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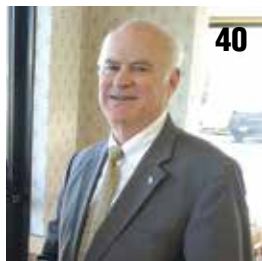
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Battle Over Education

"The common [public] school is the institution which can receive and train up children in the elements of all good knowledge and of virtue," claimed Horace Mann in 1841. Mann was so instrumental in launching America's public-school system that he became known as the "Father of Public Education." Needless to say, he was proud of his creation. "This institution is the greatest discovery ever made by man," he boasted.

Is it, really? Mann forecasted: "Let the common school be expanded to its capabilities, let it be worked with the efficiency of which it is susceptible, and nine-tenths of the crimes in the penal code would be obsolete: the long catalogue of human ills would be abridged: men would walk more safely by day: every pillow would be more inviolable by night: property, life and character held by a stronger tenure: all rational hopes respecting the future brightened." That was the world that was promised by Mann and other champions of the public-school system, but that is not the world we live in today. Not only has the penal code not been rendered "obsolete," but the schools themselves are by no means sanctuaries from violent behavior.

Of course, common sense should inform us that human beings, because of our flawed nature, cannot be perfected to the point where "the penal code would be obsolete," no matter how great the institution entrusted with performing this task may be. But is this what we want the public (read: *government*) schools doing? And how can they even provide sound moral instruction when God is expelled from the classroom? Can morality be taught in the absence of teaching about God and his commandments? And even if it could, should we be comfortable entrusting this task to government?

The article entitled "Government Schools Are Sexualizing, Perverting, and Confusing Children" (page 11) shows that public schools, far from assisting parents with the moral instruction of

their children, are actually contributing to the corruption of minors. Another article, "Insanity in the Classroom: Government Schools Today" (page 15), shows that the corruption now being inflicted by public schools is not just moral but also academic.

"Would you send your child into a building knowing that it was on fire?" ask Alex Newman and Dr. Duke Pesta, who wrote "Insanity in the Classroom" as well as other articles in this special report. "Of course not, but many parents are not aware that government schools are indeed on fire, figuratively speaking."

To put out the fire, THE NEW AMERICAN and its parent organization, The John Birch Society, have long recommended separating school and state, and returning our country to the private education (homeschooling and private church-based schools) that was the norm prior to the advent of the public-school system. Accomplishing this would mean that billions and billions of dollars now spent on public schooling would remain in the pockets of taxpayers, who could then use that money to educate their own children, or to support the education of other children. The task is admittedly gargantuan, but it can be done.

But how about the tens of millions of kids who are in public-school classrooms today? In this special report, we recommend that parents do what they can to get their children out of the public schools — and we explain *why*.

One of the many alternatives is the JBS- and TNA-affiliated online school FreedomProject Academy, which provided the inspiration and planning for this special report, principally through Dr. Pesta (FPA's academic director) and Mr. Newman (an FPA teacher). To learn more about FPA's great work, see page 42.

We ask that you read this report cover to cover to decide for yourselves the extent to which the public schools are on fire and what needs to be done. ■

— GARY BENOIT



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A world of fear: An eight-year-old girl at her public school's Family Science Night looks at a Magic Planet Digital Globe that uses animations to scare children about alleged man-made global warming.

OUR RESCUING CHILDREN

The education fight — between those who want to provide solid schooling in the three R's and other subjects and those who want to change kids' core beliefs — is culminating.

by Alex Newman

There is a silent struggle raging right now upon which the future of America and her liberties depends — literally. At its core, the struggle revolves around who will be responsible for children and their upbringing. Ultimately, there are only two options: parents or government. Right now, government appears to be winning. It is gaining ground with each passing generation, and with each passing day, through the public education system. But if luminaries of the Left get their way, this is only the beginning. The end goal goes far beyond education and touches every aspect of life.

More than 20 years ago, Hillary Clinton published a book called *It Takes a Village*. The key takeaway from the book is that the raising of children needs to be viewed

as a collective responsibility, and that the government must take a much more active role. More recently, MSNBC host Melissa Harris-Perry did a segment going even further. “We have to break through our private idea that kids belong to their parents or kids belong to their families, and recognize that kids belong to whole communities,” she said, calling for the rearing of children to be “everybody’s responsibility and not just the household’s.” The year before that, U.S. Secretary of Education Arne Duncan proposed government boarding schools, saying there are “certain kids we should have 24/7.”

Of course, the idea is not new. In 1932, American Communist Party leader William Z. Foster, in his book *Toward Soviet America*, outlined similar goals. “Among the elementary measures the American Soviet government will adopt to further

the cultural revolution are the following: the schools, colleges and universities will be coordinated and grouped under the National Department of Education and its state and local branches,” he wrote. “The studies will be revolutionized, being cleansed of religious, patriotic and other features of the bourgeois ideology. The students will be taught on the basis of Marxian dialectical materialism, internationalism and the general ethics of the new Socialist society.”

Indeed, dictators have long understood that shaping the minds of children is the surest method of keeping power. As National Socialist (Nazi) tyrant Adolf Hitler put it, “He alone, who owns the youth, gains the future.” It is almost self-evident that anyone interested in subverting freedom in the United States and worldwide would use education as a means to that end. And that is exactly what is happening, as this special report will document beyond a shadow of a doubt.

The battle over education is about more than just whether children will be properly educated. Education, it turns out, is the secret weapon of those seeking to build what they frequently refer to in public as a New World Order. And they not only admit it, they boast of it in public. The very future of the United States as a free and self-governing republic hinges on the outcome of this battle. After all, if the overwhelming majority of children in the coming generations are sufficiently indoctrinated, every struggle between freedom and tyranny will eventually be lost. Every. Single. One.

Taxes will go up. Gun rights will be smashed. Tax-funded abortion will slaughter millions more children. Health-care will be totally taken over by government. Our nation’s independence will give way to globalism. Property rights will be superseded by the establishment’s vision of the “common good.” Biblical morality will be replaced. The United Nations will grow more and more powerful. Name your issue and realize that, if you stand for faith, family, and freedom, you are going

After all, if the overwhelming majority of children in the coming generations are sufficiently indoctrinated, every struggle between freedom and tyranny will eventually be lost. Every. Single. One.

to *lose* over the long run if totalitarians control the education of children.

And right now, they do. They don't even bother to hide it. That means almost 90 percent of American children are having their minds shaped by those who oppose God, individual freedom, and self-government. As this magazine will show, even if the totalitarians are only successful in indoctrinating most of their victims, there will be no future for liberty and constitutional self-government in America. And thus, education becomes perhaps the single most important political issue in America today.

The Agenda: Sustainable Socialism

In 1990, amid the U.S. invasion of Iraq, then-President George H.W. Bush spoke publicly of what he called a "New World Order." As part of this order, Bush told America that a "credible United Nations" would use its "peacekeeping role" to "fulfill the promise and vision of the UN's founders." First, consider the fact that the UN's founders included Joseph Stalin, one of history's most brutal tyrants, as well as

his U.S. agent, convicted Soviet spy (and first UN Secretary-General) Alger Hiss. Then consider that the New World Order would be based on *their* vision, not the vision of America's Founding Fathers.

Driving God the Creator out of the public schools was crucial to this agenda. The U.S. Declaration of Independence states that inalienable rights come from the *Creator*, and that government exists to protect these God-given rights. The Founders did not view this as a religious issue, but as a "self-evident truth," as they put it. However, under the guise of "separation of church and state," this self-evident truth was gradually expelled from public schools, along with prayer and the Bible. Instead, children now learn to love the UN's "Universal Declaration of Human Rights," a document outlining revocable privileges that have no basis in a Creator.

