

This PDF (beginning on the following page) is an extended section from a project I'm working on. The PDF exposes America's involvement in an ongoing genocide against Blacks and Latinos that began in 1965 and continues today, and has likely permanently impaired the intellectual capacity of 40-million Americans, and untold millions around the world. If you just want to know that story, skip to the end, Chapter 8, and read the first solution.

I'm releasing this section early because it contains information all thinking, concerned people should know.

The PDF also explains how American government officials began watching me, in preschool, after I tested "too" high on a preschool IQ test. There are a bunch of other surprising and disturbing stories in there too.

The story is told in a 7-chapter timeline, based on news articles (with a few creative vignettes thrown in), structured like an unconventional mystery, and the eighth chapter contains the "Mystery Questions" and "Solutions." If you're pressed for time, skip to the Chapter Eight *Mystery Questions* and *Solutions* –they explain the story, fairly succinctly; then go back and read any timeline articles that catch your fancy.

ACT FOUR

Origin Stories

CHAPTER ONE

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. 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 school district 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 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 sprinkle in my opinion, as needed. 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-sleuth protagonist, *Encyclopedia Brown*, your observational prowess will be put to the test, as you are challenged to solve nine *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 100+ 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 read about the house-fire I started when I was 5 years old, in 1970. These stories aren’t touched upon on in the solutions, but connect to the larger story.

1837

Friedrich Frobel Opens “Play and Activity’ Institute,” Later Renamed “Kindergarten”

Friedrich Frobel gave the world kindergarten in 1837. Frobel 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, Frobel 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 six or seven.

PHI BETA KAPPA

Phi Beta Kappa is a fraternity and private society that appears to have formed in the late 18th century. 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.

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 school 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.

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 the other people in this story. The earliest news record of his existence came on December 31st, 1926 (seven months before UC Berkeley's new Institute of Child Welfare opened), when “The Lompoc Record,” a small paper in California's Central Valley,

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 actual 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 7th, 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 on the affluent north side of Berkeley. The other nursery would also observe best practices, but the parents were common, middle-class and working-class people.

Nursery for Common Folks. September 7th, 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 Institute of Child Welfare 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 2nd, 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 11th, 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 12th, 1938, The San Francisco Examiner, front-page, under the caption "I.Q. TEST FOR CHILDREN HIT BY SCIENTISTS," explained that Dr. Nancy Bayley had 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, more commonly just called "Chase."

1934

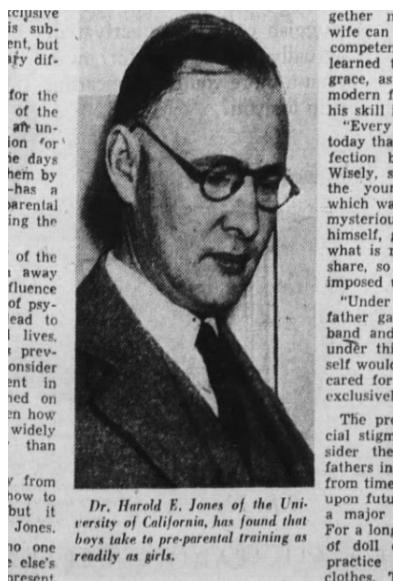
John W Gardner Earns BA from Stanford, Earns PhD from UC Berkeley Psych School

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 Stoltz 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 19th, 1936, page 72)

Whittier Nursery is Created by The WPA

October 3rd, 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 2024 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 article also makes it clear that the build 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 28th, 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."

HEADS NURSERY



Dr. Catherine Landreth, formerly of the University of Chicago, will be in charge of the newly-established **nursery school of the Institute of Child Welfare at the University of California.**

—Tribune photo.

Co-eds Will Study Babies

Nursery School Is Established at U. C. For Observation

BERKELEY, Aug. 27.—There'll be live babies to study, instead of case histories, in a new department of home economics inaugurated at the **University of California** and designed to train co-eds not only as homemakers but as community leaders and teachers.

Dr. Catherine Landreth, former director of the University of Chicago Cooperative Nursery, has assumed a position as assistant professor in the department of economics and director of the **nursery school of the Institute of Child Welfare**, where research in small children carried on under the Rockefeller Foundation has attracted wide attention.

HOME MAKING

Dr. Landreth's work is included in a general program of homemaking directed by Dr. Agnes Fay Morgan, head of the new department of home economics.

Children between the ages of 2 and 5 will be observed by co-eds interested in work offered by the

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 28th, 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 parents of Whittier's kids were the middle-class and working-class, White, parents living in the North Berkeley area.

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

But there was a bigger plan.

One of the earliest reports of the University Elementary kids moving into the Whittier building came on April 27th, 1939, in the Oakland Tribune (page 18), under the title "Consolidation of Schools Authorized." The article explained that the "consolidation" of both schools into one building (Whittier) had been approved by the Berkeley Board of Education. The article explained that 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..."

June 16th, 1939, the Oakland Tribune (page 25) published a picture of the beautiful new Whittier building, and explained that the new school, called "Whittier Elementary School," would open in the fall with about 500 students. The article explains all of the new school's modern features (including the largest classes in the city, and sinks and running water in every class, heating units that filter and circulate the air...). But the article incorrectly says that Whittier is a "one-story building" (the photo clearly shows Whittier-University Elementary is a two story building). The article explained that the Board of Education paid the entire cost of the main school building, \$236,696 (over \$5,000,000 in today's money), and reminded readers that the \$49,000 used to create the nursery school came from federal WPA money.



Above: Whittier Elementary, 1939.

1940

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

September 1st, 1940, Alma Smith Chamber was announced in the Oakland Tribune as the director of the Berkeley schools' new Family Life Education nursery program.

Also 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 INSTITUTE 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 28th, 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 formed OSS (Office of Strategic Services). (Published in many papers, including the Metropolitan Pasadena Star-News, August 18th, 1942; *Sports* page 12)

John W Gardner Joins the O.S.S.



Above: The insignia of the Office of Strategic Services

Having earned a PhD in psychology from Berkeley in 1938, and having taught for a couple years 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, like Dr. Donald W McKinnon, held a PhD in psychology, it is probably that Gardner helped McKinnon do personality evaluations.

**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 predict future personality traits, by asking many, many people who possess desirable traits (such as the ability to perform well under pressure) about their past experiences and personal views. They also interview 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 seemingly brilliant 3-year-old girl, and the parent tells the researcher that that little girl started unique vocalizations when she was 5 months old, or that the boy started walking at 9 months old, researchers will use that data to “reverse engineer” a profile of that child.

MacKinnon seems to get most of the credit for this approach, but R Nevitt Sanford appears to have 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**

“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.” (From Wikipedia)

Beginning in 1942, William Paley's CBS worked with Nelson Rockefeller, President Roosevelt's Coordinator of Inter-American Affairs (CIAA). Paley helped

broadcast diplomatic message 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 that 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 Stevens was named the Director of Parent Nursery "Centers", by Berkeley Public Schools.

**California "Lantham Act"
Child Care Centers Are Place 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

In 1945 there are at least three institutes of human development at US Universities; they are: Columbia University, University of Utah, and 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

President Harry Truman Signs Executive Order 9835

March 21, 1947, Harry S Truman signed Executive Order 9835, one of the most un-American orders in American history. The Order declared that a basis for finding a US citizen disloyal was being “affiliated” or “sympathetic” with any organization determined to be “totalitarian, fascist, communist or subversive.” This is thought policing, and the beginning of McCarthyism. Order 9835, in the long run, would be terrible for Americans but great for CEOs and corporations, as the Order (and McCarthyism) conditioned Americans to reflexively rebuke any thought of communism or socialism.

Executive order 9835 was fundamentally un-American and undemocratic because an allegedly free and democratic society is not free if the citizens cannot share reasonable ideas (communism is a reasonable form of government), or if they are fearful the government can arbitrarily find their ideas are “subversive,” and lock them up as disloyal.

Executive Order 9835 set the stage for what’s coming.

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

May 1st, 1947, in an article on page 11 of 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 Human Development (IHD) will become the new name of the Institute of Child Welfare, and 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 financer of “a study of nursing education.”

1948

The Phrase “Group IQ Tests” First Appear In Newsprint

According to the 788,000,000 pages of newspapers at NewsPapers.com, the first time the phrase “group IQ test” appeared in a US newspaper was September 9th, 1948, in The Boston Globe (caption: “Group IQ Tests Branded Unfair to Lower Classes”). Group IQ tests are the simple and standardized IQ tests that 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 3rd, 1948, in the Star Tribune (page 5) Dr. R Nevitt Sanford The explains that “strongly-prejudiced people feel most superior themselves and cannot be critical of themselves or their own group.”

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 21st, 1949. The Palo Alto, California based paper also mentioned Gardner earned his master’s degree from Stanford and his PhD from UC Berkeley.

The article explains, before attaining his new station, Gardner had “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.

Finally, the paper adds this wink to Stanford’s alumni:

“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.”

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

August 10th, 1949, the Brooklyn Daily Eagle reported the Rockefeller Foundation had pledged \$100,000 (over \$1,100,000 today) to UC Berkeley, to establish a new Institute of Personality Assessment and Research,” to be led by personality assessment pioneer, Dr. Donald W MacKinnon. The Rockefeller and Carnegie Corporation continued to fund IPAR until MacKinnon’s retirement.

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

Also on August 10th 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.”

The methods used to create these test involve MacKinnon’s and Sanford’s method of reverse engineering by inquiry.

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 26th, 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 26th, 1950 article identifies the three surviving Child Care Centers as: (1) Edison Nursery; (2) Franklin; (3) Whittier-University.

John W Gardner (Carnegie Corporation) Gives UC’s Institute of Child Welfare, Dr. Terman and Nancy Bayley Funding to Study Gifted Children and Their IQs

In his new role as VP of Carnegie Corporation, John W Gardner was eager to establish his priorities. On March 31, 1950, the Peninsula Times Tribune (page 7) announced the Carnegie Corporation (and the Rockefeller Foundation) had given \$22,000 (roughly \$250,000 in today’s money) for Dr.

Lewis Terman and his team (which included Nancy Bayley) at UC Berkeley and Stanford. The article explains that Dr. Terman is "world famous" for "his pioneering work in the field of IQ tests."

1951

Child Care Centers Are Saved

California Senate passed the "Geddes-Kraft" Act, authorizing California to pay for and assume responsibility for the formerly federally funded WPA Child Care Centers.

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

February 16th, 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. The story was such a big deal that each of the six professors were pictured at the top of the front page. But Dr. Harold E Jones, Director of the UC Berkeley's Institute of Child Welfare, failed to submit a publicity photo (as was the norm during his 30+ years with UC. Thus, Jones' underling, Catherine Landreth, a garden variety 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 University. Married to Dr. Jack Block, who graduated from Stanford's psychology department a year earlier, Jeanne was pregnant with her first child.

Upon graduating from Stanford, Jeanne Block was primarily a stay-at-home mother for the next 14 years, with the exception of some occasional part-time assignments, and some short articles that she wrote every couple of years.

1952

The TV Lobby Tries a New Angle: Educational TV

As a means to get 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. December 15, 1952, for the first time ever, California governor Earl Warren uses 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 17th, 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 14th Amendment. Thus schools must prepare to integrate.

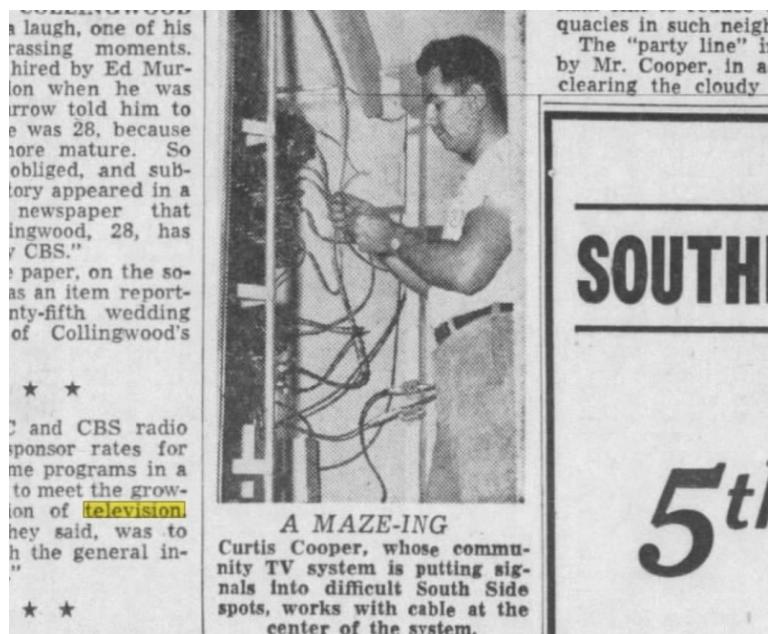
Once the SCOTUS Banned Segregation, School IQ Testing Began Anew, But Testing & Interpretation Would Not Include Blacks & Latinos

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 3rd, 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" franchise rights to provide cable TV service to Johnson City -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." .

