. Ruthie's score was record-setting. Thus, Bayley used her infant milestones as the new predictive infant girl high-IQ “Bayley Scale” standard. Bayley would only base such an unprecedented scale (predictive of genius) on a new and unmatched score: Ruthie's score.

The reason I gravitated to Bayley's infant girl milestones is because they sounded precisely like my sister's milestones, which my mother used recount in front of me, seemingly every week, when someone would hear my 5 or 6-year old sister speak, with the clear speech and effortless vocabulary, and ask my mother when she started speaking.

As the evidence shows, UC infected Ruthie with mumps and measles: thus, may have lowered her IQ (16 to 26 points), but her IQ would still be north of 150. When we moved to Santa Rosa in 1971, Ruthie's transcripts still had the *Special Ed* designation for Berkeley's *high potential* minorities. So she was placed in Wright School's special education class for a couple hours. She's still a genius, a doctor, former San Mateo County "Woman of the Year." But as far as conventional IQ goes, originally, my sister was born peerless.

## **MYSTERY QUESTION #8:**

**Is There Evidence That UC and  
BUSD Reduced My IQ too?**

### **Solution:**

Yes! When you read the public documents related to my sister and me, you have to read carefully; since UC and BUSD were engaged in monstrous human rights crimes, they weren't going to be direct. But the evidence that UC and the Berkeley Unified School District may have reduced my IQ is found in the 1967 BUSD "Master Plan"; on page II-6, the BUSD wrote:

"...although the highest single test performance recorded has been that of a Negro boy."

The word in that sentence fragment that causes me to wonder if UC and BUSD successfully reduced my IQ is the word "single." Is that word, in that position, harmless? Does "single" mean I had the highest score on just one sort of test? Or does "single" mean, after UC and BUSD reduced my IQ, I was never able to reproduce or match my original IQ score on that test?

Also, Joan Beck's 1968 article about the hyperactive boy describes how a severe pneumonia caused "minor abnormalities" and "neurologic damage" in the boy's brain. That boy with severe pneumonia was me, so I probably had peaks and valleys before UC did anything. I definitely have weak areas.

## **MYSTERY QUESTION #9:**

**What Is The Significance of "Hormones,"  
And Can They Reduce IQ?**

### **Solution:**

On July 21, 1967, in the SF Examiner coverage of the Nancy Bayley story that "cooing" baby girls have high IQs, Gobind Behari Lal made some odd

remarks about hormones and “homeostatsis.” In 1960, UC’s IHD announced they would begin testing of the effects of sex hormones on brain activity. We know introducing the wrong sex hormones, particularly into a girl, might be an effective way to reduce IQ, because the July 23<sup>rd</sup>, 1967, Cincinnati Enquirer report on this story (“Don’t Bah Ga-Ga,” page 2-A) explained:

““Why isn’t the same true of boys? Interviewed by telephone at her California office, Doctor Bayley said, “There is probably some genetically determined sex difference in the way **children** respond to environment factors” –with the girls apparently responsive earlier in life.””

So, if early language and brain development is tied to “sex difference,” if someone gave a young girl male-sex-hormones, the male hormones might disrupt her sex-based language-linked brain development. And if male sex hormones are bad for young girls, female sex hormones are likely bad for boys.

I think, in 1967, UC’s IHD gave me and my sister sex hormones (opposite to our native gender), as part of their effort to reduce our IQs. I base this on 3 factors: (1) in 1960 UC began work investigating sex hormones’ effects on brain activity; (2) July 21, 1967, Gobind Behari Lal made strange, coded remarks about hormones and “homeostatsis” in his SF Examiner report on the UC, IHD and Nancy Bayley “Bayley Scales” story; (3) every year from 1967 to 1981, UC’s IHD (and Jeanne Block) released at least one coded, cryptic report about “sex roles,” which often mentioned hormones and hinted at some gender-crossing.



Nope. My sister doesn’t have elevated male hormones, and I don’t have elevated female hormones (as far as I know). I suspect, after a few days, weeks or months, our bodies rejected the foreign hormones.

This all leads to the obvious question: do we want to be an evil society that allows private universities and research labs access to innocent children, dangerous viruses, drugs and hormones, to mix however they wish?

Even if we could achieve absolute transparency, and added multiple layers of oversight (which should include multiple members of all racial groups, and requiring schools to explain how the possibility of corruption and human rights crimes are eliminated), such arrangements are evil. A compassionate and moral society would never sell access to their children.



## **MYSTERY QUESTION #10:**

### **What's The Most Effective Argument & Evidence that Jeanne Block Worked at Whittier/UCCCC?**

#### **Solution:**

First, I saw Jeanne, daily, for over 2.5 year. Next, away from the name games UC and IHD engaged in, if you study the history of Berkeley-University's Laboratories schools, you learn the laboratory principals and many of the teachers were professors (PhDs). Because the Whittier/UC Child Care Center (UCCCC) program was unlike any nursery in Berkeley (it was a nursery setting, where graduate students and undergraduate student teachers could observe and learn from a qualified expert, PhD), at UCCCC a doctoral level "Specialist," with a PhD in child psychology was required. Thus, Jeanne was hired, as Jack Block explained: "as a 'specialist' involved in the graduate training of teachers who had returned to the University." A *Specialist* was needed to attend the kids' complete needs –psychological, social, emotional and physical (naps and food), because the kids at UCCCC were there, typically, for 8 or more hours, while their parents worked. Thus, Jeanne was responsible for caring for the children and teaching graduate students, etc.

Meanwhile, across town, at the UC Child Study Center, the teacher in the UC unit was Thelma Harms (who only had a masters degree until 1973). But a doctoral degree was NOT necessary at the Child Study Center, because UC's Child Study Center unit was a parent nursery/preschool (supported by parent volunteers). Harms was not responsible for teaching student teachers and graduate students, nor was she so qualified. Also, the kids at the Child Study Center only attended 3.5 hours a day; a much shorter day than the kids at UCCCC.

[During the time I attended UCCCC, the head teacher of the BUSD CSC unit was Judith Isaksen. In two publications from that time, Isaksen and her CSC unit were compared to Harms and the UCCSC unit. In these publications, Isaksen credentials were portrayed as comparable to Harm's.]

Also, January 1971, an Oakland Tribune article touting Whittier's ECE Complex, mentions Whittier's *nurseries*, plural. This was effort to assure prospective student teachers that the UC Child Study Center was connected to the renowned Whittier/UC Child Care Center nursery, where Jeanne Block worked, 1965 to 1969. But the professor "Specialist" stationed at UCCCC made this linkage possible.

# MYSTERY QUESTION #11:

## What's So Great About "Creativity," And Why Would UC or the US Care About Kids Who Are Creative?

### Solution:

JP Guilford explained that conventional IQ tests only measure about 8% of the brain's various functions. He, and his contemporaries, also explained that some of the brain's most advanced and important functions are hidden in that 92% of the brain that little is/was known about. Guilford went on to name or describe some of the most important functions that conventional IQ tests DO NOT measure; such as: creativity, deduction, reasoning, judgment, logical evaluation, "the ability to discover and become aware of important things," and "the faculty for drawing conclusions and sensing problems." Later, Guilford and MacKinnon added to this list: intuition, and thinking without words.

All of these things got lumped together under the "creative" label.

These are the skills that save humanity in crises –not perfect English.

I think, as a kid, the 4 things that were unusual about me were:

1. Probably my greatest strength was I quickly understood new ideas.
2. I was impossibly focused. I could stay with one task for a long, long time.
3. I was creatively competitive. I wanted to create the best piece of art in the room (in my view, not the teacher's). I liked it when someone made a better Lego structure than I did. It pushed me to try harder.
4. I was unusually bothered when kids or adults behaved unreasonably or unfairly (like when Richard Aoki, who was usually very reasonable, would not buy me a root beer unless I tied my shows; as a kid, I loved Richard like a stepdad, but I stayed mad at that one memory for years).