Today, all manner of false religion is taught in school — particularly humanism (see page 21), and increasingly Islam, occultism, paganism, pantheism, atheism, and more. But the self-evident truth of a *Creator*

endowing people with inalienable rights is nowhere to be found. In fact, just mentioning the Creator of the Bible in a classroom can result in lawsuits and sanctions by rogue federal courts. Meanwhile, children are bombarded with propaganda claiming "science" supposedly proves there is no Creator, and that they evolved by chance from apes that came from primordial soup over millions or billions of years. No alternative explanations are allowed.

There are many other weapons being used to bring about the agenda of the New World Order celebrated by Bush, President Bill Clinton, billionaire George Soros, and so many other Deep State insiders. A key example is a UN document created in 1992 known as "UN Agenda 21: A Program of Action." Under the guise of pursuing "sustainable development" to "save the planet," the UN-backed ideology demands fewer people and less freedom. And President Bush signed this "mammoth agreement," as he put it in a public speech, while vowing that America would be "the world's preeminent leader in protecting the global environment." As this special report will show, this, too, is inextricably linked to education.

That same year, U.S. Representative Nancy Pelosi (D-Calif.) took to the floor of Congress to celebrate "the important work of the [UN] Earth Summit to develop its blueprint, Agenda 21, for global environmental action." She also promoted H. Con. Res. 353, which, as she explained, "outlines a comprehensive national strategy for sustainable development in accordance with the principles of Agenda 21." The next year, President Bill Clinton, who said in public that he agreed with Bush on the need for a New World Order, signed Executive Order 12852 creating the President's Council on Sustainable Development. This got the entire federal government involved in imposing Agenda 21-style policies on America.

In *AGENDA 21: The Earth Summit Strategy to Save Our Planet*, globalists made their ambitions plain. "AGENDA 21 proposes an array of actions which are intended to be implemented by *every person on Earth*," the document reads. (Emphasis added.) "Effective execution of AGENDA 21 will require a *profound reorientation of all human society, unlike anything the world has ever expe-*



President onboard: President George H.W. Bush, seen here with UN Secretary-General Javier Pérez de Cuéllar, was an advocate of a New World Order and UN Agenda 21, which uses education to transform humanity.

AP Images



rienced — a major shift in the priorities of both governments and individuals.... This shift will demand that a concern for the environmental consequences of every human action be integrated into individual and collective decision-making at every level.” Obviously, this is big: The UN literally considers the gas you exhale, carbon dioxide, to be pollution. And it goes way beyond just the “global environment.”

Another key tool is the UN Agenda 2030 “Sustainable Development Goals.” Like Agenda 21, the SDGs, as they are known, demand a fundamental transformation of society. The 17 goals include national and international wealth redistribution, government control over production and consumption, climate action, and much more. Agenda 2030 was dubbed a “master plan for humanity” by top UN bosses, and the mass-murdering dictatorship ruling over mainland China bragged that it played a “crucial role” in developing it. One Western leader eerily called it the next “Great Leap Forward.” Communist and Islamist dictators worldwide celebrated the plan.

The Tools: Indoctrination as Education

Of course, well-educated and patriotic Americans who value liberty would never accept a plan that surrenders freedom and sovereignty to the UN — especially when America already has among the cleanest environments and highest living standards anywhere. Those behind the UN schemes know that very well. And so both UN Agenda 21 and UN Agenda 2030 place

“education” at the heart of the plot. Indeed, both documents acknowledge that indoctrinating future generations is critical to advancing the UN’s vision for humanity.

In Agenda 2030, the document is explicit about the need to indoctrinate children. “Children and young women and men are *critical agents of change* and will find in the new Goals a platform to channel their infinite capacities for activism into the creation of a better world,” the agreement explains. (Emphasis added.) In Goal 4, which focuses exclusively on education, the agreement states that by 2030, governments must “ensure that all learners acquire the knowledge and skills needed to promote sustainable development.” It is not enough for the children just to submit to sustainable development — they must be so indoctrinated that they will *promote* it. The agreement, signed by Barack Obama, also mandates that children receive “education” (read: indoctrination) on everything from “gender equality” and “sustainable lifestyles” to “global citizenship” and “appreciation for diversity.”

Agenda 21 contains similar language in Chapter 36, which focuses on education. “Education is critical for promoting sustainable development,” the agreement reads, adding that “environmental and development education needs to be incorporated as an essential part of learning.” “Both formal and non-formal education are indispensable to changing people’s attitudes,” the agreement continues. “It is also critical for achieving environmental

Brainwashing? The UN Sustainable Development Goals, also known as Agenda 2030, refer to children as “critical agents of change” who must receive “education” to “promote sustainable development.”

and ethical awareness, values and attitudes, skills and behaviour consistent with sustainable development.” The scheme also says “environment and development education ... may include spiritual development” and “should be integrated in all disciplines.”

Among the tools prepared by the UN for teaching children is a UN book called “*Rescue Mission Planet Earth — A Children’s Edition of Agenda 21*.” In it, young children are bombarded with “sustainable” propaganda. One page includes an image of storks carrying around babies, and a pagan “god” appearing troubled and bewildered. “The planet groans every time it registers another birth,” reads the book, suggesting that babies are somehow bad for the planet and that the gods are upset about people being fruitful and multiplying.

At school, children are already being indoctrinated and terrorized. In an interview with Fox host John Stossel, terrified little schoolchildren admit they are worried global warming will kill them and flood their town. “What are you most worried will happen?” Stossel asks a classroom full of children who appear to be between six and eight. One little boy quickly responds: “We’ll all die!” The children then admit that they are being taught this by their teachers. Similar brainwashing is taking place at virtually every government school in America and around the world. In some U.S. schools, children are given letters to send their local elected officials urging them to take climate action.

These tactics have become highly effective. During the previous generation, using similarly manipulative tactics, government schools began preparing children to accept the homosexual agenda, including homosexual “marriage.” By the mid-1990s, teachers across America were introducing children as young as first grade to propaganda such as the film *It’s Elementary: Talking About Gay Issues in School*, produced by two lesbians. In one scene, a homosexual teacher encourages children to imagine themselves as judges considering the supposedly discriminato-



AP Images

Making wrong right: In the 1990s, government schools began promoting homosexuality and homosexual “marriage,” causing a cultural transformation. The same process is happening now with other issues, including transgenderism.

ry “ban” on homosexuals who “love each other” being “married.” The goal: guide children to the pre-determined correct attitudes. It worked.

At the time, sodomy was still a crime across much of the United States. Less than 20 years after striking down the ban on sodomy, though, the U.S. Supreme Court would defy the Constitution and voters yet again — this time to create a “right” to a homosexual “marriage,” just as the LGBT movement and the powers behind it envisioned when they indoctrinated children in the 1990s. And it occurred with very little push-back, thanks to the groundwork laid in classrooms nationwide.

The Solution: Get Them Out!

In a document posted on the UN education agency’s website about “Education for Sustainable Development” is a stunning admission. “Generally, more highly educated people, who have higher incomes, consume more resources than poorly educated people, who tend to have lower incomes,” the UN “toolkit” for global “sustainable” education explains. “In this case, more education increases the threat to sustainability.” More education — real education — is a threat to the UN’s agenda, by the UN’s own admission.