Less than a month later, March 21st, 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." Hopefully you see how corrupt this is.

Over the next few months Oneonta TV quickly expanded franchises into many new city, and attracts the attention of major TV companies who want to 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?

To solve this, two months after Oneonta Video asked for franchise rights to Johnson City, the Carnegie Corporation hired a new president, who immediately became 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 29th, 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 29th, 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. No other paper covered the story until the following day.

Gardner was promoted to the presidency of the Carnegie Corporation to do two 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 television. Subordinate to the first two goals, 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 on involving children).

Gardner would achieve all objectives. He would also:

1. Align the military with the Republican party
2. Undermine school integration.
3. Portray Blacks as the perpetual enemy of America.
4. Reconfigure the Republican Party and American politics.

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.
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 is 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 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 other things, he helps Paley and Hollywood create a new national porn industry.

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.

Shells. Because he is a paid agent, John W Gardner will create 150 to 200 shell companies after 1955, to collect untraceable service fees from the Rockefellers, Paley and the film and cable industry.

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.

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 31st, 1955, the Daily Palo Alto Times (AKA The Peninsula Times Tribune) announced that John W Gardner would give the annual Phi Beta Kappa address at Stanford University (June 18th, 1955), AND Gardner would award degrees to graduates and undergraduates (June 19th, 1955).

The second half of the announcement mentions the Institute of Human Development –only the second time the IHD had been mentioned in newsprint, and, once again, it's in association with the Carnegie Corporation.

“CREATIVITY” Is First Declared More Important than IQ

August 8th, 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 overlook creativity (also logical evaluation and deduction).

Psychology Professor Offers New I.Q. Test

SAN FRANCISCO, Aug. 20 (UPI) — If not only short-changed some of the
you're an adult who didn't do so subjects, but also has limited
well on your last I.Q. test, cheer scientific knowledge of what hu-

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).

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

Thirteen days later, August 21st, 1955, The Paris Press (Paris, Texas), in an article captioned "Psychology Professor Offers New IQ Test", announces Dr. J.P. Guilford declared he has "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 what is most essential for societies to advance: creativity (also ingenuity, resourcefulness and cooperation). 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) and his 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 Causes Brain Damage

May 3rd, 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.

Guilford Publishes a Few Cleverness, Judgment and Knack Tests

May 13th, 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, on 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, as the president of the Carnegie Corporations, John W Gardner 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. 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 deluded "Christians" that a businessman's greed and indifference were expressions of Godliness.

The F.B.I. Becomes a Mafia

In 1956, under FBI Director J Edgar Hoover, the FBI went rogue, and became an omnipotent organized crime unit, serving a network of organized crime bosses -led by American CEOs and John Gardner, who were covertly taking over America's government. Hoover, already morally corrupt, made this lawless move because he did not like the decisions America's Supreme Court was making. As Wikipedia explains (in the "J Edgar Hoover" entry, under the "COINTELPRO" heading):

"In 1956, Hoover was becoming increasingly frustrated by U.S. Supreme Court decisions that limited the Justice Department's ability to prosecute people for their political opinions, most notably communists. Some of his aides reported that he purposely exaggerated the threat of communism to "ensure financial and public support for the FBI." At this time he formalized a covert "dirty tricks" program under the name COINTELPRO. ..."

"COINTELPRO's methods included infiltration, burglaries, setting up illegal wiretaps, planting forged documents... Some authors have charged that COINTELPRO methods also included inciting violence and arranging murders.

"This program remained in place until it was exposed to the public in 1971, after the burglary by a group of eight activists of many internal documents from an office in Media, Pennsylvania..."

Although COINTELPRO ended in 1971, the FBI continued to be thoroughly corrupt (as you have seen in other sections of this story, and as you will see later), in service to American CEOs and corporations.

1957

Harvard's Conant Joins Gardner & Carnegie

February 8th, 1957, page 6A of The Ogden Standard-Examiner ("New Job for Conant") reported that James Conant, former president of Harvard, would 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 11th, 1957, in the Oneonta Star newspaper (page 5), in an article title "School to Get Free TV Cable".

THE SOVIET UNION LAUNCHES SPUTNIK 1 SATELLITE

October 4th, 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 4th, 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

January 6th, 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 5th, 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 dedicate your life to serving your country through military service? –so you can rise through the ranks and 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.

Personality profile. Soon Gardner would have the people working under Dr. Donald W MacKinnon, at UC's Institute of Personality Assessment and Research, 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.

Conant Recommends Much Bigger Schools

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

James Conant was recommending 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 Gardner and Conant advocated larger public schools was to reduce spending on education, to divert public money to private universities.

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

July 2nd, 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 creativity testing segments of 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 16th, 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 1983 book, "The Nursery School of the Institute of Child Welfare", 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." Landreth continued to teach at UC Berkeley until 1964, in the psychology school, not with the Nursery School,

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 2nd, 1959, in an article captioned "Creative type found typically serious", the Peninsula Times Tribune reported that 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 21st, 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 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 the new federal WPA money was for special nursery schools called Child Care Centers, which served kids of a specific age range and met other criteria. After 1942, the word "nursery" would not appear in Whittier's name for the next 26 years. From 1960 to 1977, the Whittier nursery dropped the name "Whittier" in newsprint stories (with the exception of one newsprint story in 1968), and called itself "University of California Child Care Center" or "U.C. Child Care Center." This was done to tie the nursery school on the Whittier Elementary campus, at 2024 Lincoln Street, to the newly created "Child Study Center" on Atherton Street, in Berkeley.

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 8th, 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 23rd, 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. This is not really an exchange, because the Whittier nursery building is jointly owned by Berkeley Unified and the University of California.

1960

The Child Study Center Receives Its First Assignment Grant

May 20th 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 7th, 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 Child Care Center.

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**U.C. Professor
Dr. H. E. Jones
Dies in Paris**

BERKELEY, June 7—Dr. Harold E. Jones, world famous director of the University of California's **Institute of Human Development**, died

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**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 12th, 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 20th, 1959 (page 15), UC Berkeley's law school faculty began fundraising to build the Earl Warren Legal Center (law school), which would soon 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 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 16th, 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 19th, 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 with 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, the surest proof this did not happen (at least not until after 1969) is UC's official publications and other insider reports. Later in this story, in 1967, UC will produce two booklets ("UC and the Public Schools" and "Different but Equal"); both booklets looked into the three UC Child Study Center programs. Also in 1970, Paul Abramson published "Schools for Early Childhood," which made a thorough comparison of 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 Child Study Center. In fact, they show the Nursery School could not be at the Child Study Center 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 Child Study Center nursery, in the Child Study Center, was a parent nursery. Thus, the Nursery School, a conventional nursery, 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 21st, 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 Whittier's Name,
To Sneak "The Nursery" into Whittier,
And 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 Institute of Human Development renamed the Whittier nursery "U.C. Child Care Center." The new name was deliberately very similar to the "U.C. Child Study Center" name. The first newsprint reports of this name change were:

1. September 21st, 1960, page 75 (S-19), the Oakland Tribune mentioned "University's Child Care Center" (run by the Institute of Human Development).
2. June 29th, 1961, an article on page 31 of the Oakland Tribune, captioned "Class to Watch 2-Year-Olds," calls the Whittier nursery "University of California Child Care Center." (But the article improperly says the class is at the Atherton address. We know this is improper because the listing is for 2-year-olds. From 1938 to the late 1970s, or longer, the Child Study Center on Atherton only had 3 and 4-year-old children.)
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 7th, 1972, on page 2 of The Argus, an article "Group to hear child care talk" refers to the Whittier-University nursery as "University of California Child Care Center."

These stunts (publicly "trading" spaces, then giving the two Child Centers very similar names) were done to help UC operate two Child Centers in two different locations (one unit called "U.C. Child Study Center," located at the Child Study Center building, and another unit called "U.C. Child Care Center," located in the Whittier nursery building).

UC's IHD went to great lengths to split the Child Study Center into two locations for two reasons:

1. By making the Whittier/UC nursery a child study center unit, the IHD gained access to 2-year-olds. Research financiers, like the Rockefellers, wanted IQ studies on children under 3-years old, but the children in the Child Study Center building were all 3 or 4 years old.
2. Increasing the number of nurseries that the IHD had access to, broadened their research base and option.

CHAPTER FOUR

Head Start

1960

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

August 9th, 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 –not Japanese women. It's probable Ervin observed these children at UC's Whittier Child Care Center, 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 6th, 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.

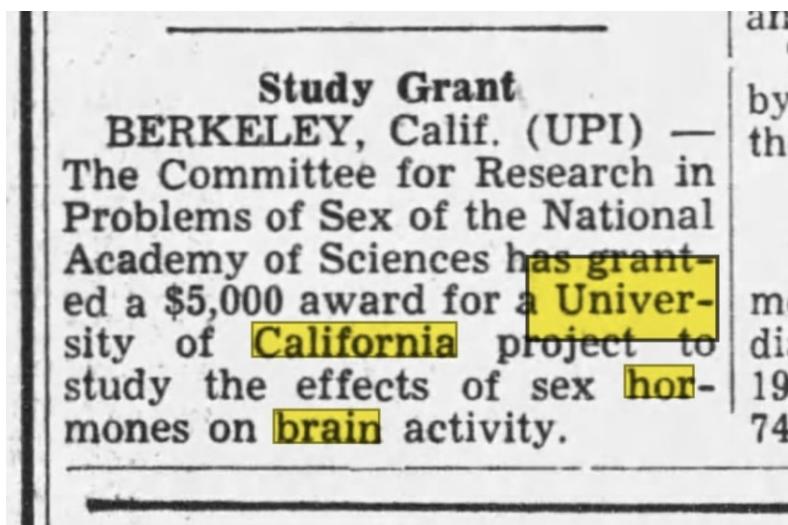
““By selecting only those from the right side of the tracks and the “right” social background, he said many students with high levels

of creativity who may have been underprivileged in their early years are overlooked.””

John Clausen Named Director of IHD

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 24th, 1960, page 3.

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



November 17th, 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 Devises**

May 8th, 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 10th, 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.

**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 2nd, 1961, page 41, or page 8 Women's Section ("Fatherless Generation"), and July 23rd, 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 2nd, 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 7th, 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 revealed, in an article titled "Psychology Test Shows Conformity Or Independence."

UC Begins Study on Discrimination

June 14th, 1961, the 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.

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

November 1st, 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."

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; then 9 in 1960; 13 in 1961; around 60 in 1962. Then, in 1963 and 1964 the term "culturally disadvantaged" exploded, and appeared in hundreds upon hundreds of publications. And dozens and dozens of these article mention the University of California, who, from 1960 to the mid 1970s, were involved in questionable research on "disadvantaged" kids, which we will learn in the mid 1960s means Black and Latino children.

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

April 1963, John W. Gardner took action that would place his fingerprint on decades of evil to come, as he sent a report to congress, which sought to expand educational diplomacy with foreign countries where public education is

not widespread. April 6th, 1963, The Baltimore Sun reported, page 7, caption "Shift Urged for Students," that John W Gardner of the Carnegie Corporation reported to congress and spoke about the need to reach out to foreign poor countries, especially the poor one "where public education is not yet widespread." This address will open the door to international educational exchange that University of California, Gardner and the US will exploit, to the detriment of numerous brown-skinned foreign nations, beginning in 1965.

**John W Gardner Campaigns to
Funnel Billions of Public \$\$
To Private Universities Begins**

July 7, 1963, John W Gardner and the Carnegie Corporation publish a nationally released 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 the American people support much greater investment in US universities.