The first 3 of these things may have indicated, one day, I might produce interesting work (people who are competitive, push themselves, and want to bring their wares to the largest stage possible). My fixation on unreasonable and unfair situations was not a predictor of anything; but my first two school principals (Jerome Gilbert, Robert L Stevens) seemed kind of fascinated by it.

Only evil entities would be interested in the creative aptitude of a specific children. Such entities would either want to steal their future work, or stunt their creative growth. In *this* Act we saw how UC and the US impaired creativity in minority children, for over 50 years. In earlier Acts we saw how the US and US corporate entities created tools to identify creative minority children, and created tools to monitor these children, in their homes, and steal their work.

## **MYSTERY QUESTION #12:**

**Why Do I Think the FBI Claiming  
COINTELPRO Was Launched In 1968  
(Right after My Family Moved to Bancroft)  
AND The FBI Closing COINTELPRO  
(When My Parents Were Preparing  
To Buy Our House in Santa Rosa)  
Were Connected To Me And My Sister?**

### **Solution:**

In 1971, a former FBI agent first mentioned "COINTELPRO – New Left."

In 1973, responsive to a reporter's Freedom of Information Act request to know about COINTELPRO, the FBI reported that on MAY 10<sup>th</sup>, 1968, FBI Director J Edgar Hoover ordered FBI offices to attack leftwing and Black groups. In that same 1973 report, we also learned Hoover closed COINTELPRO in 1971, not long before his death in 1972.

But three years later, in 1976, we *learned* COINTELPRO was *actually* created way back in 1956. Why had Hoover falsely claimed it opened in 1968? And why did he close it in 1971?

Here's what happened...

In 1966 my mom enrolled my sister and I in Whittier/UCCCC nursery. Quickly, we were found to have high IQs, so UC began to conduct *research* on us. Because my family had been evicted so often, UC worried we might be evicted again, ending their *research*; so BUSD and UC sought to buy Savo Island, to keep rents affordable so we wouldn't move. But, unbeknownst to BUSD and UCCCC, in mid 1967, my mother moved to a new house, on Ashby.

The evidence suggests UC and BUSD learned my family moved out of Savo Island around December 1967. That's when they formulated a new plan...

Because UCCCC was involved using my sister and I in numerous *studies*, they didn't want to lose track of us again. Thus, UC wanted to bug my mother's phone to keep track of her. But that would be a crime. UC could never do that independently, they needed federal authorization to abridge my mom's privacy. They needed the FBI.

So John W Gardner (a big UC Berkeley and IHD donor and the sitting Director of the Department of Health, Education and Welfare) likely asked J Edgar Hoover and the FBI to monitor my mother's phone line.

The evidence suggests Hoover tended to stay out of the cartel's affairs. That was impossible this time. The FBI and Hoover were going to be working

side-by-side with UC and Rockefeller's Institute for Human Development (IHD).

But don't think J Edgar Hoover was going to roll over and kiss Gardner's ass. Hoover and the FBI probably wanted evidence satisfying "reasonable suspicion" standard of evidence that some sort of crime was going on. I'll explain how UC satisfied that in a moment.

It's possible that UC had no further plan but to reactively rush to find my mom housing, if they learned she planned to move. But, most likely, UC planned to find a *stand-by* home for my mom, keep it vacant, then steer her to the stand-by home if she were evicted from her current home on Ashby. All of this, because my mom had become accustomed to being evicted in 1965 and 1966; she could relocate in a single day. So UC resorted to these great lengths out of necessity –because they worried my mother might leave Berkeley, entirely, if we were evicted again. UC knew about my mom's housing troubles because of the regular parent interviews required by UCCCC.

The need to have *stand-by* housing may be why Carl Shapiro formed a shell company (Madison Motor Lodge, Inc.), December 29<sup>th</sup>. 1967, five months *before* my family moved into the stand-by house. UC may have paid Carl rent and a little extra to keep the house available. To be clear, Carl did nothing wrong or immoral here; he simply agreed to keep a unit in a rental property available for an unknown woman and her children. Carl's house was selected because it was in a largely Black part of Berkeley, so my family wouldn't bother the neighbors –and be evicted again. From the date of Carl's shell company, UC and BUSD didn't learn we moved away from Savo Island until December 1967.

Once UC and the FBI had Carl's housing unit secured, their plan was almost set. The only other thing needed were the actor-agents, who would make contact with my mother: **Fred Metcalf** and **Sherry Moreno**.

Around March of 1968 my mother was raped in our Ashby house (my sister and I were not home at the time, thankfully). Fearful that the rapist might return and attack again, my mom wanted to find a new house or apartment. This played to UC's and the FBI's favor.

In April 1967, the FBI asked **Fred Metcalf**, a parole officers and an old friend of my mom's, for a favor. Fred agreed, hopeful this might, one day, land him a position with a US intelligence agency.

Fred Metcalf called my mother. At some point Fred mentioned he *just happened* to know a woman named Sherry Moreno, who was leaving her duplex home, on Bancroft Way in Berkeley, within a week or two.

Because the house was substantially bigger than our house on Ashby, and located in a reasonably safe part of town, my mother would have accepted the Bancroft Way unit immediately. But Fred wanted my mother and Sherry to meet before the deal was done. UC and the FBI had two objectives in arranging

this meeting:

1. UC wanted my mom to meet Sherry Moreno.
2. The FBI wanted Fred to take a photo of my mother and her kids.

### **Why the photo?**

The photo was to satisfy the FBI's request for evidence to support *reasonable suspicion* of a crime.

What crime?

A few days before Fred called my mom, somehow I fell down and cut my forehead. UC and BUSD saw the forehead scar, and to satisfy Hoover's demand for *reasonable suspicion*, they alleged they suspected that I was being physically abused by my mother. Of course, they knew it was false, but the wounds gave the FBI a minimal basis to monitor my house, to be certain no physical abuse was occurring. [I don't know where the little wounds came from; maybe a fall at home or at UCCCC, maybe *somebody* pushed me at UCCCC. But I wasn't abused. The first time I was spanked (on the hand) was on the porch of Bancroft –and we didn't live there yet, when the photo was taken.]

So Fred took the photo, and verified the forehead wounds, and satisfied Hoover's request for reasonable suspicion.

However, the plan was much more detailed than just this.

The UC wanted the FBI to bug my mother's phone, and put listening devices throughout the house. UC asked the FBI to apprise them of everything they learned. The FBI agreed.

The FBI bugged the Bancroft Way house before we moved in. The design of the Bancroft house was perfect for bugging. Because the long garage (beneath the bedrooms and bathroom and adjacent to the living-room and kitchen) connected to every room of the house, by putting listening devices in the walls of the garage the FBI could hear every room of the house (the house may have been chosen for this reason). Because Joe Shapiro lived next door, Hoover and the FBI may have bugged Joe and Maxine Shapiro's garage too. UC put the plan together, so, for the FBI, having Joe next door was a coup.

Late April, or the first week of May, 1968, as soon as my family moved into the Bancroft house, something extraordinary happened: my mother's boyfriend, Richard Aoki, came to visit. This was just an ordinary event for my family, but for the FBI agents listening to the bugging devices in our walls — guys who had never heard a real, passionate equal-rights and human-rights crusader, like Richard Aoki (the Black Panther's *Minister of Education*)— they were about to hear something extraordinary.