And so actual education has increasingly been expelled from the classroom, as this issue will prove beyond any shadow of a doubt. Whistleblower Charlotte Iserbyt, who served as a senior policy ad-

visor in President Ronald Reagan’s U.S. Department of Education, inadvertently discovered what was happening while working for the government. “You think the purpose of education is reading, writing, and arithmetic,” she said in a famous interview. “The purpose of education is to change the thoughts, actions, and feelings of students.”

After leaking some of the documents she obtained, Iserbyt wrote the book *The Deliberate Dumbing Down of America*. Among other subversive schemes, the book documents the deliberate plan to dumb down American children, sideline parents, restructure people’s values, and essentially merge the U.S. and Soviet educational systems. In short, the goal of America’s government education system was not and is not to educate children — quite the opposite. That is why the government’s own numbers show, as just one example of the tragedy, that most American children cannot even read at a proficient level.

Insiders who support the plan have admitted it, too. Consider a 1989 speech given to the federally funded National Governors Association — the unaccountable D.C.-based lobbying group that helped develop and impose the Common Core standards — by a prominent player in the “reform” movement then under contract with the U.S. Department of Education. In her speech, she revealed the purpose of today’s federally controlled

government education system: a fundamental transformation of society.

“What is happening in America today and what is happening to Kansas in the Great Plains is not simply a chance situation in the usual winds of change. What it amounts to is a total transformation of our society,” said Dr. Shirley McCune, a senior official with a little-known education outfit involved in writing national standards. “So we have to anticipate what the future is and then move back and figure out what it is we need to do today. That’s called anticipatory socialization or the *social change function of schools*.” (Emphasis added.) Governors applauded.

The secret weapon of those seeking “a total transformation of our society,” then, is indoctrination masquerading as education. While there are some good teachers, the system of government schools across America is rotten to the core. And if radical action is not taken to deal with this, America’s liberties, self-government, heritage, and constitutional structures will inevitably give way to the globalist New World Order sought by the Deep State and its allies. That is why they sound so confident.

Of course, individual American citizens here and there — or even a majority of citizens in a jurisdiction — have proven incapable of changing this “education” system. The debate over the politically toxic Common Core, as just one example, proved this again just recently. Even though polls repeatedly showed the overwhelming majority of Americans oppose the scheme, it remains more firmly in place today than it was during the final years of Obama’s reign. In some cases, state policymakers simply renamed the standards and kept them in place.

But while citizens may be powerless to change the educational system, they are not impotent. In fact, if the government school system is the Deep State’s secret weapon to advance a globalist world order, American parents have their own weapon — even if they do not yet realize it. In all 50 states today, Americans have the established legal right to “opt out” of the system. As this special report will show, if liberty, America, and Western Christian civilization are going to survive, it is imperative that Americans exercise that right in massive numbers — right now. ■

GOVERNMENT SCHOOLS

ARE SEXUALIZING, PERVERTING, AND CONFUSING CHILDREN

Simply put, public schools are pushing the latest politically correct gender-bending dogma on kids to normalize aberrant sex practices and abandon morals. It's working.



AP Images

Twisted: As public schools promote homosexuality and gender confusion, over one in four California children aged 12-17 are now “gender non-conforming,” such as these kids at an LGBT “prom.”

by Alex Newman

At Chasco Middle School in Land O’Lakes, Florida, a typical public school like any other, boys were changing for PE class last year just like they always do. But this time was different. Suddenly, a girl appeared and “caught them with their pants down — literally,” as the Christian legal aid group Liberty Counsel put it. Some of the boys ran to

get their teacher. But incredibly, there was nothing he could do. In fact, faced with a gag order from school officials, he could not even *say* anything about it. Welcome to government schools in 2019 America.

As if the story could not get any weirder, school officials ordered the teacher to be in the boys’ locker room while the girl was changing and could have been showering. Obviously, he refused, saying he could not knowingly place himself in a

position where he would “observe a minor female in the nude or otherwise in a state of undress.” In saner places, grown men are arrested and jailed for trying to watch underage girls change or shower. But in 2019 government schools in America, they can be ordered to do it.

When the teacher refused, his life was turned upside down as school officials conspired to destroy him. Office for Employee Relations Director Kathleen Anne Scalise, for instance, said in an e-mail that firing the PE teacher “sends a message that we will not tolerate his behavior.” The school district’s lawyer, meanwhile, threatened the teacher, saying the decision “might cost you your job.” Even more serious, “your teacher certificate might be taken from you, to where you can no longer teach,” the official said.

It turns out the girl in question is what is known as transgender, because she claims to believe that she is a boy in a girl’s body. The American College of Pediatricians has labeled as child abuse the encouraging of children to believe chemical and surgical impersonation of the opposite sex is normal. And in more normal times, it would have been obvious to everyone that the young girl was confused and in need of psychological or spiritual assistance. After all, when a thin girl falsely imagines that she is too fat and starts starving herself or deliberately regurgitating her meals, no sensible person would encourage her delusion. That would be cruel. But these are not normal times in America’s government schools.

Indeed, in today’s government schools, simply claiming to be the other gender is enough to get a boy into the girls’ bathrooms, showers, locker rooms, and more. Worse, a confused child may even be encouraged by school officials to take hormones and mutilate his or her genitals with “gender re-assignment surgery.” Administrators may even conspire to keep the parents in the dark. If you think that sounds outrageous, consider a case in Minnesota in which the St. Louis County School District helped get a minor child an irreversible “sex change” unbeknownst to the parents and against their stated wishes. There is a lawsuit now, but the boy’s surgically removed genitals are never coming back, regardless of the outcome in court.

The transgender madness invaded



LibertyCounsel

Sharing showers: A girl claiming to be a boy at Chasco Middle School now uses the boys' locker room (the showers pictured here), owing to "transgender" policies allowing kids to choose their gender.

schools nationwide when the Obama administration issued unconstitutional guidance claiming that civil rights protections passed in the early 1970s required that confused individuals be allowed to use whatever facilities corresponded to their "gender identity." Trump promptly rescinded the order upon taking office, but the ideologues running government schools largely kept the policies in place. And a federal judge in Oregon appointed by Obama ruled that the insanity must continue, saying that to "see or be seen by someone of the opposite biological sex while either are undressing or performing bodily functions in a restroom, shower, or locker room does not give rise to a constitutional violation."

Now, Christian teachers such as Peter Vlaming of West Point High School in West Point, Virginia, are being fired and persecuted for refusing to play along with the delusions of confused or attention-seeking children. The teacher refused to refer to a girl using male pronouns, offering to use her name as a compromise. School officials refused. And school boards across America are now incorporating transgender propaganda into every part of the school curriculum, starting in

kindergarten. In Fairfax County, Virginia, the board voted overwhelmingly to teach children that biological sex is meaningless while teaching pre-teens to embrace transgenderism.

In New York, schools were caught giving children handouts on "sex change surgery," "polyamory" (relationships that include "multiple partners"), and what it means to be "pansexual." Gender-confused teachers have ordered their pupils to refer to them by "gender neutral" pronouns such as "Mix" rather than "Miss." Even in conservative-leaning states, the madness permeates government schools today. In Wisconsin, the Neenah school board officials approved a sexual-education curriculum that introduces gender ideology, sexually transmitted diseases, homosexuality, and other topics — in kindergarten. The indoctrination gets progressively more extreme with each year of elementary school.