**Two "Research" Units Are Built In
The New Tolman Hall Building**

March 12, 1963, the Oakland Tribune reports (page D 15) that 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). It's possible these "research units" would soon be used as a closer and more centrally located nursery space for UC faculty parents.

**Dr. A Davis Reveals Black & White
IQ Scores Are Only 4.5 Points Apart**

July 12th, 1963, page 4 of The Press Star (Indiana) reported that IQs for Blacks in Chicago schools were 97.5, and 102 for White students -a 4.5 point gap.

After the Supreme Court ordered US schools to desegregate, in 1954, there was a sudden flood of illegitimate comparative IQ tests published, claiming 15 to 38 point difference in average IQ scores between Blacks and Whites. These tests were funded by segregationists, and did not include Black

psychologists or observers. Thus, The Press Star figures are the most reliable, credible and unbiased IQ scores I was able to find.

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

October 14th, 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.

**Berkeley Board of Ed Tests (Some)
Black Student IQs, for the First Time**

November 20th, 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 they "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 flawed and scripted argument was quickly co-opted and used around the Nation, as a basis 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 8th, 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 4th, 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 integrating 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 20th, 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 27th, 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 18th, 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 20th, 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 5th Grade

May 28th, 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 5th grade.

Catherine Landreth Retires

When Catherine Landreth's retirement from UC Berkeley was announced in the Oakland Tribune, June 9th, 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 appears to have 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") 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^{1,2}

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. Ellipsis marks 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 Guildford'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 (now controlled by John W Gardner) killed this story. The story was published in no US newspapers. 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.

Bayley Named Director of IHD Study

October 8th, 1964, The Morning Call, page 26 ("Light on Development"), identifies Nancy Bayley as the director of the "Berkeley Growth Study" project of the University of California's Institute of Human Development. Bailey was also identified as a research psychologist.

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

November 7th, 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."

Gardner's task force will eventually recommend the creation of 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 be used to transmit rightwing radio station signals). But the most dangerous thing John W Gardner did as the education task force leader was to advise President Johnson to implement Gardner's new "Head Start" program.

"MASTER PLAN" is First Mentioned In Newsprint

November 17th, 1964, the Oakland Tribune article "Club Dates: Holiday Wonderland," announced Dr. Neil Sullivan, Superintendent of Berkeley public schools would speak about a "Master Plan" at P-TA meeting.

A month later, December 16th, 1964, an article titled "Berkeley Affirms 9th 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 4th, 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 participate in 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 Blacks and Latinos huge gains if they enrolled in a program that did not yet even exist.

Dr. Jeanne Block Is Hired By U.C. Berkeley, for Project on “Disadvantaged Children”

After years as a stay-at-home-mother (occasional doing part-time jobs), March 20th, 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.” (This article is not about Dr. Jeanne Block, however. It’s about Block’s mother, who briefly mentioned each of her children. Block won’t earn newsprint attention until 1966.)

M Brewster Smith Becomes Director of The Institute of Human Development

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

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 20th, 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 Berkeley schools.

**UC Berkeley Hires Dr. Jeanne Block
To Direct “UC Child Care Center”**

In 1965, University of California hired Dr. Jeanne Block to be the director of U.C. Child Care Center (often called Whittier Child Care Center because it was housed in the Whittier building).

We know Dr. Jeanne Block began working for UC Berkeley and the Institute for Human Development in 1965, because this is stated in her obituary in 1981 (Berkeley Gazette); Dr. Jack Block also confirmed this in his memorial his wife. The first newsprint report of Jeanne Block working for UC’s Institute for Human Development came in “The Modesto Bee,” December 29th, 1966, in a story titled, “Scientists Clear Mother Of Blame For Asthma.”

The QT (Quick test) Hits the Market

July 7th, 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 27th, 1965, President John appointed John W. Gardner as his Secretary of Health, Education and Welfare, where Gardner would act to destroy lives, and subvert American for generations, even decades after he dies. But the most deadly aspect of that plan was implemented before Gardner 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 17th, 1953 (page 10 DDD, of the Oakland Tribune).

But, around 1965, Berkeley Unified School District and University of California made Washington and Columbus elementary laboratory schools also (although Washington and Columbus would not have a nursery or pre-school). In July 1968, the US Department of Health Education and Welfare published a book called "Integrated Quality Education: A Study of Educational Parks and

Other Alternatives for Urban Needs.” Page 29 of this book says explains some of what made the labs 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, my mother left my abusive father and moved to Berkeley. At the time, my older sister, Ruthie, born May 19th, 1964, was two years old. Born September 24th, 1964, I wasn’t quite one 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, on the first of the month, if the building manager had seen that 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 8th, 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 students 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.”

The project sounds like a project 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 18th, 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 There Will Be No
Further Busing Action**

December 1st, 1965, the Oakland Tribune reports, in an article titled “Board OKs Busing Plan in Berkeley” 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 may be not further actions: “...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 significant 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

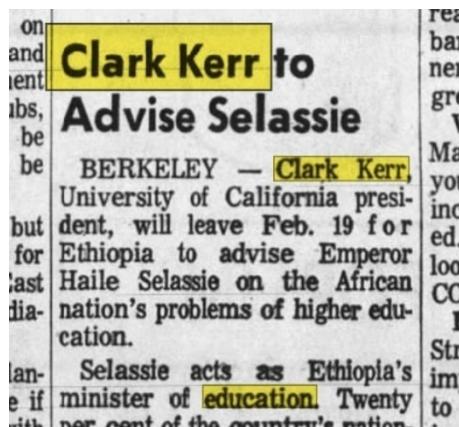
**Measles Can Cause Brain Damage
In Children**

January 25th, 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 Selassie, to advise Selassie 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 house in about 8 months, my mother, sister and I moved to Savo Island, a housing project in Berkeley California. My very 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 color until I was about four. This would be the first residence where we would live for a full year.

Bayley Scales First Mentioned

May 3rd, 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 Babys' IQs by 16 Points**

July 17th, 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 Almost Die)**

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.

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 recounted the story, the most distressing aspect is her description of me screaming during the spinal tap. I have no memory of it.

Turns out, I had pneumonia. It lasted about a week.

CHAPTER FIVE

Garden of Evil

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 and through the yard of an oversized (two-stories, with elevated basement) home, tastefully appointed in dark wood shingles. She pauses to straighten her skirt, 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 interim 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**

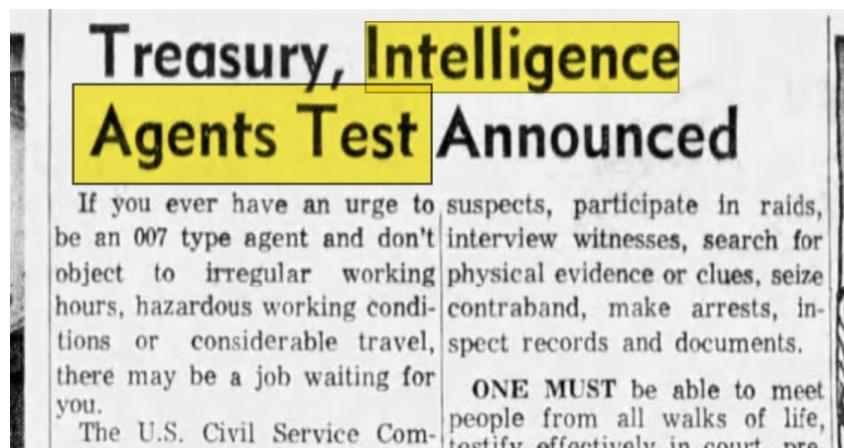
October 27th, 1966, an article in The Wichita Eagle, captioned “Treasury, Intelligence Agents Test Announced,” reports of a new intelligence agents test for “Treasury intelligence agents” and “special agents.” But the article further explains these tests and officers are deployed widely (Bureau to Narcotics, 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.

- U.C. Berkeley, Institute of Personality Assessment and Research had grown much larger and made huge advances over the preceding 17 years. It is 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 how Gardner intended to use them.



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 28th, 1966, the Los Angeles Evening Citizen Reported that J.P. won the first Richardson Creativity Award.

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. The girl 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.

Before climbing 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 provides visibility 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 in 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 won't 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, "Our 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 round 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.

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

December 27th, 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 sponsored propaganda. Block was teaching Americans to blame the mother first, then blame the child's weak constitution, but never blame 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 29th, 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**

Not long after I first arrived at Whittier/UC Child Care Center, probably around December 1966, Dr Jeanne Block approached me while I was playing in the Whittier/UC living room, on the west side of the building, and put a bunch of coins (hundreds of pennies, nickels, dimes and quarters) on a medium sized coffee table, about as high as my navel. Dr. Block then 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 do recall really, really enjoying the activity. None of the other kids were around.

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

In the coming pages you will 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.

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); about 50%, or 20 times Jewish Americans' US demographic representation. Although this is only seven people, the significance is magnified by the high percentage of Jewish people employed in America's many other IHDs -IHDs that engaged in dangerous research on Black and brown children. The fact that the Holocaust happened only 25 years earlier deepens the horror.

Hateful lunatics should not use this to scapegoat Jewish people. There's blame for all. The point is to learn, talk, demand better of ourselves, and progress forward.

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. Initially only available in California -where I and my sister happened to attend a UC nursery school that loved to test toddler IQs.

March 15th, 1967, a front-page story in the Lake Elsinore Valley Sun-Tribune, titled “Trtan Heads Conference In San Francisco,” explained that the 18th annual California Psychologists and Psychometrist Pre-Conference professional institute would be held on March 15th, 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, it does not seem to have been widely available until, 1971, because, after 1967, the WPPSI was not mentioned in newsprint again until 1969, and then not again until 1971.

Gardner Ties to WPPSI & Psychological Corporation. The Psychological Corporation was a company connected to the Carnegie Corporation. March 6th, 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 Unprecedented

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. I suspect she scored in the 175 range (I’ll explain this estimate soon).

This was very exciting news –at least for good-hearted 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 shadows of UC Berkeley’s halls.

I’m confident my sister’s IQ, and mine, were thoroughly tested by January or February, 1967, because of several lateral indicators, the sudden release of the WPPSI in January 1967, a March 1967 story about a boy wearing an “actometer,” Jeanne Block’s meteoric rise to fame in the spring of 1967, etc.

My IQ Score Is Also Unprecedented

After seeing Ruthie bury the IQ needle, at 3½ 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 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 that researchers gave 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 probably 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 20 points higher than mine (my short-term item recall wasn't so great). 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 the color of my skin, my IQ wasn't a product of my effort. So how can I be proud or ashamed of it? Besides, I've known too many high-IQ people. From that experience, in America, IQ is grossly overrated. IQ might give you a few more career options; otherwise, high IQ people make the same bad decisions as everyone else, only a fraction of a second faster.



Dr. Jeanne Block: "We ask a woman to settle for less than she can be"

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Above: Dr. Jeanne Block, 1970.

Dr. Block Gave Me the WPPSI

Although the WPPSI was unknown in January 1967, and only available in California, Dr. Jeanne Block 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 cited the WPPSI in their first professional study pertaining to pre-school IQs, "Some Misgivings about the Matching Familiar Figure Test as a Measure of Reflection-Impulsivity" (see pages 12, 13, 14, 16). And in their 1983 study on *predicting creativity*: "Predicting Creativity in Preadolescence From Divergent Thinking in Early Childhood." On page 4 (612), first paragraph, 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." Dr. Block then says she gave the kids the WPPSI.

Again, the WPPSI was for 4-year olds, so it's possible that Block didn't give me the WPPSI until 1968, but I think she gave me the WPPSI in 1967.

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 UC Child Care Center (AKA 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, and it's not clear that any of them ever attended a UC IHD nursery.

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 three years old for 9 months in 1968, and Jeanne Block was my nursery teacher, and I attended UC's Child Care Center; so 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 IHD nurseries.

The Blocks' Research Required the Observational Input of Many Teachers

By reading Dr. Jeanne Block's studies you learn she (and her husband) contacted the new teachers of their former nursery school students, and most of the nursery students were not knowingly involved in the research after they left the UC nurseries and schools. The Blocks explained that by the time the

nursery children were 11, the kids were in many different schools, and the 69 to 75 teachers were involved in supplying the Blocks with observational data.