Richard Aoki, was the truth. He was consumed with trying to achieve equality for everyone. Richard saw the beauty, humanity and equality in everyone, and always wanted to talk about taking action to make America more

equal. Richard never talked about breaking the law to achieve equality. He talked about social revolution. But that social revolution was to be won politically, at the voting booth, by educating people, and by upholding and applying law equally. When I was 3-years old (as I was in 1968), when Richard spoke to my mom, he would use some big words I didn't yet understand. But I knew he and my mom were sharing their hopes for a more just and fair world. People who knew Richard Aoki, the Black Panther, knew he was proud and on fire for his well-formed ideas. But to people who didn't know Richard, he might sound cocky —like he was spouting off.

To Hoover's FBI agents, Richard Aoki sounded like the cockiest revolutionary they ever heard. And they surely distorted his words to mean things Richard never said or intended.

Thus, after hearing Richard Aoki, on May 10<sup>th</sup>, 1968, Hoover directed all FBI offices to attack all groups or individuals who "spout revolution and unlawfully challenge society to obtain their demands." Although this directive seems inspired by Richard's electric way of talking, the passage "and *unlawfully* challenge society" makes me wonder if Hoover also had Joe and Maxine Shapiro in mind —they certainly had sound, lawful and meaningful ideas of how to make society more just and humane.

Now, Thanks to Richard boasting about the Black Panthers, things were way beyond *reasonable suspicion*. Because of Richard Aoki's visit, my mother was the **target** of a real investigation.

Much worse, my mom was the target in a unique type of investigation: the first COINTELPRO investigation, where anything was legal.

**Sherry Moreno.** Sherry was the real *agent* in the operation. Sherry's job was to gain my mother's trust and hopefully her friendship. She succeeded.

But Sherry was not working for the FBI. Sherry exclusively worked for University of California and the IHD. Sherry was a well-chosen actor: a single mother of two; someone my mom might relate to. What UC paid Sherry to do was very illegal. UC knew the Bancroft house was wired by the FBI —and UC did not want the FBI to hear what Sherry was going to do. So Sherry needed to get my mom out of the Bancroft house. So Sherry invited my family down to her wire-free house in LA. There, Sherry tormented me for 4 days and assured my mom I would live out my adult years in prison. *This*, Sherry did for UC, hoping to get my mom to agree to UC's suggestion that she put me on Ritalin.

My mom held her ground (and I never went to jail or prison).

Because my mother entered a committed relationship with my stepdad, November 1968, she also stopped speaking to Richard Aoki in November 1968.

In 1969, in the middle of the FBI's Black-Panther-Party-related COINTELPRO investigation of my mother, my family suddenly had to move to a

new house, because Carl Shapiro was selling the duplex on Bancroft Way. Carl may have encouraged my stepdad (who revered Carl) to move to the house on Colby Street, but Carl still had no idea what UC and the IHD were up to. Once we relocated to Colby, because we now lived in Oakland, under a provision in the Master Plan (page II-7), the BUSD could, and did, allow my sister and I to attend Whittier-UC Elementary.

### **Why COINTELPRO Ended In 1971.**

The same drill happened when we moved to the Colby Street in 1969: before my family moved in, the FBI installed listening devices in the phone, and around the house. Why? Because my mom was still under investigation, due to her connection to Richard Aoki and the Black Panthers. To heat things up, in 1969, J Edgar Hoover stupidly declared the Black Panther Party “the greatest threat to the internal security of the country.” Hoover may have done this to allow the agents assigned to my mother to employ even more invasive tactics.

At that point, the FBI probably didn't need *reasonable suspicion* to mic our phones and bug the house; but, if they did, my second bunkbed-fall forehead wound, circa 1969-1970, would have done the trick.

In 1970, as the FBI continued to monitor my mom and family on Colby Street, they had no idea that across town, UC and the IHD were infecting my sister and me with mumps and measles (and chicken pox). That is, the FBI had no idea until they discovered this as they listened to my family and our house-call doctors, through their bugging devices.

So, suddenly, in the summer of 1970, Hoover and the FBI knew 3 things:

1. University of California were infecting children with diseases,
2. UC was only able to track and maintain access to the kids UC infected because UC and Gardner manipulated the FBI into bugging the kids' mother's phone and home.

And Hoover also deduced...

3. UC and the IHD committed these crimes against kids with the approval of the current and previous Secretary of Health Education and Welfare.

So, in this situation, if you're Hoover and the FBI, what do you do? Say nothing –and become a tacit collaborator; or get fired for causing a social panic by announcing US universities are infecting kids with viruses?

### **Here's what J Edgar Hoover probably did...**

First, Hoover ordered UC and the IHD (and maybe Wilbur Cohen, the new HEW Secretary) to end all viral experiments on children.

Shortly after this, Hoover and the FBI saw my parents get married, in October 1970. And they watched as my parents prepared to buy a house. Between April 27<sup>th</sup> and April 30<sup>th</sup> 1971, my parents went to Sonoma County to see two houses, one in Sebastopol, the other in Santa Rosa. That same week,

my stepdad put a down payment on the house in west Santa Rosa.

At that point, Hoover and the FBI knew my mom was no longer talking to Richard Aoki, and she was moving to a house in Santa Rosa (far from the few surviving Black Panthers and the lunatics at UC and the IHD). So April 28<sup>th</sup>, 1971, the same week my parents put the down payment on their house, J Edgar Hoover terminated all COINTELPRO operations.

- NOTE: Because no one intercepted those dangerous, but legal, items (mentioned in Act One), which Richard Aoki stored in our house on Ashby for a week or so in September 1967, we can be certain the FBI did not know about Richard Aoki (or my mom) until well after September 1967 –and probably not until May 1968. From this, we know Richard Aoki was not an informant, as the FBI falsely claims. [Until I publish the rest of this story, most of you will have no idea what I'm talking about — but the FBI and Seth Rosenfeld do. Between now and the time I publish the rest of this, we'll see if the FBI and/or Rosenfeld change their story.]

## **MYSTERY QUESTION #13:**

### **Was J Edgar Hoover In The Cartel?**

#### **Solution:**

After J Edgar Hoover died in 1972, slowly reports began to emerge, blaming him for seemingly every failure of the 20th century. Hoover did some dirty deeds, but Hoover was appointed. He could have been fired at any point. But he remained in power at the pleasure of a long line of US presidents.

My view on Hoover is based on the provable facts, and who benefitted from, or was harmed by, the facts and disinformation.

J Edgar Hoover is the FBI's longest serving director: 46 years (including 9 years directing the predecessor to the FBI). That record will never be touched. Hoover did some bad things. But he also did some good things. You don't serve 46 years, through the roaring 20s, the gangster era, World War II, the 1950s and the 1960s, without making a lot of Americans happy. But, currently, if you read Hoover's Wikipedia page, it's mostly dedicated to faulting him for everything but bell-bottoms. (Expect Wikipedia to correct this.) Meanwhile, on virtually all mainstream online sources, including Wikipedia, John W Gardner is portrayed as some saint, when we can trace his catalytic role in inflicting brain damage upon millions of children. Similarly, the other cartel leaders (Kissinger, Rockefeller, Paley, Friedman, Powell) have glowing mainstream bios. (Expect this to change too.) Only J Edgar Hoover, who seems to have cut ties



with the cartel (*if* he was ever tied to them), has a terrible historical profile.

Here's what I think happened...

In 1970, through the events and wiretaps at our home in Berkeley, J Edgar Hoover accidentally discovered how evil the cartel was. He then tried to stop or impede them by pulling the plug on COINTELPRO in 1971. For going against the cartel, Hoover's reputation was destroyed.

Hoover died in 1972, a few months after America first heard the word "COINTELPRO."

Do I think Hoover was with the cartel?

No.

Suspiciously, after Hoover died, a 1973 report claimed Hoover ended COINTELPRO in a secret 1971 memo —which also allowed COINTELPRO operations to resume "in exceptional instances." That seem reasonable?