The gender-bending promotion of perversion is becoming ubiquitous across America and is now the norm. Consider the invasion of so-called drag queens into kindergartens, elementary schools, and public libraries for the Drag Queen Story Hour. In this bizarre spectacle, a man dressed as a woman reads to children

LGBT-themed stories normalizing and glamorizing homosexuality, cross-dressing, fornication, homosexual "marriage," and more. At the Chickpeas Preschool in Brooklyn, New York, teacher Katrina Green hosted one, boasting that it "allows preschool children to deepen and complicate their ideas about gender at the exact age when they are often developing rigid ideas about this concept."

Older children are subjected to similar propaganda. At Rocky Top Middle School in Colorado, school officials brought in a drag queen who refers to himself as "Jessica L' Whor" for what was described as a career-day literacy event. "The school's focus is to have an event that is representative of the diverse [sic] backgrounds and careers in the community," school district spokesman Joe Ferdani said after outraged parents rose up in protest. When this writer reported on the story, an online swarm of LGBT activists unleashed vitriolic hatred and even encouraged suicide under the guise of standing against "intolerance." Seriously.

After subjecting children to such propaganda, they ask those same children if they are interested in sex changes. In Missouri, for instance, public schools distributed surveys from the state mental health department to children aged 10 and 11 asking if they wanted to change genders, were engaged in homosexual activity, were thinking about suicide, and more. More than 50,000 government schools were exposed giving children access to hard-core pornography through agreements with EBSCO Information Services.

Normally, parents are not notified that their children are going to be subjected to propaganda on homosexuality or transgenderism. But increasingly, governments are outright prohibiting parents from opting their children out. Even in California's Orange County, once a conservative bastion, school officials declared that all children must be exposed to material that "discusses gender, gender identity, gender expressions, sexual orientation," and more. Parents who disagree "may not excuse their children from this instruction," the school board said in a legal memo, adding that parents were still allowed to "advise their children that they disagree with some or all of the information."

The brainwashing is working. A study by researchers at the University of Califor-

The St. Louis County School District helped get a minor child an irreversible "sex change" unbeknownst to the parents and against their stated wishes.

nia, Los Angeles, found that more than 25 percent of children aged 12 to 17 in the state now classify themselves as “gender non-conforming,” meaning that they do not identify with their biological sex. A separate study by the U.S. Centers for Disease Control found that the number of children identifying as “Lesbian, Gay, Bisexual, or Transgender” (LGBT) is surging nationwide. By the end of 2017, nearly 15 percent of teenagers said they were LGBT. In 2015, just two years earlier, the number was about 11 percent. The rates are even higher in big-city districts.

Welcome to the insanity of government “education” today. And realize that this is only the beginning.

Global Effort

The madness is now worldwide, too. In early 2018, the UN Educational, Scientific, and Cultural Organization (UNESCO) released its Comprehensive Sexuality Education standards for use in every school in every country on Earth, beginning in kindergarten at age five. Among other controversies, the UN’s planetary sex-ed scheme advocates masturbation, abortion, gender confusion, homosexuality, homosexual parenting, contraception, fornication, and much more. The full-blown assault on parental rights and traditional morality could devastate a generation of young people, critics said.

Dubbed “International technical guidance on sexuality education,” the scheme purports to provide an “evidence-based approach” to these issues. Much of the “evidence” comes from extremist organizations that promote abortion, sexual liberation, fornication, and more. For instance, the document cites tax-funded abortion giant Planned Parenthood almost 20 times, along with radical LGBT groups working to sexualize, groom, and confuse children.

The document would be shocking to adherents of traditional notions of family and morality, whether Christian, Jewish, Muslim, or any other religion. For instance,



Confusing kids: Drag Queen Story Hour has invaded public schools and libraries across America and involves men in women’s clothes reading LGBT-themed books to children. One of its events is seen here.

the document promotes “sexual pleasure” for children, beginning before they even turn 10. At age nine, the guidelines call for children to “describe male and female responses to sexual stimulation.” Also at nine, children are taught that masturbation is fine but should be done in private. The standards encourage fornication (sexual relations outside of marriage) among children, too, painting traditional morality as old-fashioned and wrong. By age nine, the standards say, children should “demonstrate respect for diverse practices related to sexuality,” a fancy way of describing perversion.

By 12, children are expected to believe that various forms of sodomy are “pleasurable” and less likely to result in infection than regular sex. They are also to be taught about condom use. And when that contraception fails, the slaughtering of unborn children in the womb is portrayed as a “right” of women and girls.

When children are nine, they should be able to “explain how someone’s gender identity may not match their biological sex” and “demonstrate respect for the gender identity of others.” At age five, children are expected to “define gender and biological sex and describe how they are different.” They are also expected to “express respect” for homosexual parenting. “All people

should be able to love who they want,” the UNESCO document explains, a reference to homosexuality and other “alternative lifestyles.”

The UN manual also indoctrinates children to fight against “discrimination” based on “gender identity or sexual orientation.” This is the same mantra used to jail Christian pastors in Western Europe who quote the Bible on homosexuality or gender, and to destroy the lives of American business owners who decline to celebrate homosexual “marriages” with cakes or floral arrangements. The children are explicitly taught to question and reject their parents’ values and beliefs on sex and marriage, with children told that they should “acknowledge” that their values may be “different” from their parents’ or guardians’. There is even a section on how education officials should neutralize outraged parents, with the UN saying it merely wants to enter into a “partnership with parents.”

It goes beyond sex and perversion, too. According to the document, it encompasses “emotions, self-management (e.g. of hygiene, emotions, behaviour), social awareness (e.g. empathy), relationship skills (e.g. positive relationships, dealing with conflicts) and responsible decision-making (e.g. constructive and ethical choices).” Children’s attitudes on these issues are to be measured and tracked, with the standards including “attitudinal outcomes.” And it should permeate the entire curriculum “from the beginning of formal schooling.” As UN LGBT czar Viti Muntarbhorn put it, when it comes to immersing children in LGBT ideology, “the younger, the better.”

Parents who object to this sort of indoctrination no longer have the option to continue sending their children to government schools. The LGBT ideology and the deliberate sexualization of children is now firmly embedded in the curricula of nations worldwide — and to a varying degrees it is taking place in *your* local government school, too. ■

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INSANITY IN THE CLASSROOM GOVERNMENT SCHOOLS TODAY

Despite major funding, U.S. kids are doing progressively worse at math, reading, and more, but it's not their fault. Blame schools and their curricula and those controlling them.



by Alex Newman and Dr. Duke Pesta

American public schools continue to churn out graduates who are taught what to think, but not how to think. And this is happening according to the Common Core agenda. From confounding students with backward, immoral, and politically correct curriculum to vacuuming up every form of data conceivable about our children, to taking over parental responsibilities with “Full-Service Community Schools,” today’s government schools are a major threat to the well-being of our children.

Would you send your child into a building knowing that it was on fire? Of course not. But many parents are not aware that government schools are indeed on fire, figuratively speaking.

Government schools today are a massive failure — at least from the standpoint of providing a good education that enables children to learn and think. The government’s own data prove this conclusively. In 2018, for example, the U.S. Department of Education released the results of its National Assessment of Educational Progress (NAEP) proving that the overwhelming majority of American children are not proficient in reading or math. In fact, about two-thirds of eighth-grade students in government schools were ranked below proficient in reading or math on the government’s Nation’s Report Card. In some districts, fewer than eight out of 100 students were proficient in *either* subject.

In English-Language Arts, the NAEP results showed that barely one-third of eighth-grade students could be classified as profi-

Money won’t matter: Despite some of the highest per-pupil spending in America, government data show about one in six public high schools in Baltimore did not produce a single student proficient in either reading or math.

cient or above in reading. In mathematics, the numbers were even worse. The 2017 results showed that more than two-thirds of eighth-grade students were ranked below “proficient” in math. By the time students hit 12th grade, the situation is even more alarming. According to the NAEP, just one in four American high-school seniors was proficient in math. The federal test is administered each year to a “nationally representative sample” of students. And it highlights glaring problems that threaten the future of America and its liberties.