BUSD President Creates a Shell Company

February 13th, 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 17th, 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 13th, 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 Nation, 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's IQ 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 years, but the system was to mention 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 usually 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 UC's IHD.

The reason for the coded communication system was UC's IHD was engaged in illegal activity (primarily, UC's IHD was involved in research intended to reduce children's IQs; secondarily, UC's IHD agreed to suppress information from my mother about the IQs of her children).

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

January 20th, 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 25th, 1967, The Edwardsville Intelligencer and many other papers reported Kerr had been hired by the Carnegie Corporation. Kerr then lead the Carnegie Commission on Higher Education, until 1973 – when he became chairman 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 28th, 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 were 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 7th, 1967, Corpus Christi Times, page 10.)

The actometer stories stops running in August 1967.

**Jeanne Block is Published In Many
Outlets (In Cryptic, Often 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 9th, 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 1st, 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 school district thought we still lived at Savo Island?

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 grossly skewed, involve only children, and include no minority testers.



After No Action for 16 months, Suddenly BUSD Moves to Accelerate Integration, via “Reverse Busing” White Kids -In Elementary Schools

April 5th, 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 19th, 1967, an Oakland Tribune article on page E 37, titled “Berkeley Integration Goal,” detailed the speeding 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 Dead

May 3rd, 1967, the page 17 Oakland Tribune story, titled “Reverse Busing Unfeasible,” detailed Superintendent Sullivan’s reasons from retreating from integrating Berkeley Schools.

BUSD Asks to BUY SAVO ISLAND

That’s right. May 5th, 1967, page 54 of the Oakland Tribune buried the news at the end of an article titled “Board Gives West Berkeley Duplex Zoning.” The final two paragraphs explain that the Berkeley Unified School District had asked to purchase one block (3.6 acres) of the Savo Island housing units (bounded by Grove, Ward and Milvia). That’s our house. The article said the BUSD intended to buy the entire 13 acre complex soon. BUSD claimed they hope to use the property to create a pre-school through 2nd grade school, etc.

A Rambling Report on UC Berkeley & Rockefeller’s Fight Against Measles, Mumps, Chicken Pox

May 15th, 1967, The Napa Valley Register ran a strange, rambling and semi-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), under the title: “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 seemingly celebrating 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.”

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 9th, 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 20th 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 “Activists 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 encapsulates my mother’s college studies and core values:

“Small Minority

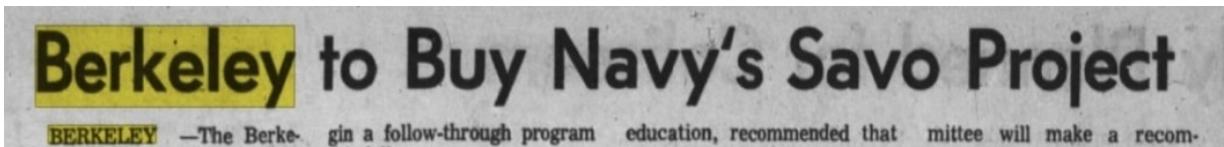
“Activists tend to be a small minority even on the most protest-prone campus. Nevertheless, researchers report that they have a wide impact.

“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.

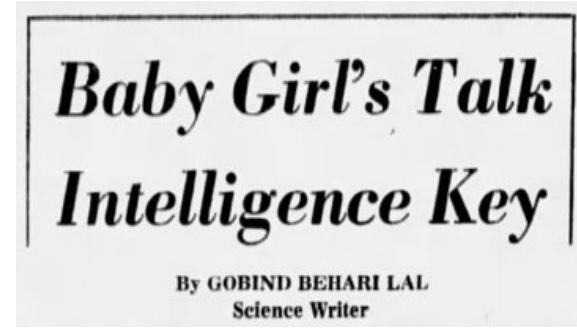
**BERKELEY SCHOOLS BUYS SAVO
ISLAND! And Suddenly Wanted to
Integrate Kindergarten & Nursery Schools!**



June 30th, 1967, under a page 18 title “Berkeley to Buy Navy’s Savo Project,” the Oakland Tribune reported that 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**.

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



July 21st, 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 children as young as 2 or 3 years old. The story carried far more widely than all of Bayley’s previous longitudinal stories. In fact, in 39 years, only two of Bayley’s stories carried as widely as this 1967 story: 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 23rd, 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” because 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 23rd, 1967 Cincinnati Enquirer report on Nancy Bayley's decry 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 did 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-yi 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 IQs 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 that Bayley's July 21st, 1967 metrics are based on my sister's performance in January, you might wonder about the 5 or 6 months publication delay. This is explained in one of the "mystery questions" that concludes this Act

(Hint: the delay is related to Jeanne and Jack Block.)

Reverse Engineering

Earlier we learned how, 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 constructed profiles on my sister and me.

parents in University Village. Each participating parent must spend one session a week working at the school and attend one evening study session weekly.	Care Center, children and parents are expected to participate in limited degree in a research program conducted by the Institute of Human Development.
At the University's Child	

Above: A Oakland Tribune article from September 21st, 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 21st, 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 it's 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”s Master Teacher

The July 21st, 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 master teacher, who teaches other teachers or student-teachers. Dr. Jeanne Block was the master teacher (Specialist) of my nursery school, U.C. Child Care Center (AKA Whittier Child Care Center).

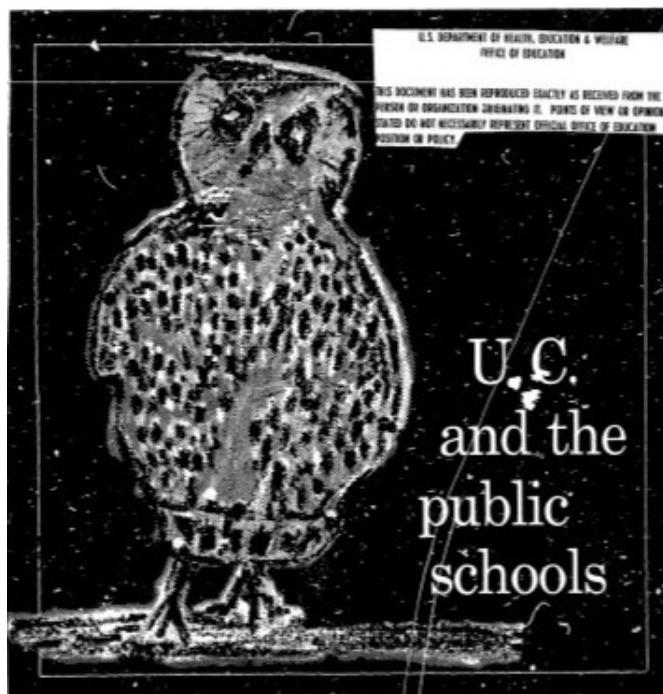
ad- Sincerely yours, dit
ily, JEANNE BLOCK par
heir Specialist wh

**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 the full breadth of this booklet and the very evil scheme by the end of this Act –if you can’t solve mystery, and see the well-hidden crimes in plain sight.)

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; revealed 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 mentioned 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 instructed that such methods were not good (see September 28th, 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 there was any question or possibility that a child’s “zest, creativity, and self-confidence resourcefulness” might be squelched, any decent person would have shut down the program immediately.

Best practices were known to UC and the BUSD for 50 years. And UC knew children’s IQs could be reduced with “highly directed” group learning activities 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

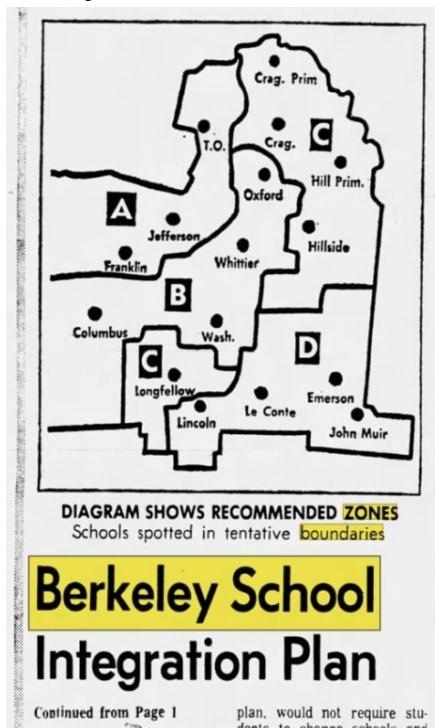
September 6th, 1967, page 17 of the Oakland Tribune announced Dr. Donald MacKinnon won a \$5,000 award from the American Psychological Society, for the "Richardson Creativity Award."

Busing Will Go Both Ways in Berkeley

October 4th, 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 Reveals the Crazy New Elementary School District Map; Savo Island Is Now In Whittier Dist.

October 4th, 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
Whittier/U.C. Nursery, BUSD Made
Whittier Elementary the Only School
For Preschool-Age (2-4-years) Kids**

Immediately after my sister and I tested very 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, UC Child Care Center (also called Whittier Nursery, etc.). We know this policy was implemented in the fall 1967 school year because it is proposed in the retroactive Master Plan, which will be revealed in October 1967. We also know this because on January 14th, 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; we also know because Whittier Elementary is the only UC laboratory school (Washington, Columbus/Longfellow, Whittier) that had a nursery school. The 8th paragraph of the January 14th, 1971 Oakland Tribune article explained the Early Childhood Education program was implemented four years earlier (fall, 1967):

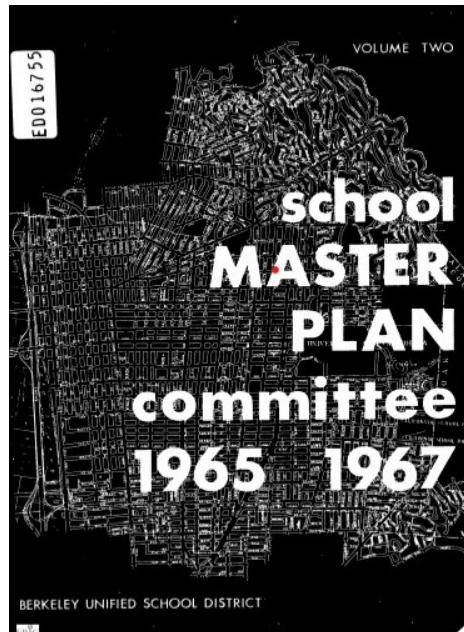
"The Early Childhood program in its fourth year and U.C. is recruiting now for next fall."

**THE BERKELEY SCHOOL DISTRICT
REVEALS ITS "MASTER PLAN"**

After over two years of anticipation, October 17th, 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.

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 recommendations and changes:

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 and 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), and used that definition to put genius (very high IQ) Black students under the “Special Education” umbrella (along with students with profound learning impairments). 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."

4. "High Potential" (high IQ) Blacks were placed under the "Special Education" department. (Master Plan, page II-13, II-14, II-24 #1)
- Thus, Black students with extremely high IQs were grouped with students 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, the 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.
 - This meant that no matter where my family moved in Berkeley, the only BUSD school where my mother could get 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."
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 included countless recommendations that benefitted University of California. 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” White families could place their kids in the new anonymous nurseries; but Black families had to send their children to the giant “West Berkeley Children’s Center,” where their children were warehoused with 75 other toddlers.

Big Reveal

The Reason These Powerful People Tried to Hurt Me and My Sister Is Buried On Page II-6 of The “Master Plan” (Vol. I)

The reason John W Gardner and his army of mad scientist and disgruntled professors at University of California were consumed with me is written in the Master Plan, Volume I. Inside the “school MASTER PLAN committee, Volume I” (AKA the “Master Plan, Volume I”), on page II-6 (or 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 Gardner-financed 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 that Negro boy who had the single highest test performance.

I may have had the highest performance on the WPPSI (designed for 4-year-olds), but I don't think so. I suspect my sister had the highest WPPSI score, and probably the highest, or among the highest, on any conventional IQ test she would have taken. I'm sure I had a very high conventional IQ, maybe not too far below my sister's. But I believe I set “the highest single test performance” record on a creative IQ test; maybe a composite creative test, or a hybrid test (combining conventional and creative IQ testing).

Chapter Notes:

By 1963, Berkeley had never tested their Black students' IQs, and in 1963, they only tested the IQs of a few Black kids at two junior highs. So in 1967, there weren't many “Negro boys” in Berkeley who had ever had an IQ test.