COINTELPRO may have stopped for about 7 years. But in 1978, FBI Director William H Webster, revived COINTELPRO, as needed. COINTELPRO has continued, to this day.

People should doubt COINTELPRO. You can always falsify evidence to allege something was created long ago. Again, in 1973, US officials said COINTELPRO started in 1968. Then, in 1976, a new investigation alleged it was created in 1956, with no evidence, they just alleged years of bad actions were done under COINTELPRO. Those crimes were possibly (or probably) carried out by private intelligence units, made up of former FBI and CIA personnel employed by private parties (US CEOs, like Gardner, Paley and Nelson Rockefeller) then, two decades later, the COINTELPRO banner allowed the perpetrators to dump thousands of crimes on Hoover and the FBI. The corruption of disclosure standards, and truth itself, seen in the COINTELPRO stories, demands disbelief. Current standards, where intelligence agencies and media companies can release reports, then negate the first report with fraudulently backdated "better" reports, exposes pervading corruption. The first report was the truth: COINTELPRO was opened in 1968, closed in 1971 —then reopened in 1978. Backdating COINTELPRO to 1956 is a plain sight attempt to whitewash old crimes and commit new ones.

- For over 45 years, the FBI and CIA have cooperated with private US media and tech firms, US Courts and California schools, to sabotage my private and professional efforts, and steal my intellectual property. The FBI began this effort in 1978, when I was 13 years old, under FBI Director William H Webster, and under COINTELPRO, based on my mother's past connection to Richard Aoki and the Black Panther Party.

**END**

## **Act Four “ORIGIN STORIES” Notes:**

Some notes and comments about Origin Stories, and more...

### **My two favorite Jeanne Block memories...**

As a kid, Jeanne was my favorite UC staff member. To me, the other staff seemed like they were just support personnel or in training. If I had a problem or a question, I always only looked for Jeanne. Anyway, my most vivid Jeanne Block memories are:

1. When I was 3 or 4, I got stung on the ear by a bee, on the Child Care Center playground. The pain was huge. I was scared because I didn't know what happened. This is the only time I remember crying at UC Child Care Center. Jeanne Block did a nice job reducing the pain. I think she used ice.
2. The UC Child Care Center's bathroom, on the second floor, was for adults and kids. It had two toilets, on the north wall, facing south; no blinder or divider between them. The toilet furthest from the door, near the west wall window was for the kids; it was smaller, but elevated. I was on the kids' pot, about 4-years old, taking a poop, when Jeanne Block walked in, no knock, and pulled up her skirt, sat on the adults' pot and started peeing or pooping. Then she started talking to me. I had never had an adult use a toilet next to me, or had someone outside of my family talk to me while I was pooping. The only adult's butt I had ever seen was my mom's. Jeanne was like 17 years older than my mom, so her matronly bottom seemed huge compared to my mom's. I was savvy enough not to say any of this. She may have gone in the bathroom to do a Q-sort on my crappy, 4-year-old toileting skills. But, since I stayed poised, she probably gave me a high “Q-sort” score for “Stays composed around big-assed old people.”

**How to Identify Me in Dr. Jeanne Block's Studies.** Beginning in 1974, most or all of Dr. Jeanne Block's studies (and Jack's) focus on me. It was Block's description of fire-setter(s) in her 1976 fire study that helped me “find me” in her other studies:

“Personality characterizations by nursery school teachers show the two boys to be more active, competitive, interesting, accepting of their own

negative feelings, and more open than those on the complement group. They were also described as being **admired** by their peers.”

With this description, I was able to look at the Blocks’ “Matching Familiar Figures Test” study and easily find myself in the “Slow Accurates” group –because the “slow accurates” were rated the “most admired” by their peers. [To be clear, I was **not** “admired” as a 3 or 4-year-old. 3 and 4-year-olds don’t “admire” each other. I liked and cared about my peers, so they liked me in return.] Most of the Blocks studies on children use a “Q-sort” or “Q-item” personality and profiling system. With this info, and knowing I was very hyperactive and creative, it’s pretty easy to find me, or the group that I was in, in all of the Blocks’ studies from 1974 forward.

**Diana Baumrind.** Just as Dr. Jeanne Block appears to praise my mother in most of her “activist” reports, Diana Baumrind also seemed impressed with my mother’s parenting style. Baumrind was a well-known research psychologist in UC’s Institute of Human Development. In 1969 she authored a study that defined the most effective type of parent as “authoritative.” Baumrind’s authoritative archetype appears to be modeled after my mother. Baumrind is one of UC’s IHD administrators who may have split duty between the Child Study Center and the UC Child Care Center to interview my mother. When I showed my mom Baumrind’s photo, she thought Baumrind looked familiar. My mom is and was flawed, like all of us, but for reasonably independent kids, under 9-years old, she was perfect.

**Adhere To Standard Science Practices.** One of the more disgraceful revelations in this story is how private corporations corrupted US science standards. We see this in the Susan Ervin’s study announcement, the Block’s study announcement, Nancy Bayley’s study announcement, and other announcement along the way, as the researchers announced studies that either had no study goals and focal areas, or they simply lied about the focal subjects and goals (as Susan M Ervin did). But the most disturbing example of abandoning scientific norms came in December 1971, when Jack Block and Norma Haan announced the Block’s longitudinal study –two years after I and my nursery classmate left the UCCCC nursery, and over three years after the alleged longitudinal study started.

All US private, public and university research project should announce clear focal points and parameters, before research begins, and research should be publicly peer reviewed, to be certain the conclusions flow from the declared study focus and parameters.

**F-ck IQ.** I've known plenty of high IQ people. Too many of them are awful people who will never make a meaningful social contribution; viewing themselves above others, "special" and "exceptional" because they floss and shop at Whole Foods. Too often, they're the soulless Gardner-types, who use their IQ to bend reason to support their self-interest and stupid beliefs. Meanwhile, the most interesting and fit-to-compete people I know have great values, never cheat, have average IQs, maybe a little extra creativity, they mind the golden rule, and understand character matters.

If America's high IQ'd people were fit and competitive, our high IQ'd business and elected leaders would NOT tolerate laws that protect corporations or privileged groups, and would not protect the mechanisms of corruption, and they'd demand that our laws hold everyone to the same standard, spectacularly; there is no fair competition without fixed rules.

The reason JP Guilford said conventional IQ tests were worthless is because they only measure around 9% of a brain's functions, and primarily focus on language. We know they don't measure all the dimensions of creativity; they also don't measure character, reliability, resolve, integrity, mercy, work ethic, compassion, kindness, honesty, leadership, moral fiber, empathy, determination, poise, trustworthiness, evil, deceit...

**Richard Aoki, the FBI and Seth Rosenfeld.** I mentioned Seth Rosenfeld in the Origin Stories *Solutions*. You'll learn more about Seth Rosenfeld in the other Acts of the larger story from which Origin Stories is extracted (when I finally publish). Seth Rosenfeld is a "writer" for the cartel, and is connected to UC. Seth Rosenfeld gained a modicum of undue media attention when, acting for the cartel, he filed a fake federal lawsuit in the mid 1980s, AND when that lawsuit was finally resolved in the mid 1990s. Rosenfeld's initial court action was taken after I produced some interesting art back in the 1980s. And the responsive federal action was released after I created a pretty extraordinary piece of music in 1990. (I'll post the music and details before too long.)

The responsive federal action allowed the government to reveal people who acted as FBI informants. With these new rules, after Richard Aoki died, the FBI alleged Richard was an informant. There *is* a chance that Richard Aoki became a federal informant in 1981, but not before (and only if the FBI extorted him). The last time I saw Richard, I was 16 years old, when he twice visited my mom in 1981 (I hadn't seen him since I was 3 or 4 years old).