Other government data paint a similarly dire picture. In California’s government schools, for instance, the state government’s own testing revealed that more than half of students in every grade except 11th failed to meet literacy standards, which are lower than they were in decades past. Less than one-fourth of black boys met the standards, with more than half scoring in the lowest possible category, suggesting that they are functionally illiterate. “The Ku Klux Klan couldn’t sabotage chances for black academic excellence more effectively than the public school system in most cities,” wrote economist Walter E. Williams of George Mason University, who happens to be black.

In comparison with other jurisdictions though, Californians look brilliant. Consider government schools in Baltimore, where, despite some of the highest spending per pupil in America, 13 government high schools failed to produce even *one* single student proficient in mathematics

for 2017. That number represents a third of the 39 government high schools in the city. Another six schools had just one percent of students scoring “proficient” in math. Out of those 19 government schools, more than 3,800 students took the federally mandated test — and just 14 students scored proficient. Six Baltimore schools did not produce one single student proficient in *either* English or math.

Obviously, illiterate children become illiterate adults. And the data show this clearly. In Washington, D.C., a stunning two-thirds of residents over the age of 15 are classified as functionally illiterate, according to a report by the State Education Agency. Nationwide, the most recent National Assessment of Adult Literacy by the U.S. Department of Education’s National Center for Education Statistics revealed just 13 percent of *adults* rank as proficient in literacy.

The reason America has an illiteracy crisis is hardly a secret. After all, the method used in government schools today to teach reading under Common Core was exposed as quackery over 150 years ago when it was first tried in Boston under Horace Mann (see history article on page 21). It has been exposed many times since then, including by Rudolf Flesch in his 1955 book *Why Johnny Can’t Read* and by Dr. Samuel Blumenfeld in his 1973 book *The New Illiterates*. On October 26 of 2018,

even the *New York Times* exposed this in a piece headlined “Why Are We Still Teaching Reading the Wrong Way?” And yet, under Common Core, children are still being forced to memorize “sight words” in kindergarten, producing life-long reading disabilities in tens of millions of American children.

In short, American government schools are mass-producing illiterate and innumerate citizens on an industrial scale — and they are charging American taxpayers more than \$1 trillion per year for the service. The products of these schools in many cases are unable to even read their high-school diploma, much less sustain the experiment in liberty bequeathed to Americans by their Founding Fathers.

According to veteran educator Mary Black, who spent some four decades in the classroom and now works with the FreedomProject Academy (see article on page 42), students coming to FPA from the government school system are way behind where they should be. “Until recently, the placement test scores revealed a gap of about two years,” she told THE NEW AMERICAN. “Now, some students come to us three years or more behind grade level.”

Common Core

The impulse behind Common Core is not new. And in fact, the problems with edu-

cation began long before Common Core was even conceived. The insanity has been intensifying since the creation of the unconstitutional federal Department of Education in the late 1970s. Once public education fell under the umbrella of yet another byzantine Beltway bureaucracy, it was just a matter of time until the feds bought, bribed, coerced, and threatened their way to greater and greater centralization and control. For 45 years the process has proceeded apace, with standardized testing under the guise of accountability being a key tool to strip away state and local control of schools.

Veteran educator Patrick Huff, Ph.D., a retired middle-school and high-school principal who was recommended to President Trump as a potential secretary of education, told THE NEW AMERICAN about the process he observed firsthand. “The Accountability System, as it is written, creates a manufactured crisis of school failure,” he said, adding that the “fear-based system” has completely taken over education while creating toxic environments for teachers and students. And there is absolutely a link between the accountability-testing regime and the transformation of public schools into tools of globalist indoctrination rather than institutions of education.

“Because the Common Core standards (which promote globalism in so many ways) drive the curriculum which teachers drill into their students in order to get them ready for the test, teaching and learning become a closed system,” said Dr. Huff, who currently serves as a professor at the University of St. Thomas in Houston. “This is the dumbing down we hear so much about. Instead of a teacher being able to take their students in many directions in order to enrich, they instead are locked in. Now with the [Google] Chromebook taking over instruction, it is even more locked down.”

There are two principal reasons to be worried about Common Core, and both have serious consequences for home-schooling and private schooling: First, the standards represent the most serious consolidation yet of federal power over educational freedom. Second, the federal government — in conjunction with textbook publishers and testing corporations — is using this increased access and control to further politicize how America’s



AP Images

Private schools follow public ones: Even many private schools, such as this Catholic school in New York, have embraced the dumbed-down Common Core standards that are nationalizing and globalizing the indoctrination of students.

children are being taught and evaluated. Proponents of the standards insist they are merely benchmarks, simple guideposts that teachers can follow (in an infinite variety of ways, they tell us) to improve student learning. But this is nonsense. The only way we have to measure the standards is the tests. As both Common Core architect David Coleman and Common Core financier-in-chief Bill Gates have asserted: When the standards are aligned to the tests, the *curriculum* will line up as well, and the teachers will have *no choice* but to teach to the tests. Given that the only real way to measure the effectiveness of Common Core is the exams, it is beyond obvious that whoever controls the tests controls what happens in the classroom.

And despite seven years and counting for the Common Core era, that alignment between tests and standards did not begin in earnest for most states until the spring of 2015. This long postponement of the tests is by design: The engineers of Common Core knew exactly how arbitrary, stressful, and transformative the tests would be, and therefore delayed them until the elaborate and expensive infrastructure was set firmly in place (and well nigh impossible to remove). Given this carefully orchestrated timeline, it is not surprising that some teachers and school administrators claim not to have experienced the worst aspects of the Common Core scheme: Because of the methodical implementation schedule, we are only now entering the phase when the real aims and ambitions of those who created Common Core begin to surface.

It has also now become clear that the standards are terrible, academically speaking. In fact, they are so bad that the only two subject-matter experts on the Common Core Validation Committee *both* refused to sign off on them. The math expert on the committee, Stanford Professor James Milgram, publicly lambasted the standards after refusing to approve them. “The Core Mathematics Standards are written to reflect very low expectations,” he said, calling them “as non-challenging as possible” with “extremely serious failings.” In a letter outlining his concerns, Dr. Milgram even pointed to “actual errors” in sixth- and seventh-grade discussions about ratios and rates — “they are neither mathematically correct nor especially clear.”

The other subject-matter expert on



Catastrophic core: The Common Core testing regime ensures that all government schools teach the same dumbed-down material at the same time while helping government to gather massive amounts of data on children.

the committee, English-Language Arts (ELA) specialist Dr. Sandra Stotsky from the University of Arkansas, told THE NEW AMERICAN that the Common Core standards reduce both literary study and the “opportunity for kids to develop critical thinking skills.” Much of the priceless literature produced by the brightest minds has been completely removed. And the standards are atrocious. “They were written hastily by people who didn’t care how poorly written they were so long as informational text was about 50 percent of the reading curriculum,” explained Stotsky. As such, she refused to approve them, and has testified in legislatures across America urging states to reject the scheme.