Carol Sibley's Texas shell shows pronounced signs of fraud. The most obvious 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 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.

CHAPTER SIX

Resilient

1968

Berkeley Announces Integration Plan

January 17th, 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 25th, 1968, page 3 ES, the Oakland Tribune reported John W Gardner resignation from the Johnson White House.

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

Against Teachers, BUSD Says Whittier Will Remain A Lab School; Jerome Gilbert Is Named Whittier’s New Principal

February 9th, 1968, the Oakland Tribune (page 26), in an article titled “Berkeley Lab Schools’ Locations Are Shifted” discretely reported two key events”

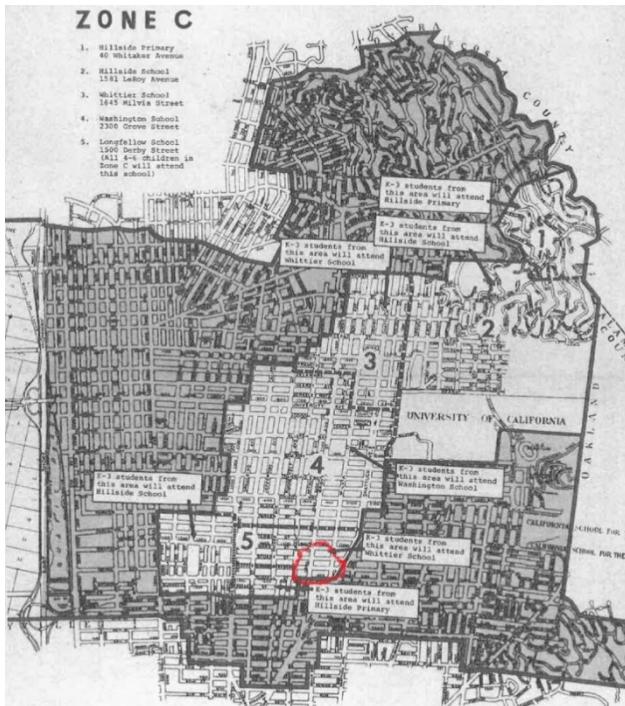
1. UC’s and the BUSD’s laboratory teaching staff (specialized teaching staff, working at Whittier, Washington and Columbus elementary schools) recommended that the laboratory programs be moved out of Whittier, Washington and Columbus, because they “are inadequate for the large numbers of visitors and UC students and instructors involved in the

program"). The Berkeley Board of Education refused to move the laboratory programs out of Whittier and Washington, but they agreed to move Columbus's program to Longfellow Elementary.

2. The article announced that Dr. Jerome Gilbert (Principal of Columbus Elementary) would leave Columbus to become Principal of the Whittier Elementary Laboratory School (which, in the late 1960s, was called the Whittier Elementary Early Childhood Education Complex, or the Whittier ECE Complex, because it housed Whittier Child Care Center).

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 began kindergarten at Whittier Elementary. Rather, she'd have Principal Jerome Gilbert.

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

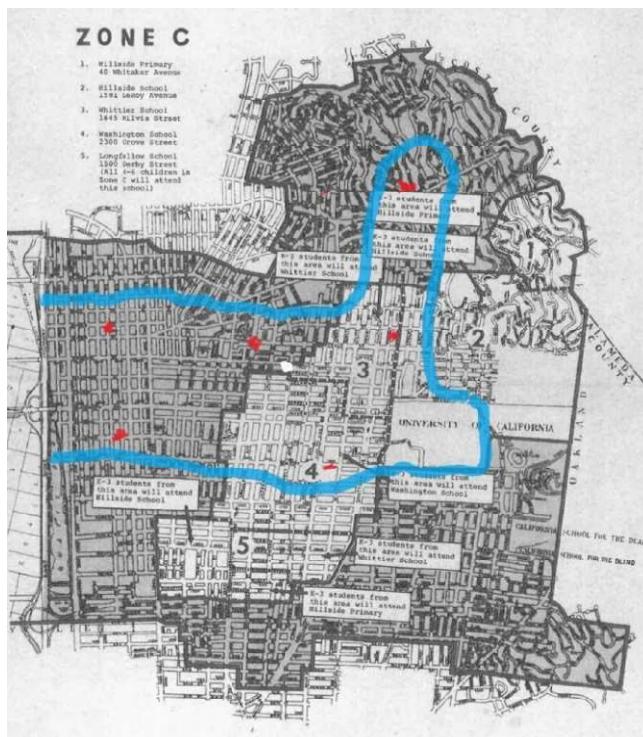


Above: In early 1968, the new Whittier Elementary school district (light gray) stretched from the north side of Berkeley (top) to my family's house on the south side, in Savo Island (circled in red).

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" (overlays 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 that 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.

My Family Moves to Bancroft Way

April 1968, my mother, sister and I moved to 1018 Bancroft, the west-most unit of a comfortable duplex at the intersection of Tenth and Bancroft. The young couple in the other unit, Joe and Maxine Shapiro, at the time, had two children, boys, a 2.5 year-year-old, and 1.5-year-old. Maxine soon became my mother’s closest friend, and Joe and Maxine’s sons became my lifelong friends. My sister and I soon began to visit the Shapiros daily, often day and night. I believe Joe Shapiro’s father, Carl Shapiro, or Carl’s brother Victor, or

Car's father David Shapiro, owned the duplex. Our new house on Bancroft Way was not in the Whittier school district. Fortunately, the new Master Plan decreed that all preschool age kids would attend Whittier.



Above: A photo of our house on Bancroft Way, Berkeley (the right duplex unit), as it looks today. (Photo from Google Maps)

**Nancy Bayley's "Bayley Scales"
Are Announced (And They Conform
My Sister's Milestones)**

June 2nd, 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."

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 (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 standard "Bayley Scale" for high IQ baby girls, says Bayley had never encountered any 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 16th, 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 Heavy Doses of Ritalin to a HYPERACTIVE Boy, Who Wears an Actometer and Had Severe PNEUMONIA When He Was a Baby

The word "actometer" disappeared from newsprint in August 1967, but reappeared 14 months later, October 1st, 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 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 which used psychotropic medication, Ritalin does not increase intellect; it reduces all activity and makes children much duller.) 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 using her platform to confirm reports that researchers were now using Ritalin on the hyperactive boy, who had severe pneumonia when he was a baby (this very specific child is me). The word "actometer" does not appear again in US newsprint for another 14 months, until 1970.

Mom Meets My Soon-To-Be 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. As I recall, 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 the best friend of Joe Shapiro, our neighbor. Upon meeting the man, Ruthie interviewed him, the way a brilliant 5-year-old might, and determined he was a perfect suitor for our mom.

The man's name was Dennis Wilson. He began dating my mom immediately and moved in with my family about two weeks later –about the 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.

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.

1969

Whittier Recommends That My Mom Consider Giving Me Ritalin

Sometime between 1968 and 1969, Whittier/UC Child Care Center informed my mom that I was the most active child they had ever had. Between 1968 and 1969, someone at Whittier suggested that my mom consider putting me on the drug Ritalin, for my hyperactivity. Not long after that suggestion, 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.

L.A. Bans IQ Testing, Allegedly to Prevent Children from Being Labeled Unintelligent (Due to Language Barriers)

January 31st, 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.

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.

Arthur Jensen Declares the Difference In White & Black IQ Scores Is Genetic

February 6th, 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 declares 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. [Jensen is the U.C. education professor and psychologist who was most quoted in U.C.'s sinister publications "U.S. and the Public Schools" and "Different but Equal."]

The front-page Oakland Tribune coverage of this story (February 6th, 1969) explains that 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 offer basic details such as if the students were given the same tests, or explain how the children were selected. Most outrageously, Jensen just manufactures a statistic and says the average IQ of Whites is 100 and the average IQ of Blacks is 85. No such national average IQ estimate for Blacks existed.

But this whole uproar is a prelude to a 3-year campaign to ban IQ testing in California schools.

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 (and without any prep school, etc), 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 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 the lunatics at UC's Institute of Human Development – unless something happened and we moved into the Whittier district...

That's when it happened.

Around April 1969, my family suddenly had to move out of our home at 1018 Bancroft Way, because Joe and Maxine Shapiro decided to borrow from Carl Shapiro and buy a 500 acre piece of land, with two semi-sound living units on it, in Hopland, California. Thus, the house on Bancroft had to be sold.

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. We were outside of the Berkeley Unified School District. 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.



- June 6th, 1969, Milton Friedman created a Florida shell company called "Quigley Land Corporation."
- June 17th, 1969, Carl Shapiro formed a Florida shell company, "Houston Motor Lodges, Inc.," with his brother Victor, and father David Shapiro.

I suspect someone connected with UC or the Berkeley Unified School District, approached Carl Shapiro and paid him to sell the house, to get my family out of that neighborhood. I also believe Carl, acting for another party, paid my stepdad to move somewhere where my sister and I could still attend Whittier. I am sure Joe and Maxine Shapiro knew nothing anything about this.

This is just conjecture. The Bancroft house selling is not important to the story. All that matters is that in the fall, Ruthie and I returned to Whittier Elementary. But it is curious that the Bancroft house sold, when it did. If it hadn't, my sister and I would have been Cragmont students in the fall.

In the end, in the 1969 to 1970 school year, my sister and I attended Whittier Elementary.

Things would get much more dangerous in 1970.

California Board of Education Votes To Study IQ Test Complaints

April 11th, 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.

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 only interest in giving IQ tests to toddler's enrolled in Head Start was to help Gardner make certain that these babies' IQs were being reduced.

Wechsler Asks Early Psychological Exams

By JANE EVINGER
Advertiser Education Writer

All children should be given individual pre-school psychological examinations, just as they now routinely are required to have pre-school physical examinations.

That's the belief of Dr. David Wechsler, one of the giants in the field of intelligence testing.

It was Wechsler who in 1944 developed the first fair "I.Q." test for adults. A milestone, the test is now used all over the world, and has been translated into countless languages including Persian, the latest.

The psychologist has since developed the 1949 Wechsler



WECHSLER.

children are handicapped, but in this case the psychologist who administers the test should know this" and take it into consideration, Wechsler said.

This is one of the reasons that he has designed all of his tests to be given only to one person at a time by a psychologist, rather than in large groups.

That way, "an examiner always sees what is in front of him. If a child breaks his pencil or has to go to the bathroom, he knows. And if a child is under stress, the test should be given another day."

Despite a recent rash of reports of I.Q.'s changing drastically within a few years.

**I Graduate From
Whittier/UC Child Care Center
& Advance to Whittier Elementary**

June 1969, I graduated from Whittier Children's Center. In the fall I started kindergarten at Whittier Elementary.

**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/UC Child Care Center and moved on to Whittier Elementary). It is certain that Block continued to work for UC, as she worked on her longitudinal studies, but remaining in the nursery would only delay her research. Whittier/UC Child Care Center does not name a director in newsprint (or anywhere else) from the mid 1950s through 1969. But March 5th, 1970, The San Francisco Examiner (page 24) suddenly identified Hannah Sanders as the director. Sanders became the director after Dr. Jeanne Block stepped down.

1970

**Dr. MacKinnon Claims Moving From
Home to Home Is Linked to Creativity**

Four months into my kindergarten year at Whittier Elementary, January 7th, 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 16th, 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 was seemingly published to make it appear as if Jeanne Block worked at the Child Study Center. But, in fact, from 1966 to 1969, she worked at UC Child Care Center –not the Child Study Center.

There is no evidence that Dr. Jeanne Block ever 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. We also know because her longitudinal studies, involving me and the other 3-year olds in the IHD nurseries, began in 1968.

The March 16th, 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, like most mothers, would have agreed to allow her kids to be part of legitimate, conventional and safe research; but never to be used in random, dangerous experiments.

San Francisco Bans IQ Tests

June 19th, 1970, a Los Angeles Times story, captioned "IQ Tests Banned by S.F. School Board" cites a variety of reasons that 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. 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. After a few minutes I suggest we go into the garage and light some matches. They agree.

My dad'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 controlled 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.

The fire 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 and run up the rear staircase into Patty's bedroom. 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 she 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. My mom stood by me, to make sure the fireman wasn't too firm. I was more bothered by Mom looking worried than anything the fireman said. The image of Mom, worried and vulnerable, inspired me to not involve her any trouble I got into for the next decade.