Richard's visit was just a month or two after my family got modern two-way cable TV service. Two-way, or "addressable", cable TV boxes allowed US cable companies and the FBI to spy into the homes of anyone who subscribed to cable. The FBI would not *outfit* every box with cameras and mics, only the

boxes of people they wanted to observe, get video of, or take photographs of.

After we got the box, the FBI sent Richard Aoki to visit my family in 1981. Unbeknownst to Richard Aoki, through our cable TV box, the FBI took photos of Richard talking to me. This was done “just in case” I grew up to be an extremist -or produced anything the cartel wanted to steal. The photo was to smear and discredit me as someone known to associate with Black Panthers.

After I produced that unusual piece of music in 1990, the cartel knew they’d be able to steal marketable ideas from me for decades to come. To protect this scheme, their first defense was to stay with the original plan –keep me invisible, sabotage my personal efforts, steal my work, then erase all evidence of my existence when it’s over. If that failed, and I wasn’t fully erased, after I died, they planned to release a crazy story that Richard Aoki told them that I was some sort of terrorist (or a “Black radical,” determined to conquer America!). There’s a photo of me, at 16, with Richard Aoki in my FBI file. Richard was never an informant. And, of course, I was never a 16-year old terrorist. I was a 16-year old rocker, in a hard rock band –and a true and outspoken patriot (who happened to be a good music and prose writer).

Based on Seth Rosenfeld’s fake FOIA (Freedom of Information Act) request, after Richard Aoki died in 2009, the FBI released a bunch of fake COINTELPRO documents on Richard Aoki. Then Seth Rosenfeld (a fake champion of truth) broke the fake story that Richard Aoki was an informant.

Seth Rosenfeld is a dirty turd, who interviewed my mom, in the flesh, a few times –including driving to my mom’s home, around 2015.

Rosenfeld attended Lowell Bergman’s 50<sup>th</sup> birthday party, in 1994; a party my band played at. Lowell taught at and helped found UC’s *Center for Investigative Journalism*, and helped found the *Center for Investigative Reporting*; both organizations vector US disinformation, by distracting from US human rights abuses, by focusing on problems in Asia, South America, Africa, etc. This strategy also makes Western Whites (and Western Jews) appear *supremely* passionate about human rights, because they’re *so committed to human rights* they’ll go anywhere (except the US) to find and report abuses.

Lowell Bergman had a professional photographer at his party (wearing a white dress shirt and black pants). A couple key things happened at the party (you’ll have to wait until I finish and publish the “larger story” to hear the best detail), but one key details is Seth Rosenfeld was photographed with me.

Most of that fake story that the FBI planned to release about me, after I died, was based on Rosenfeld’s fake info, which would be supported by the fact that Rosenfeld met my mom, interviewed Richard Aoki (in 2007, shortly before Richard Aoki died), broke the fake story that Richard was an informant, was present at a party I attended at Lowell’s house in Berkeley (I think Seth

Rosenfeld also introduced himself), and he knew some of my acquaintances.

Coincidentally, Josiah Hooper helped produced Seth Rosenfeld's video on Richard Aoki. Josiah was the co-producer and cinematographer for my 2010 movie, *The Amazing Mr. Excellent*. Josiah is Lowell Bergman's stepson.



**Above:** My little sister, Marina, at her 10<sup>th</sup> or 11<sup>th</sup> birthday party (back when I was 18 or 19 and living at home). Notice the TV and cable box (on top of the TV) behind her.



**Above:** Notice the large cable box the cartel shipped us, and the box is lifted, extra high (so sound can travel through the venting below). There's an online website that posts photos and info on every US cable box ever made (I think *The Cable Center*); this box is not on that website. The box is elevated because, around the house, I used to play and compose on my electric guitar, not plugged into my amp, so it was very quiet. This elevation was also to capture exchanges between my little sister and me (I was a protective, dutiful brother), and to hear the antics of my sister and her MANY friends (an odd mix of multiracial girls and boys), who visited daily, 4<sup>th</sup> grade to 6<sup>th</sup>. (Why my sister and her friends were of interest and value to the cartel is explained in Act Two.)

### **Remember My Name –PLEASE!**

In 2013, I filed a lawsuit against Sony Pictures, Neill Blomkamp and some other parties, for infringing (stealing) my work. The lawsuit was easily the most persuasive case, with the most egregious and extensive infringement claims in film infringement history. I chose to represent myself. The theft was so flagrant that the suit carried on online news outlets in over 120 countries (estimate), dozens of sites in the US, and was discussed on multiple US university websites.<sup>9</sup> But the suit was not reported on any US TV news stations. And most stunningly, it was not reported in any US newspapers (if it was, they omitted my name). Hence, if you go to Newspapers.com and enter either my birth name (Steven Kenyatta Briggs) or either of my common names (Steve Wilson Briggs, or Steve Kenyatta Wilson Briggs) or even just Steve K Briggs, into the Newspaper.com app and search, you will find nothing –nothing about me, and nothing about a story that was once reported around the world.

How can this be?

Because, way back around 1968, the original cartel (John W Gardner, Nelson Rockefeller, etc) planned to expunge my name from all newspapers and other sources, during my life and after my death –to erase any and all evidence that there was once a boy, born Steven Kenyatta Briggs, who was Black and set some meaningless infant/child IQ record. (The first attempt to erase me was the research they conducted on me when I was 2 years old; the second attempt was erasing all California IQ test scores...)

So, you understand why they won't publish my name in print, right?

—Because they can alter or erase all online records, articles, web-pages, etc, but they can't erase printed publications. If my name is in mainstream publications, then it becomes much harder to erase me.

Hopefully this matters to you. We're now in the age of instant corporate theft and cybercrime by AI. Today I'm erased, tomorrow you are.

Please tell the story of the origin of Head Start (and cite your sources – nobody wants to be erased). Sadly, after I first published Origin Stories (March 2023), US TV companies televised plenty of 20-somethings mocking “conspiracies” that date back to the 50s or 60s, but not one of these TV stations carried this Head Start story. (Nations outside of the West know the story.) About a month after I posted Origin Stories online, President Joe Biden took executive action to allow parents more choice in where they send their

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<sup>9</sup> An IP attorney for a Big 6 film company (I think NBCUniversal) actually wrote an article about how surprised she was when somehow the suit was defeated (court corruption). The good news is, I should be able to re-file thanks to a 2020 correction in 9<sup>th</sup> Circuit copyright law.

children for nursery and preschool. Still he lacked the character to tell the story. If you're on the side of good, tell the whole truth. Omission facilitates the crime –by helping the perpetrators evade accountability.

### **About The Evidence Presented In Origin Stories And Rampant Fraud In US Institutions**

**Creepy.** Although, in the main story timeline, I only dissected parts of about 6 of the coded IHD articles, the articles continued for decades (after 1981, they mostly focus on me). I found a curious example of how, in these articles, only the secret message mattered, not the facts... February 3<sup>rd</sup>, 2010, columnist David Brooks wrote an article (“New Research Says Elders Can Spark Great Changes”) that carried in many cities and papers, including the Kansas City Star, page 17. To set up his article, Brooks cited Norma Haan’s recent research update:

“Norma Haan of the University of California, Berkeley, and others conducted a 50-year follow-up of people who had been studied while young and concluded the subjects had become...”

But what Brooks omitted was Norma Haan died 22 years earlier, in 1988 (Santa Cruz Sentinel, July 17<sup>th</sup>, 1988, page 15), so Haan didn’t do any follow-up study. The facts were all false. All that mattered was the article’s subtextual report about me (which reported that my political fiction writing caused great change in screen and lit writing, as America’s massive new IP theft industry cranked out shitty derivatives of my ideas).