More than five years after the standards were implemented across America, scores in mathematics and other subjects on standardized tests also continue to plunge. According to the Condition of College and Career Readiness 2018 by the ACT, just 40 percent of high-school graduates tested were considered ready to succeed in a first-year college algebra class. Well

over a third of graduating students did not meet the minimum benchmark in *any* subject. The trend is also downward: In 2012, 46 percent of students tested as ready for college work, while today, just two in five students are considered ready. The graduates are not ready for work, either. “Just around a fourth (26%) of ACT-tested 2018 graduates likely have the foundational work readiness skills needed for more than nine out of 10 jobs recently profiled in ACT’s JobPro database,” the ACT researchers found. And it is getting worse.

Centralized Indoctrination at the Lowest Common Denominator

The faults go way beyond English and math. One of the key organizations behind Common Core, Achieve, Inc., which has long been led by Deep State insiders affiliated with the globalist Bilderberg network and the Council on Foreign Relations, has developed the Next Generation Science Standards. These focus on indoctrinating children into climate alarmism and secular evolutionism more than actual science.

In fact, about two-thirds of eighth-grade students in government schools were ranked below proficient in reading or math on the government’s Nation’s Report Card.



AP Images

Weaponized kids: Government schools are indoctrinating children such as David Hogg of March for Our Lives against God, guns, and freedom and then using them to transform America.

“Human activities, such as the release of greenhouse gases from burning fossil fuels, are major factors in the current rise in Earth’s mean surface temperature (global warming),” the elementary-school standards claim, without acknowledging the massive amounts of evidence contradicting the man-made-warming hypothesis. The theory of evolution, meanwhile, is the only theory of origins provided. And it is emphasized as fundamental, even though more than half of Americans reject the theory in scientific polls.

But bad academics and indoctrination are just two problems among many. Initially, the standards were sold on the seemingly benign premise that students in every classroom in every state should be learning the same thing at the same time every day. Wouldn’t it be nice if a child whose family moves from Arizona to Maine could walk into his new classroom and pick up exactly where he left off, without missing a beat? But the statistical actuality of such transfers is so staggeringly small that even hardcore advocates almost never make the argument anymore. But look past the utilitarian feint and consider the premise: An education system so hyper-regulated and cookie-cutter mass-produced could only be managed, monitored, and made compliant by a massive federal machine that must — by definition — eliminate any meaningful control of education at state and local levels. How

can state and local school boards — let alone individual moms and dads — have any meaningful say in what goes on in the classroom under such a paradigm? And that is precisely the point.

Does anyone actually believe that applying the same Common Core standards to everyone will result in *higher* standards when the endgame is parity, not excellence (or even competency)? It does not require the convoluted processes of Common Core math to recognize that when the educational mandate for upwards of 60 million American schoolchildren is uniformity, not achievement, the new educational regimen will ultimately lower overall expectations, not enhance them, and inhibit, if not repress, high-achieving students.

The Every Student Succeeds Act and Big Brother

As Common Core was being implemented in virtually every state, the uprising against it became impossible to ignore. The overwhelming majority of Americans opposed it, polls show, and almost nobody except the special interests and the establishment supported it. The standards quickly became a politically toxic albatross around the neck of both Democrats and Republicans. More than a few state governments re-branded the standards and simply lied to voters, claiming Common Core was no more. In the GOP-controlled Congress,

meanwhile, establishment Republicans passed a bill under the guise of restoring state and local control of education that actually cemented Common Core into place while adding even *more* outrageous mandates. That bill was the Every Student Succeeds Act (ESSA).

Critics blasted it as a program for “child abuse in the classroom.” Big Labor, Big Business, and Big Government, however, all rallied behind the unconstitutional restructuring of the U.S. education system. Obama even called the legislation approved by the GOP Congress a “Christmas miracle.” The reason why is obvious.

Among other provisions, the gargantuan bill ensured that Common Core would remain in place by mandating standards that in practice mean Common Core and Common Core only. It also re-authorized federal intervention in education that was launched under the unconstitutional Elementary and Secondary Education Act and No Child Left Behind. These were the statutes used by the feds to hijack control over practically every element of K-12 education in America over a period of decades.

ESSA also expanded federal funding for pre-kindergarten classes to get younger and younger children into government hands. And the scheme opened wide the unconstitutional federal-funding spigot for charter schools, which are accountable to Washington, D.C., instead of local communities. These schools also serve to crowd out genuinely independent schools that avoid Common Core, use the Bible, or otherwise refuse to submit to federal control. Under ESSA, a broad array of federal-funding streams were made available to private and Christian schools, as well. But as always, these funds come with strings attached. This has resulted in an ongoing transformation of many once-independent schools into government-controlled schools, complete with Common Core, the whole-word reading method, standardized testing, data gathering, and more.

Also buried in the statute was a radical expansion of Obama’s “full-service community schools.” The controversial institutions, more accurately described as parental replacement centers, oversee every aspect of a child’s life, ranging from “mental health” and “well being” to nutrition and even dentistry. “Pipeline services” that

must be provided include “a continuum of coordinated supports, services, and opportunities for children from birth through entry into and success in post-secondary education, and career attainment.” Those services must include, at minimum: “early childhood education”; school and out-of-school programs and strategies; support for children’s “transitions”; career counseling; “social, health, nutrition, and mental health services and supports”; “crime prevention and rehabilitation programs”; and more. In other words, everything that families once provided for children is the responsibility of community schools. All that is missing now is hugs and bedtime stories from Big Brother.

Parents are in the cross hairs, too, with the statute mandating that these pipeline services include family “supports,” including “at home.” The federally funded institutions are also charged with providing “social, health, nutrition, and mental health services and supports, for children, *family members*, and community members.” (Emphasis added.) The law states as well that the parental replacement centers must “target” families and children for “services” covering their “academic, physical, social, emotional, health, mental health, and other needs.” In short, even parents are being “targeted” for “mental health” schemes. At the same time, the Obama administration’s Department of Health and Human Services and the Department of Education defined parents as “equal partners” in child-rearing in a federal policy document calling for home visits to ensure “family wellness.” Basically, the “Community Schools” are turning government schools into parents, and parents into pariahs.

Despite lies by GOP leaders, the more than 1,000-page statute also preserved and institutionalized (and purported to legalize) all of the lawless mandates on states issued by the Obama administration. “If you look at the substance of what is there ... embedded in the law are the values that we’ve promoted and proposed forever. The core of our agenda from Day One, that’s all in there — early childhood, high standards [Common Core], not turning a blind eye when things are bad,” said Obama’s Education Secretary Arne Duncan, who proclaimed that government should have some children “24/7” for their

own benefit and bragged about conspiring with GOP leadership to pass ESSA. “For the first time in our nation’s history, that’s the letter of the law.” Indeed, for the first time ever, the U.S. secretary of education was given veto power over states’ education standards and plans.

In addition, ESSA unleashed a vast array of new intrusive programs to monitor, track, and compile every sort of data imaginable on children — forever. The statute institutionalizes and expands all of the federal data-gathering that was already taking place under Common Core and other schemes, and supercharges it. Combined with Obama’s Executive Order 12866 that gutted remaining privacy protections for students, the feds are now compiling dossiers on practically every child in America, dossiers that contain hundreds of data points on children’s personalities, views, health, mental status, teeth, academics, home life, and more. Whistleblower teachers have revealed that they are being conscripted into creating psychological and psychiatric profiles on children. And this is being integrated with a vast central planning bureaucracy that will follow and direct their paths through career and beyond.

Indeed, in a 2016 National Education Technology Plan, the Department of Education revealed that as part of its work in “non-cognitive competencies,” technolo-

gy-based “assessments” were being used and will continue to be used to “measure a broader range of desired educational outcomes, especially non-cognitive competencies.” So-called non-cognitive competencies, also referred to as “social and emotional learning” in the report, include “a range of skills, habits, and *attitudes* that facilitate functioning well in school, work, and life,” the document revealed. (Emphasis added.) Students who do not fit the mold will face “interventions” under ESSA.