Curiously, if you go through the Berkeley, Oakland and Eastbay newspapers from that era, you learn it was common to report on fires such as the one I caused. But somehow the Berkeley and Oakland press didn't see a story about three 5-year-olds burning and gutting the basement of a 3-story building, and torching a Jaguar and a motorcycle, as newsworthy.

**My Sister and I Get MEASLES
And MUMPS (and Chicken Pox);
Probability: 1 in 29,000,000**

In 1970, my sister, Ruthie, and I, both, had the mumps, measles and chicken pox. We had them all in a very concentrated period of 3 to 6 months, and we had them at the same time.

Everyone 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 5th, 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 21st, 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 you getting mumps in 1970 were 1 in 3,316.

May 11th, 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 mumps and measles were even more insane. But we contracted both, in 1970, while we were enrolled at Whittier Elementary.

My Mother Stops Working Outside of The House & Becomes a Housewife

In 1970, my mom stopped working outside of the house and became a housewife. I recall my mom saying a few times, after she married my dad stepdad, he asked her to stop working. This lasted a couple of years. Mom did the homemaker thing and simultaneously baked many loaves of bread in our house oven, about 5 days a week, and sold the loaves to a couple Berkeley bakeries. My mom makes the greatest bread.

Creepy Article Falsely Claims “Housewives Are More Intelligent,” Girls Respond Better to Hostile Treatment, And Women’s IQs Decline Before Men’s

November 30th, 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 6th, 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 better controlling 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’s IQ experienced some decline –due to UC’s various abuses. I suspect 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 180, even with a 26-point drop, she’d still be a solid genius, around 155, and still in the top IQ bracket.

1971

WHAT?! Wilson Riles Tells School Psychologists Not To Tell Parents Their Kids’ I.Q. Scores!

March 28th, 1971, an Oakland Tribune article, captioned “Psychologists Hear Riles,” reported California State School Superintendent Wilson Riles told a group of several hundred psychologists:

“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.’

**University of California Seeks
Early Childhood Ed Staff –Exclusively
For Whittier Pre-School & Kindergarten**

January 14th, 1971, the Oakland Tribune reported University of California was recruiting student-teachers for UC’s “Early Childhood Education” program, based exclusively at Whittier. The first two paragraphs explain:

““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....

““At Whittier,” says Dumas, “the student teacher is decidedly a part of the school community.””

The article shows UC was very aware of preschool best practices, as the writer explains:

““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.””

**Jeanne Block is Billed over Jean Piaget,
In a National TV Special About Children
(With a Highlighted Moment with a
Boy Warns Against Playing with Fire)**

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.



Photographer Erik Daarstad takes a close look at the face of a fascinated infant.

"Childhood: The Enchanted Years," the widely-acclaimed "GE Monogram Series" special which reports on the behavior of pre-school children—and on scientific studies designed to learn more about the meaning of that behavior—encores on NBC, Saturday, Aug. 21 at 7:30 PM.

Alexander Scourby is off-camera narrator for this MGM Documentary Department Production.

Major milestones in the development of a child—including the ability to use its hands, to walk, talk, perceive, reason—are studied via some of the more than 70,000 feet of film which was taken of 400 children. The tots provide many endearing and humorous moments as they cavort before the camera lens. Through special techniques, cameras simulate how the world may look to an infant.

Among the scientific studies which are touched upon in the program are those delving into speech development, temperament, the relationship of an infant to its mother previously-underestimated ability to react to the outside world, and a search for factors which lead to especially-competent personalities.

Scientists who appear on the program are: Drs. Jeanne Block and Wanda Bronson of the University of California; Drs. Jerome Kagan, Jerome Bruner and Burton White of Harvard; Dr. Margaret Bullowa of the Massachusetts Institute of Technology; Dr. Berry Brazelton, a pediatrician; and Dr. Jean Piaget, a Swiss psychologist. N

In August 1971, the TV special aired again. August 15th, 1971, The San Bernardino County Sun features advertisement for the show on page 21 (or 93). Once again, Dr. Block was billed above all of the other doctors, including Jean Piaget.

But the most curious promotional article about the national re-airing of "Childhood: The Enchanted Years" also came on August 15th, 1971, in The San Francisco Examiner, page 217, titled "The Slap That Begins the Remarkable Process of Life." 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 sounds 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:

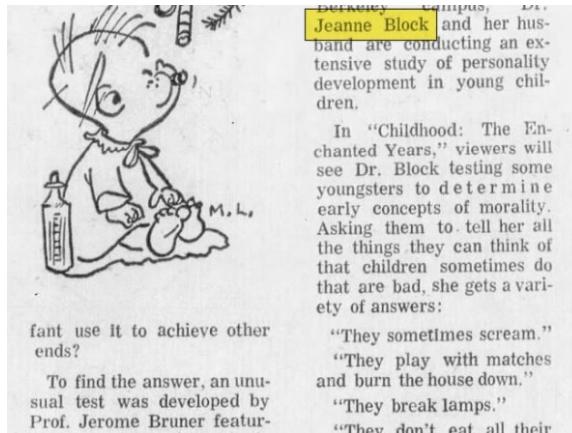
“They sometimes scream.”

“They play with matches and burn the house down.”

“They break lamps.”

“They don’t eat all their breakfast.”

“They kick.”



Carol Sibley & Arnold Grossberg Resign From the Berkeley Board Of Education

April 1971, alternating presidents and members of the Berkeley Board of Education, Carol Sibley and Arnold Grossberg resign from the Berkeley Board of Education. This was first reported January 6th, 1971, in the Oakland Tribune (page 6 E).

My Family Leaves Berkeley And Moves to Santa Rosa

June 1971, with my first grade year finished, my family moved away from Berkeley, to Santa Rosa.

- September 15th, 1971, Carl B Shapiro forms a Florida shell company called “Carmelita, Inc.,” with his brother, Victor Shapiro.
- May 24th, 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, 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 put her in a special education class. Ruthie thought it was her first encounter with racism.

Retrospectively, the reason Ruthie was placed in special education was because her transcripts from Whittier Elementary still had the “Special Education” designation. 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 everywhere else, just meant you had learning disabilities. I’m not sure when the “Special Education” designation was removed from my Whittier transcripts.

1972

**Black-White IQ Gap Doubles,
To 10 Points**

April 19, 1972, page 50 of The Morning News (Delaware) features a story “White-black IQ difference dashed in talk,” which claims the IQ gap had jumped to 10 points.

**Jeanne and Jack Block 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” 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 two 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, UC Child Care Center) where Jeanne Blocked worked, 1966 to 1969. But we know the UC Child Study 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.

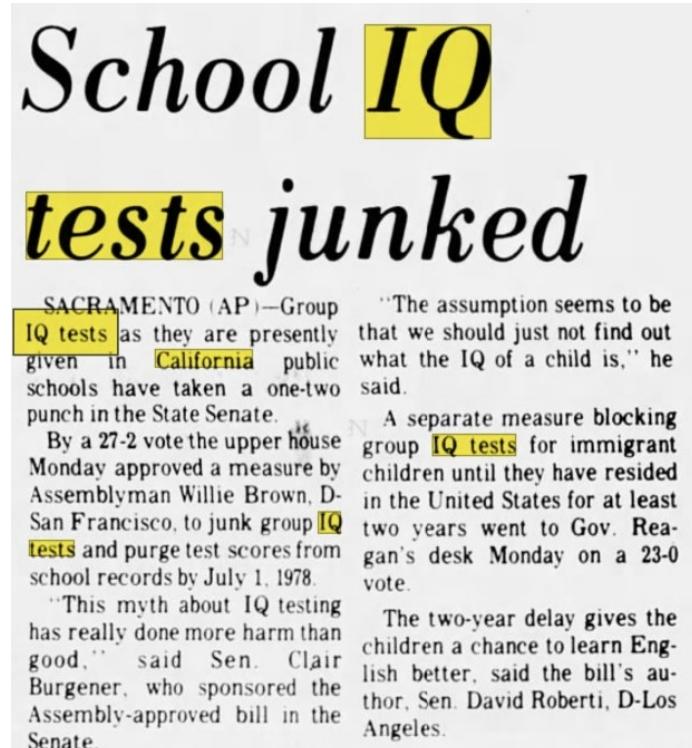
This study was published in *Developmental Psychology* in 1974, but the original typed study is dated by the National Institute of Mental Health (who funded the study) as published in 1972.

California Senate Bans School IQ Tests, In 27-2 Vote

July 31st, 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 support the ban –after John W Gardner invested millions of Carnegie dollars to improve IQ testing of children.

Why?



SACRAMENTO (AP)—Group IQ tests as they are presently given in California public schools have taken a one-two punch in the State Senate.

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.

"This myth about IQ testing has really done more harm than good," said Sen. Clair Burgener, who sponsored the Assembly-approved bill in the Senate.

"The assumption seems to be that we should just not find out what the IQ of a child is," he said.

A separate measure blocking group IQ tests for immigrant children until they have resided in the United States for at least two years went to Gov. Reagan's desk Monday on a 23-0 vote.

The two-year delay gives the children a chance to learn English better, said the bill's author, Sen. David Roberti, D-Los Angeles.

**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 1st, 1972, page 3 of the Times-Advocate (AKA “Daily Times-Advocate,” Escondito, 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 evolve into 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 can erase the records, but my sister and I tested the highest, by far, far and wide, in 1967 and 1968.

CHAPTER SEVEN

Loose Ends

1973

Berkeley Gazette Falsely Claims Blacks Gain in “Head Start”

April 13th, 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 my 3rd grade or early in 4th 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 six 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 2nd, 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 four aspects that cause me to believe my stepfather was the information 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 cringe. 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, the researchers at 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.

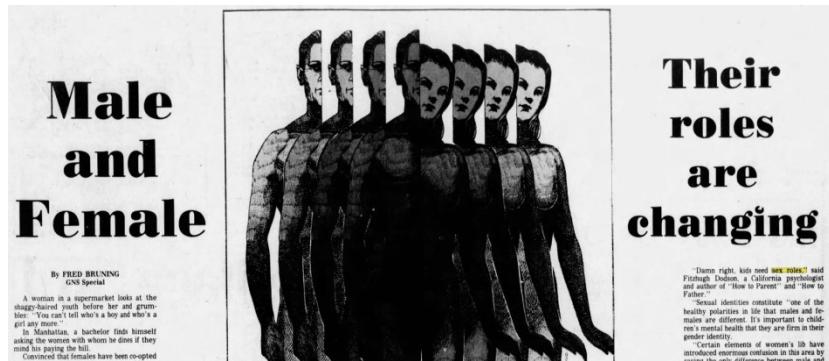
Two months after the article ran in the Berkeley Gazette, Carl Shapiro (a second father to my stepdad) created a new Florida Shell company.

1974

Carl Shapiro Creates 59th St. Shell

January 17th, 1974, Carl Shapiro created a Florida shell company called “59th Street Associates.”

Creepy, Widely Published Stories About Jeanne Block's "Sex Roles"



Above: The centerfold spread of a strange story, published July 11th, 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 8th, 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 equation, 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 10th year of decline, with 7 more years to go.

1976

Jeanne and Jack Block Publish a Study about Children 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 24 to 30 at Whittier/UC, so she would have had to include 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 school."

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 could have gotten a few 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 (which produced most of the Blocks study reports); 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 report my 5 and 6-year-old activities (namely, 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, if

you read they study, they describe the two boys as identical in every way except color. Although I have reasons to strongly dislike or hate 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 arsonists!

Wrong. They're both me.

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 6th, 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.

Jeanne and Jack Block Publish Their "Ego Control and "Ego Resilient" Study, Featuring 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."

1980

Black-White IQ Gap Widens To 12 Points

February 24th, 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; Feat. "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, for UC Berkeley. 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 30th, 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 psych-social development of boys and girls.

SAT Scores Fall For 17th Consecutive Year; Lowest Ever

U.S. Scholastic Achievement Test scores come in and they are down for a 17th consecutive year, to record new lows.

1981

Reagan Increases Head Start Spending, Cuts Welfare, Education

January 1981, after watching the IQ gap increase between Whites and Blacks, for almost a decade, Reagan INCREASED spending on Head Start (as reported Jan 31st, 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 28th, 1981).