- Like the earlier sections of this story, Origin Stories is heavily supported by newspaper articles and other trusted sources. This section makes heavy use of articles found on NewsPapers.com. But upon finishing this section, I discovered several articles that had not been available on NewsPapers.com while I was researching this story were suddenly available. Thus, if you check my work, you will find every statement is accurate, but in a few instances, you may find an additional source or two. The fact that these articles suddenly appeared on NewsPapers.com may just be because NewsPapers.com added new newspaper scans to its database; however, sadly, it may also be because NewsPapers.com, their associates, or some third party, hoped to delay, disrupt or undermine my investigation. Oddly, while writing this Act, I found several falsified documents on NewsPapers.com, and reported the false documents on Twitter. After completing this Act, I discovered that two of the NewsPapers.com



articles cited in this Act may be falsified. Thus, I kept the two possibly falsified references in the story, but noted that the articles may be falsified.

- A few of the facts in *Origin Stories* are supported by business statements filed in various secretaries of state offices around the US. In 2017 to 2020 I became somewhat “expert” on these business filings as I submitted legal documents to the US federal court in California (related to intellectual property claims). From 2017 to early 2019, all records in California (and seemingly the business records of all states, except Delaware) required that a true copy of a business’ initial filing be kept in the online records. But suddenly in late 2019 and early 2020 that changed, and the initial filings were pulled off line. Some states took their entire database offline and required fees for access. Then, suddenly states like California and Florida (Florida and Delaware have been the epicenter for criminal use of shell companies for decades) began to upload falsified information into this database; usually this involved removing the initial filing and replacing it with data entry information –but the data “enterer” would add the names of fictitious people with the same surname. Hence, if a person named Steve Briggs opened a shell company, a data enterer might add one or two fictitious names, such as Ann Briggs and Joe Briggs. Thus, if someone checked the records of that company they would see that Steve Briggs created it, but they would assume that this particular Steve Briggs had an immediate relative named Joe Briggs and perhaps a wife named Ann. This method of falsification was chosen to create plausible “deniability”; officers in these corrupted secretary of state office could and would blame some low-level data entry person for entering false information, possibly bribed by some unknown nefarious person. Not the case. This was a strategy that could have only been deployed at a very high state or national level.

- When I began writing this Act, *Origin Stories*, a couple months into my research I used Newspapers.com to research declining Black and Latino IQ scores. Some of that research is presented in here. But, what is not presented in here is the fact that, originally, I found newsprint stories going into the 2000s and the early 2010s, claiming the Black-White IQ gap had climbed to 18 points (as I recall). I then closed these pages and continued my research. Later, when I came back to retrieve those stories, and cite them, they were gone. There are two points here: (1) People are hiding information, as they desired (certainly from me; probably from all of us); (2) at the end of Chapter 7, I showed that, because of Head Start, Black IQs had fallen 15-17 points below Whites; in fact, the situation may be a bit worse.

## **The Cartel Today**

For the record: The modern cartel are all US cable companies, Big 6 film, TV and music, Big Tech and social media, universities, US Intel, private military defense contractors, phone companies, major internet and email providers, most major US banks, major computer, phone and TV manufacturers, and most lawyers (the legal industry submits to the cartel, and does not speak against rampant judicial corruption, etc., because they'll be excluded from the fraternity and not receive major corporate accounts).

There are minority (non-White and non-Jewish) cartel members. Wilson Riles was the first Black cartel member. Black, Latino and non-White cartel members must exalt and glorify Western White Anglo-Saxons above all other races, including their own race, and they must be especially hard on Blacks, Latinos and non-Whites (but especially Blacks). This is why under Obama, Black homeownership, college graduation went down, but Black incarceration, home foreclosures and unemployment went up. And under Kamala Harris, in San Francisco, circa 2000, incarceration of Latinas and Black women increased. You know the cartel by who they speak against and who they accept money from. If the political candidate accepts money from Big 6 film, Big Tech, universities, defense contractors, law collectives, or any of the industries named above, they're in the cartel (the cartel expects a return on their investment). Minority (or majority) film and music producers who produce film and music that degrade minorities, women, social minorities, traditional values or promotes violence and inhumanity, are in the cartel (even if they're too dumb to know it).

- To be clear, of course, most White people (in the West, East, North and South) and most Jewish people (in the West, East, North or South) are good people with good values. But a critical and powerful fraction, or subset, of these groups have formed a secret alliance of hatred, an agreement to put what they believe are the best interests of their race ahead of the interests of the rest of humanity. These evil elite are the cartel, and the Participants who serve them.

The cartel does NOT only conspire to harm minorities and non-White countries. They also conspire to harm non-capitalist countries; specifically communist countries. Thus, if you investigate which countries the US and the West have imposed sanctions on in the last 50 years, you find the list is entirely made of non-White and non-capitalist countries.

Like the original cartel, all of the modern cartel members are evil, hateful and maintain power via disinformation and suppressing truth. The primary weapon the cartel uses for this are various forms of modern media, particularly

national TV news. The people selected to deliver cartel-owned news (CNN, FOX, MSNBC and all other US national news networks) have been selected via modern profiling tools that originated under Gardner. This why fake progressive personalities, like Rachel Maddow, praise Raytheon weapons that defend Ukraine, and don't speak to the obvious conflict and corruption of doing so as Raytheon owns millions of shares of Comcast (MSNBC's parent). This is also why these personalities don't report legal stories (like mine) that involve their CEOs and parent companies. And this is why cartel TV *news* personalities, even the ones who are LGBTQ (like Rachel Maddow, Sean Hannity, Tucker Carlson and Rupert Murdoch), don't address the fact that all major US media companies are airing commercials created by cartel-owned marketing companies that disproportionately portray Blacks and Latinos as LGBTQ —when, statistically, that's not accurate (these cartel-owned marketing companies most frequently do this in the ad campaigns of cartel-owned corporations, like Chase Bank). This is a plain sight effort to fault Blacks and Latinos for changes in America that the cartel's minions are not pleased with.

Today's second and third generation cartel is MUCH LESS intelligent than the original cartel (this is why their schemes are imploding). The decline in their intelligence is because they are victims of their own hate-based disinformation systems —which are diametrically against truth and knowledge, so each subsequent generation is more stupid and more evil. Probably the smartest of the second generation cartel is John C Malone (this is not to call Malone *intelligent*; he's not, he's an evil idiot, but he's smarter than the others). Among the very dumbest modern cartel members are Brian L Roberts (Comcast), Donald Trump and Ari Emanuel.

End Notes.

## **ORIGIN STORIES**

**By Steven Kenyatta Briggs**

**(AKA Steve Wilson Briggs, Steve Kenyatta Wilson Briggs, Steve K Briggs)**

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Beginning on the following page, I've printed a chronicle of events, which I originally posted at the bottom of the homepage of my website, [www.TheZoneResistance.com](http://www.TheZoneResistance.com). The thread documents University of California's (and some very old UC researchers, who were connected to the events in Origin Stories) and Google's **recent** criminal efforts to rewrite history —efforts directly connect to the events in Origin Stories, me and the Blocks' observational data. These events all transpired after I posted Origin Stories (March 2023).  
MAY 16, 2023 UPDATE NOTE:

Shortly after I published the Origin Stories PDF, President Joe Biden quietly took executive action to modify how Head Start funding is allocated, allowing some parental choice (Head Start was one of the vehicles through which many of the atrocities against children were committed). It is not sufficient to just quietly dismantle Head Start and give working-class parents safe childcare, the U.S. government and central players, like University of California, must admit their role in this 58-year long social plan to impair the cognitive development of minority children, in America and abroad. This is what accountability is about.