Meanwhile, the Department of Education has deployed Orwellian and previously unimaginable technologies to monitor and track children. These tools can gather data about students’ responses to stimuli — smiles or frowns, changes in pupil dilation, eye-movement tracking, heart rate, and more — and then customize the “learning” experience based on the individual students.

Consider a 2013 report by the Department of Education dubbed *Promoting Grit, Tenacity, and Perseverance: Critical Factors for Success in the 21st Century*. Included in the 100-page report is information about technology that was *already* being used in an Education Department-funded tutoring program. “Researchers are exploring how to gather complex affective data and generate meaningful and usable information to feed back to learners, teachers, researchers, and the technol-



Digitized dossier on your kids: Government schools are rolling out all sorts of invasive federally funded technology, including facial-expression scanners designed to determine and record students’ emotional reactions to stimuli.

metamorworks/Stock/GettyImagesPlus



AP Images

Ready to vote with their feet? Parents are overwhelmingly dissatisfied with government schools, with most saying they would prefer private schools or homeschooling. Now parents must act to protect their children.

ogy itself,” the report explains. “Connections to neuroscience are also beginning to emerge.” The technological tools already being used by federally funded education schemes to probe students’ minds and “measure” the children include “four parallel streams of affective sensors.” Among the devices was a “facial expression camera” to “detect emotion” and “capture facial expressions” linked to software that “extracts geometric properties on faces.” There is also a “wireless skin conductance sensor” strapped to students’ wrists to collect “physiological response data from a biofeedback apparatus that measures blood volume, pulse, and galvanic skin response to examine student frustration.”

In 2017, the federal government began funding a program to create a “friendly social robot” to be deployed in schools to collect data on children’s mental health.

Another Education Department report, entitled *Enhancing Teaching and Learning Through Educational Data Mining and Learning Analytics*, acknowledges similarly alarming schemes. “A student learning database (or other big data repository) stores time-stamped student input and behaviors captured as students work within the system,” it notes. “A predictive model combines demographic data (from an external student information system) and learning/behavior data from the student learning database to track a student’s

progress and *make predictions about his or her future behaviors or performance.*” (Emphasis added.)

Beyond that, the “social and emotional learning” schemes under ESSA will not just gather information on children’s attitudes and beliefs, but systematically work to change them, too. As reported by Benjamin Herold in *Education Week*, under the guise of providing “personalized learning experiences,” new technology is targeting students’ “individual emotions, cognitive processes, ‘mindsets,’ and character and personality traits.” These schemes include “new efforts to dramatically expand the types of data collected in the classroom and to focus more attention on responding to individual students’ ‘mindsets,’ non-cognitive skills, and emotional states.”

There is also “values clarification,” in which teachers are trained to put students in imaginary situations that smash their moral compass. This has been going on for decades. A frequent example involves a hypothetical situation in which one or more people must be sacrificed for the good of the group. For instance, many schools use a variation of the “life boat” or “nuclear fallout shelter” for the purpose. Something along the lines of: “Suppose there are nine people in a life-raft that can only support seven: A black doctor, a Jewish engineer, a white fisherman,

a pregnant Latino woman, etc. Which one do you throw overboard so everyone else can survive?”

The obvious answer would be not to throw anyone overboard and perhaps take turns swimming alongside the raft. But that is not an option offered to the students. Instead, children are ordered to think in terms of who they must *kill* to save everyone else. It puts the students into a moral dilemma in which they are supposed to reason that killing is the moral option, thereby proving wrong their dogmatic parents and churches who taught them that God commanded people not to kill. The process has been shown to be highly effective at devastating children’s values and moral systems as taught by parents, churches, and other sources. In short, it teaches children to believe that morality is subjective and situational — that there are no absolutes — and that their parents are wrong.

Americans Unsatisfied

Clearly, victims of government schools are not getting a decent education — the government’s own data show that. And many parents — including many whose children are in public schools — realize this as well. A recent survey by EdChoice found that while more than eight out of 10 American students attend government schools, only about three out of 10 parents said they would choose that as “a first preference.” A plurality of parents — 40 percent — said they would choose a private school if they could, with another 13 percent saying they would choose a charter school. Fully 10 percent said they would prefer to homeschool their children.

The danger now is that the feds and the educational establishment will step up their efforts to absorb all educational choices into the one-size-fits-all model of indoctrination, manipulation, and dumbing down that has been unleashed on America. For now, parents still have the option in all 50 states to withdraw from the system. But in the years ahead, as more parents decide to protect their young from an increasingly disastrous government system that is destroying children by the millions, the totalitarians will do everything possible to quash educational liberty and choice. Americans must resist, or liberty itself will be destroyed. ■

FROM EDUCATIONAL EXCELLENCE TO MEDIOCRITY

Today, America is facing an educational cataclysm that literally threatens its survival. But the threat did not suddenly materialize out of thin air, or come from natural forces.



Wolfgang Sauber

Is the past prologue? Before education was taken over by government, Americans received a superior education at home and at private schools supported by parents, philanthropists, and churches.

by Alex Newman

More than six decades ago, in 1955 to be exact, Rudolph Flesch wrote his best-selling book *Why Johnny Can't Read*. "The teaching of reading — all over the United States, in all the schools, and in all the textbooks — is totally wrong and flies in the face of all logic and common sense," he warned at the time. It was not necessary to be a reading expert to recognize that he was right. How could the abandonment of intensive phonics (teaching reading on the basis of sounds) in favor of the "whole word" method (as if each word was a whole symbol) not cause the deterioration in reading skills that followed? Yet top educators — those who shape education

policy via their positions in teachers' colleges, publishing houses, and government education bureaucracies — did not listen. In 1981, Flesch wrote a sequel to his classic, entitled *Why Johnny Still Can't Read*. No matter; the problem persists to this day.

This is not to say, however, that the calamity, not just in reading but in other subjects as well, is not at least acknowledged by the education establishment. Indeed, as far back as 1983, the feds themselves warned that the future of America hung in the balance. "The educational foundations of our society are presently being eroded by a rising tide of mediocrity that threatens our very future as a Nation and a people," explained President Ronald Reagan's National Commission on Excellence in Education. "If an unfriendly foreign power

had attempted to impose on America the mediocre educational performance that exists today, we might well have viewed it as an act of war."

Since then, it has gotten worse — much, much worse. And a growing number of Americans have come to realize that far too many Johnnies not only do not know how to read — or write — with any degree of proficiency, but also are handicapped in terms of their ability to add and subtract, or even to apply their minds and think critically.

Yet prior to the appearance of *Why Johnny Can't Read* in 1955, when the reading problem had already manifested itself, many more Johnnies were able to read proficiently. This was true, in fact, prior to the rise of the public education system in America, when most children were taught in church schools or at home. To understand what happened, it is important to know the history.

Where We Came From: Everyone Educated

For the first two centuries of American history, from the mid-1600s to the mid-1800s, public schools as they are known today were almost unheard of. In fact, the institutionalized indoctrination centers that exist today would have been unthinkable to early Americans. It is not that early Americans did not value school or education. They did — much more than Americans value it today. But rather than handing over their children to the state to be "educated" by the state, for the state, almost all education was handled by families, religious institutions, tutors, private schools, and the free market. Occasionally, local authorities within the largely

A growing number of Americans have come to realize that far too many Johnnies not only do not know how to read — or write — with any degree of proficiency, but also are handicapped in terms of their ability to add and subtract, or even to apply their minds and think critically.

homogeneous communities that dominated America played some minor role. But even then, families and Christian leaders were largely in charge — not secular government bureaucrats with a dangerous agenda sitting thousands of miles away.