Jeanne Block Dies

December 1981, Jeanne Block died of Cancer.

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.

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.).

ACT FOUR, IN SUM

In an earlier Act 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 pretty much 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 reminded me about the 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 that “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 four years old had nothing to do with some noble effort of a four-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. Not all American kids were so lucky.

There are demons among us.

CHAPTER EIGHT

SOLVE THE MYSTERIES!

Congratulations! You've reached the end of this Act.

When I started looking into Whittier/UC Child Care Center's history, after finding little on the internet (but fake and suspicious 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 –with matches. Of course, I started a house-fire, with matches, when I was five. Then I found a Jeanne Block study about highly creative ("divergent") kids, which contained detail that seemed related to me. All of Jeanne Block's child studies disclose that she gave all of the nursery children IQ tests (my class had an average IQ of about 117). 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 immediately knew it was the thing I was wore in a peculiar memory of my days at UC Child Care Center, 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 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 Joan Beck story was it carefully described a study that never happened. No such study was ever published. 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 UC Child Care Center).

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.

So... Two Joan Beck articles about studies on hyperactive boys, wearing actometers, but the studies never actually happened. 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.

April 1967, a month after the first Joan Beck story, Jeanne Block published a study on an "activist" personality, almost identical to my mother's.

Through all of this, I learned my old nursery school was run by UC's Institute of Human Development, who, in 1967 and 1968, released two Nancy Bayley reports about very verbal girls, just after my sister and I enrolled in UC Child Care Center. These Bayley stories were striking because they contained new "Bayley Scales" to identify high IQ girls, and the scales were virtually identical to my sister's milestones. I was certain the 1967 and 1968 Nancy Bayley stories were about Ruthie's IQ and her developmental history.

Along the way I learned about UC's history of testing infant IQs, and I learned the Berkeley Board of Education never tested Black students' IQs, except a small group of Black kids at two Berkeley junior highs, in 1963.

I started out with just a hunch that maybe my old nursery school sometimes did IQ testing. Before long, I knew: (1) UC's IHD (who ran the UC Child Care Center and the Child Study Center) 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 an unusually high IQ average, (4) most of Dr. Block's studies seemed to focus on me (and placed me in the highest IQ group). At that point, the earlier sections of this story, that hadn't made sense, made sense. I could finish my story. And once I found the Master Plan said the highest single IQ test performance was by a "Negro boy," that was just icing on the cake; spiking the ball.

But what about my sister's story?...

Time to solve the nine 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 fucking genius.

The nine mystery questions are:

MYSTERY QUESTION #1:

- 1. How Did University of California and the US Government Carry Out Domestic and International Genocide? Explain.**

MYSTERY QUESTION #3:

- 2. Did You Thread Together the Story Of How Two Brown Kids' IQ Scores Ended IQ Testing In California? Explain.**

MYSTERY QUESTION #3:

- 3. Do You Understand The Secret Significance of The July 21st, 1967, Nancy Bayley Story About Smart "Cooing" Little Girls?**

MYSTERY QUESTION #4:

- 4. How Did Dr. Jeanne Block and Her Husband Jack Block Become Celebrities After Giving Me And My Sister IQ Tests?**

MYSTERY QUESTION #5:

- 5. Why Did Gardner and the IHD React So Strongly Against the Idea of Two Smart Brown Kids?**

MYSTERY QUESTION #6:

- 6. Do You Understand Why University Of California & the BUSD Worked So Hard to Split the Harold E Jones Study Center Into Two Sites?**

MYSTERY QUESTION #7:

- 7. Why Do I Think My Sister Had the Higher IQ –And Likely Had the Highest Child IQ in the US?**

MYSTERY QUESTION #8:

- 8. Is There Evidence That UC Reduced My IQ?**

MYSTERY QUESTION #9:

- 9. What Is The Significance of "Hormones," And How Do We Know They Can Be Used To Reduce IQ?**

The solutions to the nine "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 that Black children are substantially more creative than White children.

In Gardner's new disinformation state, the story was silenced, and reported nowhere. Gardner appears to have mistakenly felt US Whites were too psychologically weak to accept that they were 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. 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 Republicans? 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.

Nope.

John W Gardner used the Trojan Horse strategy brilliantly, again and again, but, in sum, he was a hateful moron. His response to learning Blacks are more creative than Whites was to get hold 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, almost undetectable, torture...

Gardner's plan was launched in August 1964, when a psychologist named Susan M Ervin made an incredible discovery (although the actual discovery may have been made a year or two 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

that 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 a parent and a 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, 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 that University of California was enthusiastically involved in efforts to reduce the intellects of children because Berkeley’s 1967 publication “UC and the Public Schools” repeatedly discussed this goal, such as Peter B Lenrow gleefully wonders if a class full of “disadvantaged” preschoolers in the Child Study Center were harmed by the terrible practices UC researcher were using on the toddlers: “Did the highly directed teaching of **how to think** squelch some children’s zest, creativity, and **self-confident resourcefulness?**”

The two methods that Head Start used to permanently impair children’s cognition were so simple 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). These two methods to inflict brain damage 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.
 - From what I’ve read, Children can safely begin to learn a new language and/or Standard English when they’re 6 years old, or older.

2. Head Start uses group learning methods: children sit still and listen. This is the most damaging thing you can do to a child under 6 years old (especially under 4 years old). To develop healthy, smart, strong minds, children must be able to play freely (play is the most import ingredient), and they must have freedom to move, 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 Labor) 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 to them and telling them that their children will gain 16 to 20 IQ points), the US government initiated a domestic genocide against the children of Blacks and Latinos.

International Genocide. By exporting the teaching methods used in Head Start to South American nations and to Africa, the United States engaged in a clandestine international genocide campaign against children of Latin American 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.
- By 1994, the net average for Black American IQ had fallen 11 points, since Head Start was introduced in 1965.
- There is no best learning system for “disadvantaged” people, with another best learning system for “advantaged” people. There are just universal best practices for all children.
- No one should ever teach a child “how to think.” A school’s job is to allow each child to develop her/his own unique way of thinking.
- In 1967 “UC and the Public Schools” featured the passage, “Did the highly directed teaching of how to think squelch some children’s zest, creativity, and self-confident resourcefulness?” “Self-confident resourcefulness” is a hallmark of creative personalities. So this taunting passage, supports the idea that preschool-age Blacks were

targeted for intelligence reduction only because, in 1964, Ira Iscoe's research showed they were more creative than White kids.

Although I wasn't able to find the study, a study may exist that shows Latinos are also significantly more creative than Whites. I postulate this because the US sent most of their dangerous new "educational" systems to Latin American countries. I assume this was done because they were threatened by high creative IQ score discovered in Latino children.

MYSTERY QUESTION #2:

**Did You Thread Together the Story
Of How 2 Brown Kids' IQ Scores
Ended IQ Testing In California?
Explain.**

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 that was run by UC (not the unit run by the BUSD), 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 integrate more than 230 middle-school kids. With discord simmering, in late 1966, my sister and I began attending Whittier/UC Child Care Center.

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.

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 21st, 1967 report on verbal girl was based on my older sister's record-breaking conventional IQ score.

The reaction to our IQ scores was not good. Gardner and Rockefeller instructed UC's IHD to keep this information secret.

To suppress this information, John W Gardner and Nelson Rockefeller likely sent payments to the Berkeley Board of Education through the shell company that Carol Sibley's created February 17th, 1967, a month after UC's IHD gave my sister and me a series of IQ tests. Creepily, 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 cartoonishly evil. But that is 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 into delaying intellectual growth by using "highly directed teaching" of "how to think" and "systematically teaching nursery school children logical thinking," when these approaches were known to be harmful for decades. These approaches would be adopted by Head Start.

UC's Institute of Human Development, and other UC institutes, likely tried some of these tactics with my sister and me. UC may have had some minimal success, but most of our education happened when we outside of school, when we asked our mother about how the world worked and she gave us complex, layered answers, which invited new questions.

In April 1967, a few months after my sister and I recorded very high IQ scores, 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 busing changes and 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, they understood we had been kicked out of many apartments, because my mother had mixed 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). But if all schools were integrated, wherever my family wound up, the BUSD could get us bused wherever they wanted. There was also the possibility that, if we got kicked out of our house again, maybe we would leave the BUSD district.

Thus, on May 5th, 1967, Berkeley Unified School District moved to buy Savo Island, the housing project where my family lived (although they didn't

realize that 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 my family at Savo Island and in the Whittier Elementary school district, so they could continue to try to lower our IQs.

As a backup plan, the BUSD released its "Master Plan" in the fall of 1967 (although it went into effect months earlier). The Master Plans made UC Child Care Center, 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 attend Whittier/UC Child Care Center.

April 1968, my family moved to 1018 Bancroft Way, in Berkeley.

When Ruthie started Kindergarten, September 1968, the new school Principal, Jerome Gilbert, had one primary job related to my sister: keep the wrong people from giving her an IQ test (only select insiders knew she had the highest conventional IQ in Berkeley schools –maybe the nation).

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. As the end of the school year approached, so did my time in nursery school. 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 wanted me and my sister to attend Whittier Elementary, of course, because Whittier Elementary 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 17th, 1969, Carl Shapiro formed a shell company named "Houston Motor Lodges, Inc." I believe Carl's shell was created to receive payment for agreeing to sell the Bancroft duplex. I also suspect UC and the BUSD advised Carl to direct my stepdad, Dennis Wilson, where to move, so we could continue to attend Whittier. Because of a provision in the 1967 Master Plan, which allowed people living on the Oakland border to attend Berkeley schools, our new house on Colby Street, on the Oakland border, did the trick.

At that point, fall of 1969, when I started Whittier Elementary, Principal Jerome Gilbert had one job related to my sister and me: Keep the wrong people from testing our IQ. By the fall of 1969, Ruthie and I were an increasingly hard to manage problem for UC and the BUSD. When we were younger and attended Whittier/UC Child Care Center, 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 really had the highest IQs. This was problematic, because not all of BUSD's and UC's psychologist were part of the hateful subset connected to UC's Institute of Human Development and the Institute of Human Learning; many of Berkeley's and UC's school's psychologists were good-hearted, fair-minded people, happy to report that the kids with the highest IQs in Berkeley, in late 1969, happened to be Black (or brown).

But the problem with me and Ruthie being on top, again, was simple: for John W Gardner and America's powerful and stupid racists, it invited speculation that maybe mixed raced babies were substantially smarter than non-mixed kids. To Gardner and his people, this was intolerable.

Gardner's solution: **Hide the truth.**

But hiding the truth, in Berkeley, in 1969, was very hard to do, because of all of the IQ testing happening at Whittier Elementary.

In 1970, mumps and measles were both known to cause brain damage (although not very frequently). University of California first reported that 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 mumps and measles in 1970 were about 1 in 30,000,000.

In 1970, my sister and I got measles and mumps. More accurately: in 1970, in desperation, UC and the BUSD gave us mumps and measles. But horrifically, the way I read the coded report (Nov 30th, 1970, The Cincinnati Post), to some extent, UC's was able to reduce my sister's IQ. Because the article was released several months **after** we had measles and mumps, I think the diseases caused any IQ decline. Fortunately, my sister's IQ was absurdly high, so after a 15 to 25-point drop, she was still a genius, probably Mensa.

In October 1967, after my sister and I tested very high on various IQ tests, the BUSD "Master Plan" introduced new rules to gain access to sick kids; one plan sent a School Health officer to do house calls; another bizarre plan allowed very sick children in the Early Childhood system to go to UC Child Care Center, to be quarantined in a room away from the other kids (this happened to me numerous times). This was against all prior and subsequent best practices; sick kids should stay home. This indicates a premeditated plan to make me and my sister sick; this also shows UC and BUSD wanted access to us, while we were sick, to such an extent that they were willing to expose other children to serious illness.

By 1971, in Berkeley, was keeping my sister and me from getting our IQ tested, nigh impossible. UC and the BUSD just wanted my family to leave town.

Fortunately, around 1970, my parents began saving up to buy a place. My mom was a bread-baking housewife, so her contributions to the house were smaller. My stepdad explained, a few times, that he saved a fair amount and borrowed the rest from his parents. By "his parents" I think my he meant Carl Shapiro. I speculate this because my family moved to Santa Rosa in June of 1971, and a few months later, Carl Shapiro created a Florida shell "Carmelita, Inc." (September 15th, 1971). I suspect Carl was paid, via this shell, to get my family out of Berkeley, and Carl gave some of that payment to my stepdad.