I originally published Origin Stories and the other PDFs below at ZoneResistance.com in March of 2023, then moved them here (TheZoneResistance.com) a few weeks later. I immediately began to receive email from various doctors and educators, two of which were on the periphery of the events detailed in Origin Stories. Some the email appears to be emphatic denials, or criticism and insults; although a substantial share of the email appears to be in agreement with my research. Unfortunately, I have IP filing deadlines to meet, so I don't have time to read these emails (most or all of which include large PDF attachments). But some of the subject lines of the critical emails suggest that I'm a narcissist, or worse. At least one of the subject lines indicates some second-tier psychology publication may have impugned my character. To this... I have a body of literary work that is available online, and a much larger body of work that I posted online, from January 2021 to March 2023, at DataCaper.com (an address I no longer own). That body of work includes children's books (Nakota's Great Adventure, available in with either a White, Black or Brown child hero), a Christian family feature film about a superhero and the importance of God and family (The Amazing Mr. Excellent), and many screenplays -all dedicated to helping create a more just and loving world. My book "Morons Don't Ride Harleys" concludes with a reminder of how the American Jewish community helped the Black Civil Rights movement in the 1960s, and ends with a message about the importance and need for all good people to support each other. Beyond this, I spent almost 30 years working with at-risk children and teens. This is not the selfish and self-absorbed body of work a narcissist. We might expect people who were engaged in harming children to impugn the character of their accuser. But no fair-minded, rational person who reads Origin Stories will doubt its accuracy. I was there -and I name every Participant and explain their function and motivation.

On May 16th, 2023, I posted this update. On that day, my GoDaddy dashboard indicated this website had only received 49 visits in the roughly 6 weeks this site has been open. Yet, I have dozens of emails from at least 25

different doctors, scholars and thinkers. Among these many emailers were University of California Professor Emeritus of Psychology Per Gjerde (who worked with Dr. Jeanne Block -my nursery school teacher- and with her husband Dr. Jack Block) and professor and psychologist David M Buss (who also worked with Dr. Jack Block). Gjerde and Buss were both involved in the longitudinal study that secretly observed me (without my consent) for over 40 years, based on the assertion that my mother may have unwittingly signed a permission form when I was 2 years old (the observers, who were acquaintances and one family member, were all very well paid, and never told me about the ongoing "study"). Anyway, the fact that I received so many emails, from so many substantial people, yet I allegedly had so few site visitors, was suspicious; with only 49 visits (a number that I question), I would expect far, far fewer email responses. Because several of these emailers are prominent and connected to a famous 1968 nursery school study (professors Gjerde and Buss) -a study that seemed to focus on me, and a study connected to the crimes described in Origin Stories- I suspect that some of these emailers' may contribute to an effort silence this story and the crimes associated with it. Thus, at the end of this paragraph, I name all 25 of these emailers. This does not mean these people denied my report or were critical or insulting; in fact, they may have been very supportive. But, some of you, who read my legal filings or who visited DataCaper.com (back when that web-address was mine) know I pledged to report every name. That said, the people who emailed me, between March 8th and May 16th, 2023, concerning Origin Stories (most of whom, or all of whom included attachments with their emails) are: Per Gjerde, David M Buss, Habtamu Beye, W. Andrew Collins, Omri Gillath, Carol Hulbert, Jose M Caus, Nilly Mor, Tobias Egner, Monica Rodri, Jack Wright, Andreas Olss, Jennie Drab, Sanjay Sriva, David Bowles, Wayne Chan, Srikatena Na, Will Canu, Laura Staple, Ines Pecegui, Yuko Munakata, Teri Kirby, Tracy Spinrad, Hashim Noor, John Protzko.

MAY 17-19, 2023, UPDATE:

A few hours after I posted the previous update, I learned why Per Gjerde (and likely David Buss) contacted me: University of California has published at least one fake or illegitimate website (or at least the information contained on the website was falsified) at [www.review.ucsc.edu/summer.97/29\\_years.html](http://www.review.ucsc.edu/summer.97/29_years.html), on the University of California, Santa Cruz (UCSC) website, created to suggest that all of the kids who were in the the Block's 1968 longitudinal study were interviewed IN PERSON over the years. This is false. The Blocks studies repeatedly explained that after the kids aged out of nursery school, the Blocks and their assistants contacted the students' teachers and asked them to fill out

Q-sort questionnaires on the children. This is was first explained in 1977, in "The Developmental Continuity of Ego Control and Ego Resiliency"; this study explains that the kids were in different schools and had 67 different teachers by the time they were 7, and it explains how the q-sort observation scoring works, and provides the Q-sort observation questions. Page 5 of the Blocks' 1983 Predicting Creative study also explains that the children's respective teachers observed and collected the data. And again, in 1986, in Jack Block's Egocentrism and Ego-Resiliency study, page 3, describes the kids (who were 21-year-old adults by then) being observed by teachers. In the Blocks' studies, never is it suggested that children came to the Blocks, or to their partners, or to the University of California for evaluation. The nearest suggestion to that comes on page 3 of the 1986 study, where it states: "When children were brought in for assessment at ages 7, 11, and 14..." but this passage is about the public school teachers "bringing them in" to be tested in the class. And any Block studies that were done after 1981 should be scrutinized for any departure in methodology, because Jeanne Block died in 1981, and only Dr. Jeanne Block ever worked with the kids. Jack Block just had the savvy and audacity to take-over the study and continue it for 25 years after Jeanne's death. So the claim that children came in for interviews is fraudulent. Now here's how we know the entire UCSC webpage article is falsified, created to falsely claim the Block's study subjects participated in in-person interviews.

First, the facts... I started at UC Child Care Center when I was 2, in late 1966. I was 3 years old for the first 8.7 months of 1968. The Blocks began studying a group of about 100 3-year-olds in three daycare and preschool centers run by University of California, in Berkeley, in 1968. Dr. Jeanne Block was my (and my older sister's) primary nursery teacher, formally called a "specialist", because of her advanced credentials. In 1968, the only three daycare or preschools classes that UC Berkeley ran were: (1) UCCC (where I was), which had about 25 children, and only about 8 or us were 3 years old (the rest year 2 and 4), and the two preschools at the Harold E Jones Child Study Center (CSC). But the CSC only had 50 three-year-olds, 25 in each class (each class ran one 3-hour class for 3-year-olds per day, and one 3-hour class for 4-year-olds per day). So, the actual number of 3-year-olds in the Blocks studies were about 60 (this matters because the number of kids Jack claimed were in the study constantly changed). UCCC was the secret sister nursery to the CSC.

So now I'm going to debunk the US Santa Cruz page. This is going to get a little dry, but there's an unexpected twist...

The Blocks did not mention their longitudinal study until December 1971. I suspect they announced the study in late 1971 because a longitudinal study

was the only way they could get any further information on my progress and my sister's progress, because my family suddenly moved away from Berkeley in June 1971, to Santa Rosa, California. To verify that the Blocks did not announce their longitudinal study until December 1971, simply type "Jack Block" (in quotes) and "longitudinal study" (also in quotes) into the NewsPapers.com app; you should get 95 returns. Sort these oldest first. You'll see the first article is about a longitudinal study Jack Block began in 1959, this is unrelated (and he never followed up on this study). The next 85 news articles, published from December 16, 1971 to August 13, 1973, announce Jack Block and Norma Haan had written a new book called "Lives Through Time," and announce Jack Block was involved in a longitudinal study with the kids in the UC nurseries. The semi-funny thing about some of the 1972 articles is some of them say all of the families involved in the study are White (see the Feb 11, 1972, "The Daily Times" article). This is sort of funny because all of the Block's published longitudinal studies of nursery school kids (which all track the 1968 3-year-olds) make it VERY clear that there were plenty of Black kids and Asians and Latinos in this study. Since "The Daily Times" article was only the second article written about the study, the Blocks may not have fully pinned down their story at that point.