- Carl Shapiro is almost irrelevant to the story. But he was a close family friend. The fact that he created 2 shells after the two occasions when my family relocated is curious, but possibly just coincidence.

In 1970, San Francisco banned IQ tests.

In 1971, California Superintendent of Schools, Wilson Riles, openly cajoled a group of several hundred psychologists NOT to tell parents what their students' IQs were.

Why did California go from Arthur R Jensen declaring Whites genetically more intelligent than Blacks, in 1969, to trying to end IQ tests in 1971?

Because two brown kids, in Berkeley, were on top of the heap.

Berkeley Board of Education presidents Arnold Grossberg and Carol Sibley stepped down from the Berkeley Board of Education in April 1971.

Just before the school year ended, May 24th, 1971, Berkeley schools' Superintendent, Neil A Sullivan, formed his only shell, "W. Sullivan Constr. Corp.", then left town and become the superintendent of Massachusetts.

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.

June 1971, my family moved from Berkeley to Santa Rosa, California.

July 31st, 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 also 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 in January or February of 1967 is the underlying impetus of the huge July 21st, 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 21st, 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 21st, 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 late 1966, John W Gardner and the cartel were in the process of transforming America into a disinformation-based de facto White supremacist state. In the wake of the Supreme Court's 1954 decision to desegregate American Schools, Gardner and other powerful racists pushed back against integration with falsified IQ stats, tailored to humiliate Blacks.

In the middle of this operation, my sister and I upended the IQ debate.

In the story timeline, I said Dr. Jeanne Block gave me and Ruthie IQ tests between December 1966 and February 1967. Since UC's Institute of Human Development and Nancy Bayley made no commentary about girls' IQs until July 21st, 1967, you might wonder about this delay. I believe Jeanne Block tried to release information about my sister's IQ and mine (at the time, in California, elementary schools, third grade and lower, were free to release IQ information). But John W Gardner and Nelson Rockefeller (who financed Block's research via UC's Institute of Human Development) did not want the public to know that two bi-racial toddlers had set new IQ records.

The Blocks were likely eager to publish, because publicity can become acclaim, and discovering a tandem of pint-sized geniuses would certainly give the Blocks publicity. But Gardner and Rockefeller didn't want that information released, ever, because the America Gardner had created was driven by hatred and deceit. Gardner riled up hatred by dehumanizing Blacks and portraying them, forever, as stupid, aggressive threats to America. If America knew there were cute brown kids out there, with ridiculously high IQs, maybe critical mass of Whites might stop hating and fearing Blacks. Then how would Gardner control the next election cycle? Compounding all of this was the miscegenation thing. My sister and I were mixed race. Again, Gardner and Rockefeller didn't want the public wondering if mixing races produces smarter babies.

So Gardner and the Rockefellers offered the Blocks some degree of celebrity (news coverage, money, TV shows) to stay silent about the bi-racial sibling geniuses. Thus, Jeanne Block's research on "Activists," girls who are "sex-typed," and "sex roles" all got undue media coverage. And, thus, in mid 1967, after Jeanne was featured in a few newspaper articles, and after she booked a few speaking dates and was on her way to some margin of celebrity,

Nancy Bayley and UC's IHD were allowed to report on the central subject of Block's earliest 1967 research: my sister Ruthie (although Bayley and the IHD could not mention Ruthie by name, of course, or reveal she was half Black).

In this scheme, the most important person not to tell was my mother.

The Blocks' studies don't mention my family, because psychology studies don't identify the subjects (if they did, Gardner would have suppressed that information). But there were insiders at various IHDs around the US, aware of, and interested in, my mother, sister and me. Because of that insider-interest, the Blocks focused their studies on characteristics clearly related to my family. When the Blocks speak of "activists" they're referring to my mother, Cecile Lusby. When they speak of very verbal girls or girls who are "sex-typed", they're referring to my sister, Morgan Marchbanks (called "Ruthie," long ago). When the Blocks discuss fire-setters, creativity, resilience ("resiliency"), hyperactivity or a child's nursery school activity level, the underlying subject is me.

NOTE: Blocks' "resiliency" research, in some cases, refers to, both, my sister and me, and in some cases, not all, subtextually relates to our reaction to and recovery from mumps and measles, and other hostilities.

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 (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 UC Child Care Center (Whittier nursery).

The fact that my sister and I tested higher than the other kids may have infuriated racists, but it pointed to bigger problem for White supremacists: The probability that the first two Black kids to randomly wander into Whittier/UC 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. 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 the 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 (later renamed the Harold E Jones Child Study Center) into two locations: one unit at the Child Study Center, the other at UC Child Care Center –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 article about the UC Child Care Center (at Whittier) 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 UC was using the children in harmful research studies.

But why the split? I believe UC orchestrated “trading” spaces with BUSD (splitting the HEJ 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-old.

Bonus. Another advantage of splitting the HEJ Child Study Center into two locations was it gave UC observational access (via the Study Center's central observation hall) to the children in the BUSD Child Study Center unit, which expanded UC's research options.

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 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 2nd, 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.

Consequently, UC infected my sister with mumps and measles (known to cause brain damage), and lowered her IQ, to some extent. "Proof" Ruthie was still a genius after the mumps and measles attack is the fact that her BUSD school file was still designated "Special Ed" when we moved to Santa Rosa. 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 University of California 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 that, after UC and BUSD reduced my IQ, I was never able to reproduce or match my original IQ score on that test?

MYSTERY QUESTION #9:

What Is The Significance of "Hormones," And How Do We Know They Can Be Used To Reduce IQ?

Solution

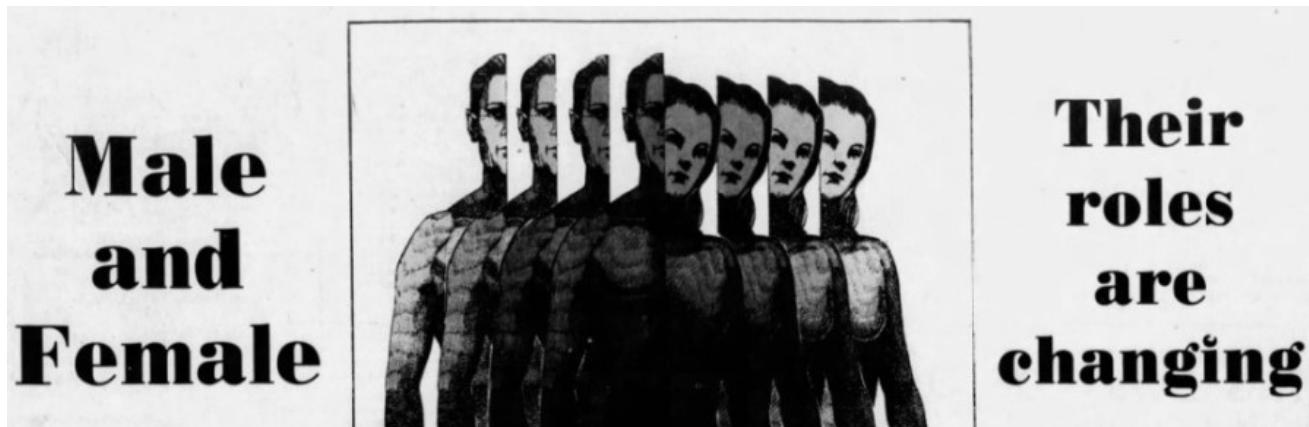
On July 21, 1967, in the SF Examiner coverage of the Nancy Bayley story that "cooing" baby girls have high IQs, Gobind Behari Lal made some odd remarks about hormones and "homeostatsis." In 1960, UC Institute of Human Development announced they would begin testing of the effects of sex hormones on brain activity. We know introducing the wrong sex hormones, particularly into a girl, might be an effective way to reduce IQ, because the July 23rd, 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.”

Thus, if early language and brain development is connected to “sex difference,” if someone were to give 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 probably bad for the brain development of young boys.

UC’s and the BUSD’s first effort to reduce my IQ and my sister’s IQ failed; but it occurred in 1967, when UC’s Institute of Human Development gave us sex hormones (opposite to our native gender). I base this belief 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 “homeostasis” in his SF Examiner report of the Nancy Bayley story; (3) every year from 1967 to 1981, UC’s IHD released at least one coded, cryptic report about “sex roles.”



Nope. My sister doesn’t have elevated male hormones, and I don’t have elevated female hormones. 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 add absolute transparency to these practices, and add multiple layers of oversight (which should include multiple members of all racial groups, and explain how the possibility of corruption and human rights crimes are eliminated), these arrangements have an inherently evil appearance.

“Act Four” Notes:

UC’s history with Ritalin. Ritalin (methylphenidate hydrochloride) was first discovered around 1954. By 1957, Ritalin was linked to cheating in American collegiate competitive mile running. University of California was first connected to Ritalin in January 1966, when UC released reports that Ritalin had been used successfully to treat persistent hiccups.

The first news report indicating Ritalin helped reduce hyperactivity in children came in November 1968, in a national newsprint story by Joan Beck – based on false facts and based on a study that was never published –and apparently never conducted. Because Beck’s study showed adults using Ritalin on children, somewhere (and they were certainly not authorized to do so, otherwise the study would have been published and explained the strict oversight involved, and how the researchers obtained permission to use Ritalin on children), I am confident that I was the actual hyperactive child featured in Joan Beck’s 1968 hyperactivity study. I am also confident that the hyperactive little boy jumping around in his bed, in Joan Beck’s March 1967 story about bed-rest, was also me. I suspect Joan Beck’s March 1967 marked the beginning of UC’s experimentation with Ritalin on me. Perhaps the most persuasive evidence of this is the fact that while I was a student at UC Child Care Center, someone at the Center recommended that my mother look into giving me Ritalin. Around 2012, my mom wrote a memoir short story about this experience (but the short didn’t make the cut into her 2017 collected shorts, “Lullabies From Liberty Street”). My mom placed the story in the year 1969, my last year in Whittier/UC Child Care Center. (I believe UC began occasionally giving me Ritalin from early 1967 to 1969; but UC could not recommend it to my mother until Ritalin was formally recommended for hyperactivity. This did not happen until late 1968 or early 1969.)

In all of this, the biggest problem for UC is that they were involved in using Ritalin in January 1966, and they made recommendations that my mother put me on Ritalin in 1968 or 1969, but University of California did not go on the record as supporting Ritalin for treating hyperactive children until October 24th, 1970 (see the “Reno Gazette-Journal”, AKA “Reno Evening Gazette”, page 6). Four months later, UC was much more vocal in their advocacy of using Ritalin for treating hyperactivity in children, in “The Pocono Record, February 7th, 1971, page 7 (“Physicians leery of using amphetamines on children”). Thus, UC advocated that a mother put her child on a dangerous medication, 1 or 2 years before they were willing to publicly take that position.

This is magnitudes more disturbing understanding that April 23rd, 1968, The Galveston Daily News (page 1 B) reported amphetamine family drugs (specifically naming Ritalin) cause brain damage with extended use ("Continued use over an extended period of time may produce serious brain damage").

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, probably because of the creative IQ score I booked in 1967. It was Block's description of fire-setter(s) in her 1976 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. I liked and cared about my peers and was kind to them, so they liked me in return.) Most of the Blocks studies on children use a "Q-sort" or "Q-item" personality and behavioral 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 part of, in all of the Blocks' studies from 1974 forward.

Diana Baumrind. Just as Dr. Jeanne Block appears to praise my mother in all 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.

More weird articles. 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 3rd, 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 17th, 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).

My two favorite Jeanne Block memories...

The evidence indicates Jeanne Block knew what UC's IHD was doing to my sister and me, which is heartbreaking on a couple levels. 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. Jeanne Block's studies suggest she really liked me (but can you "like" someone if you let UC researchers give them drugs and sicknesses?). 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 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."

Screw 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 –but 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. We know they don't measure all the dimensions of creativity, and they also don't measure character, reliability, resolve, integrity, mercy, work ethic, compassion, kindness, honesty, leadership, moral fiber, empathy, determination, poise, trustworthiness, evil, deceit, psychopathy...