If you look at the remaining 9 Newspaper.com results, you see that no reports about Jack Block and any longitudinal study were released for the next 11 years, until November 4th, 1984, in the Green Bay Press Gazette. This is just a TV schedule, saying that Jack Block will be on NPR talking about his book "Lives Through Time." This article is possibly fake because if you search "Jack Block" (quotes) and NPR and "longitudinal study" in the NewsPapers.com app you only get one return, this 1984 article. This is hard to believe, because NPR is a national network. So, when NPR advertises a daily show or schedule, that show or schedule, or portions of it, are usually reproduced in all publications that publish NPR's programming schedule. But this Block program somehow only appeared in Green Bay. Accepting this, this odd mention still does not say anything about interviewing the study subjects.

Block's longitudinal study is then not mentioned (according to the NewsPapers.com results) until 6 years later, August 30th, 1990, in just one Australian newspaper. This article appears to be legitimate. But it also does not mention Jack Block or his people interviewing the subjects in person.

The next article, 2.5 years later, January 16th, 1993, just briefly mentions the Block's study, and does not mention any subjects being interviewed.

Two years later, March 19th, 1995, Jack Block mentions his study in a single article in the Roanoke Times. Here Block boast of having "several hundred" 3-year-olds (overestimating by a few hundred). But here for the first



time in 23 years, Block says "interviews" as he talks about the development of 14 year old girls. But Block does not say+ if he or his staff interviewed the girls in person, or if Block and his people interviewed teachers and other observers who interviewed and observed the young adult subjects. So here we can only assume Block is speaking of interviewing the teacher interviews, as he reported in his studies.

Next, 11 years later, March 26th and March 27th, 2006, come the final two articles on the longitudinal studies while Jack Block was alive. The March 27th article doesn't shed any light on Block's methods and does not mention interviews. But in the March 26th, 2006, Oakland Tribune article, Jack Block makes clear that he did NOT interview the subjects, he just did empirical (from observation and experience) observation, as the writer explains: "In his introduction, Block said his long-term research allows for an opportunity for an 'unusual empirical' study into the implications of character and political orientation." But, again, Jack did not personally do the observing. He collected reports from the actual observers.

The three remaining 2010 articles are just Block's obituary.

So, from 1974 until Jack Block's death, in 2010, the Blocks' Longitudinal study was only mentioned in print (according to NewsPapers.com's results) 6 times in 6 papers, and the word interview was only mentioned once, and Block never mentioned interviewing any child or adult himself.

Maybe you're wondering what happens if we run Jeanne Block's name through the Newspapers.com app? If we enter "Jeanne Block" (in quotes) and "longitudinal study" (in quotes) and push search, we get ZERO returns while Jeanne Block was alive (she died in December 1981), and one article 17 years after she died, in 1998, and one article in 2010 (Jack Block's obituary).

Why does all of this matter? Because the UCSC website falsely alleges the kids and adults in their study came in for in-person interviews. That clearly never happened.

The UC Santa Cruz web-article plays up Per Gjerde (who sent me a bunch of email and PDF attachments). Gjerde is mentioned in one of the Block's studies (I forget which one). Gjerde apparently began working with the Blocks in 1978.

So, we have a UCSC webpage alleging to have been created in 1997, which also talks about Gjerde and a couple researchers doing interviews with children into their young adulthood. But there are no photos. If you were collecting voluntary data that the subjects, in their mid 20s, were allowing you to publish, likely the first piece of data you'd want would be photographs, showing as many of these young adults as possible. After asking about their current lives, you might ask them to share memories of their nursery school

experience, and share which of the three preschool they went to. But none of this happened. The only photo on the UCSC webpage is a photo of three researchers standing near some file cabinets.

But maybe the best way to show how fraudulent the UCSC webpage is by searching "Per Gjerde" and "longitudinal studies" (both in quotes) in the NewsPapers.com app; you get zero returns -until 2010, when Jack Block dies. And if you search "Per Gjerde" and "Jack Block" together, you see that during Jack Block's life, only twice, in July 1992, were Gjerde and Block mentioned in the same article. But what's so astounding about these two articles is that neither article mentions either the longitudinal study or any child interviews. Why this matters is these articles are the only verifiable newsprint evidence of Gjerde's relationship to Block, and nothing is said of the longitudinal study or interviewing children. This is dumbfounding is because during the Block's lives they explained their methods, repeatedly. And I sited those methods in Origin Stories. But the UCSC web-article seeks to undo the Blocks' entire life work and history, by waiting until they died, then backdating a web article to 1997, then relying on the fake article to claim the Blocks lied and didn't actually conduct teacher and observer interviews; rather, Gjerde and and two other obscure UC psychologists secretly interviewed all of the kids, into their adult lives (but they forgot to take photos, etc.). The implications here are terrible.

**A STRANGE TURN.** Early on May 18th, I decided to do a Google Chrome search of the the previously mentioned University of California, Santa Cruz website. So I entered "review.ucsc.edu/summer.97/29\_years.html" into the Google browser and pushed search. I got one result. You can see the search results below, the top screenshot (in the group of three) below.

This is a problem, because if the UCSC webpage were real, over the years, with hundreds of USCS students and faculty checking the website, you would expect to get dozens of Google returns, as former students and educators would have linked the website in their social media, blogs, etc. But nope.

I then did other work and writing for a little over an hour. Then it occurred to me that I should do a Google search of the UCSC web-address again, because until about 2 years ago, Google displayed the "www" in all URLs (Google stopped displaying the www after I discovered that Google was directing people to fake web-pages by omitting the www from the URL; long story but I reported this in Briggs v Cameron filings, a few months later omitting the www became Google's new model; the court took no notice or action). So I searched "review.ucsc.edu/summer.97/29\_years.html".

That's when the twist happened.

Google suddenly gave me 4 returns -3 more than my first search. These results all clearly display the full address:

[https://review.ucsc.edu/summer.97/29\\_years.html](https://review.ucsc.edu/summer.97/29_years.html) , without the "www" in the address. (See the middle screenshot, in the group of three, below.) This is problematic because the other three websites should have appeared on my first Google search.

This clearly seemed to be Google and UC manufacturing fake web pages that linked to their USCS page, to make their fraudulent web-article appear valid. It appears these crimes were committed to evade responsibility for UC's involvement in inflicting cognitive impairments on children around the world - to say nothing of the special crimes UC committed against me and my sister when we were preschoolers.

As for Google, I sued them in 2020. I lost. [The court misconduct in that case was head-spinning. The court actually removed 25 of my filings from the public docket (against US law), to prevent the US from learning the extent of corruption in the US. The Court also denied my Constitutional right to Panel Rehearing. I brought this to the US Supreme Court in 2022.] I plan to sue Google again, but I don't plan to lose next time.

Did I mention that on May 17th, 2023, the night before these manufactured webpages appeared, I tweeted that Google is cooperatively run by the US government and must be dismantled soon if America is to endure? Yup. See screenshot bottom screenshot, below.

5/24/2023, NOTE:

By May 21, 2023, I had received 51 emails from and about Per Gjerde (mostly from). I took a screenshot of many of these emails and my Gmail indicating 51 messages from or about Per Gjerde (see 4th screenshot down).

I received many other emails from similarly exuberant supporters or detractors, all with PDFs attached. I worry that many of these people are trying to promulgate fake PDFs, the least reliable medium online. We live in a time when corrupt CEOs have designed failure and corruptibility into virtually all of our systems, and into most of our trusted institutions. Unlike my PDF emailers, we know the Blocks studies are legitimate, because they were cited in countless hardcopy publications.

Also, after posting the names of some of my new emailers, I began to receive even more emails and PDFs. I won't be posting anymore names here.

Steve Kenyatta Briggs