“Philadelphia, which by 1776 had become second only to London as the chief city in the British Empire, had a school for every need and interest,” explained Dr. Robert Peterson in an excellent overview of Colonial education published by the Foundation for Economic Education, adding that Quaker schools often allowed poor Quaker and non-Quaker children to attend without paying fees. “The Scottish Presbyterians, the Moravians, the Lutherans, and Anglicans all had their own schools. In addition to these church-related schools, private schoolmasters, entrepreneurs in their own right, established hundreds of schools. Historical records, which are by no means complete, reveal that over one hundred and twenty-five private schoolmasters advertised their services in Philadelphia news-

papers between 1740 and 1776. Instruction was offered in Latin, Greek, mathematics, surveying, navigation, accounting, book-keeping, science, English, and contemporary foreign languages.”

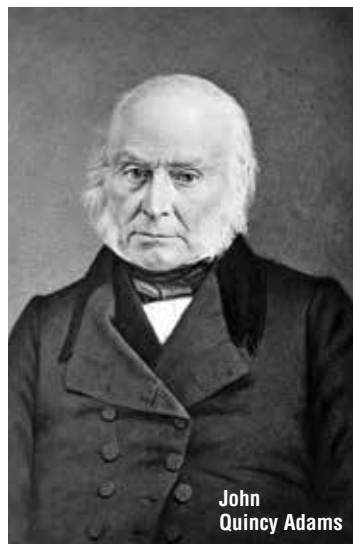
But education did not happen just at private and religious schools. Reading, for instance, was often taught to children by their mothers, fathers, and older siblings — at home. Sometimes, grandparents or aunts and uncles played a role too. Early education, then, was typically a family affair. The widespread circulation of simple but highly effective reading primers such as the *New England Primer* and the *Blue-Backed Speller* helped a great deal. From the solid foundation developed at home, young literate citizens could easily continue their own education if they desired, using libraries. These were typically funded and run by churches early on, and later, via membership fees and private donations. Early Americans could also join “mutual improvement societies” to further their own education.

It was an incredibly successful and effective non-system. In 1831, Frenchman Alexis de Toqueville, after traveling across America and studying it, commented on the education of the time in the northern regions. “In New England, every citizen receives the elementary notions of human knowledge; he is moreover taught the doctrines and the evidences of his religion, the history of his country, and the leading features of its Constitution,” de Toqueville explained. “In the States of Connecticut and Massachusetts, it is extremely rare to find a man imperfectly acquainted with all these things, and a person wholly ignorant of them is a sort of phenomenon.”

Consider that the products of this laissez-faire education produced the freest and wealthiest society in human history. “Of the 117 men who signed the Declaration of Independence, the Articles of Confederation, and the Constitution, one out of three had had only a few months of formal schooling, and only one of four had gone to college,” explained the late education expert Dr. Samuel Blumenfeld in his book *Is Public Education Necessary?* Founding Father and prolific inventor Benjamin Franklin, widely regarded as a genius among geniuses, was taught to read by his father before going on to study writing and arithmetic at a private school, Blumenfeld recounts. Thomas Jefferson, meanwhile, studied Latin and Greek under a tutor, and later attended a classical academy run by a reverend.



George Washington



John Quincy Adams



Benjamin Franklin



James Madison

Homeschooling notables: Many of America’s Founding Fathers and other giants were educated primarily at home, occasionally with some support from privately funded academies and Christian colleges later in life.



Now getting away from the goal: Yale and other universities such as Harvard and Princeton were founded by Christians primarily to train ministers of the gospel and propagate the Christian faith.

Among the leading lights of American history, many were educated primarily at home, including President George Washington, widely regarded as the father of America. President John Quincy Adams never attended a formal school until he went to Harvard, which was a fervently Christian university then, in his early teens. And except for one year of formal schooling, Abraham Lincoln received virtually all of his education in the home. James Madison was taught to read and write at home before going to spend a few years at a private academy and then college.

The Founding Fathers were certainly learned and accomplished men, but their educational backgrounds were by no means unique. Even among everyday Americans, literacy was widespread. Founding Father John Adams noted in 1765 that “a native of America who cannot read or write is as rare an appearance as a comet or an earthquake.” Thomas Jefferson, meanwhile, observed in a 1787 letter to St. John de Crèvecoeur that American farmers “are the only farmers who can read Homer.”

According to *National Education in the United States of America* by DuPont Nemours, published in 1812, literacy was practically universal back then. “Most young Americans, therefore, can read, write and cipher. Not more than four in a thousand are unable to write legibly — even neatly,” Nemours found. Many other

sources support his findings. And consider that today, government studies show almost half of Americans are either illiterate or so close to illiterate that they might as well be lumped in with them. In some areas, such as Washington, D.C., more than two-thirds of the adult population is functionally illiterate, according to recent government data.

And it was not just basic reading skills that were ubiquitous before institutionalized government “schooling” — early Americans could think and comprehend, too. As THE NEW AMERICAN’S Editor-in-Chief Gary Benoit explained in a 1997 piece headlined “Before the Public Schools,” the *Federalist Papers* published in the late 1780s provide ample evidence of the high literacy and phenomenal education that was ubiquitous in those times. In fact, those newspaper columns about the newly drafted U.S. Constitution were aimed at the common American man — the farmer, the merchant, the laborer. Today, many college graduates struggle to understand those documents — and many would undoubtedly struggle even if the documents were presented in modernized English.

Aside from being a non-government education, the classical education of the Founders and many of their contemporaries was much different than what passes for schooling today. The three schools that trained more of America’s Founders than any others were Harvard, Yale, and Prince-

ton. Interestingly, though, all of them were actually founded to train ministers of the gospel, and the Bible was at the center of the education provided at each of those universities.

With the Bible at the heart of schooling, early Americans understood the role of government to be a simple one: protect from evildoers the God-given rights to life, liberty, and property. And they understood the role of education as coming to know God and the scriptures, gaining knowledge about creation, learning what was needed for a productive life, and learning to live right by God. As John Milton famously put it, “The end of learning is to repair the ruin of our first parents by regaining to know God aright, and out of that knowledge to love him, to imitate him, to be like him.” Such views were dominant back then, when Americans were far more educated.

Government Becomes the “Educator”

Officially, at least, the history of “government” involvement in education begins in the Massachusetts Bay Colony in 1647 with the very first public act on education and schooling: the *Old Deluder Satan Act*. “It being one chief project of the old deluder Satan to keep men from the knowledge of the Scripture ..., to the end that learning may not be buried in the graves of our forefathers, in church and commonwealth, the Lord assisting our endeavors ... it is therefore ordered ... [to] appoint one within their town to teach all such children as shall resort to him to write and read, whose wages shall be paid, either by the parents or masters of such children or by the inhabitants in general.”

The primary purpose of the Puritan schools, therefore, was to ensure a knowledge of the Bible. In any case, though, these were hardly the institutionalized government propaganda centers of today. Even in Boston in the late 1600s, there were only one or two “public” schools, and virtually all students starting there already knew how to read, according to historian Samuel Eliot Morison, who wrote about education in Colonial New England. Many knew more than just reading, too, having learned much from their families at home.

It is worth noting, too, that the Puritans in Massachusetts were outliers in America in terms of having government laws

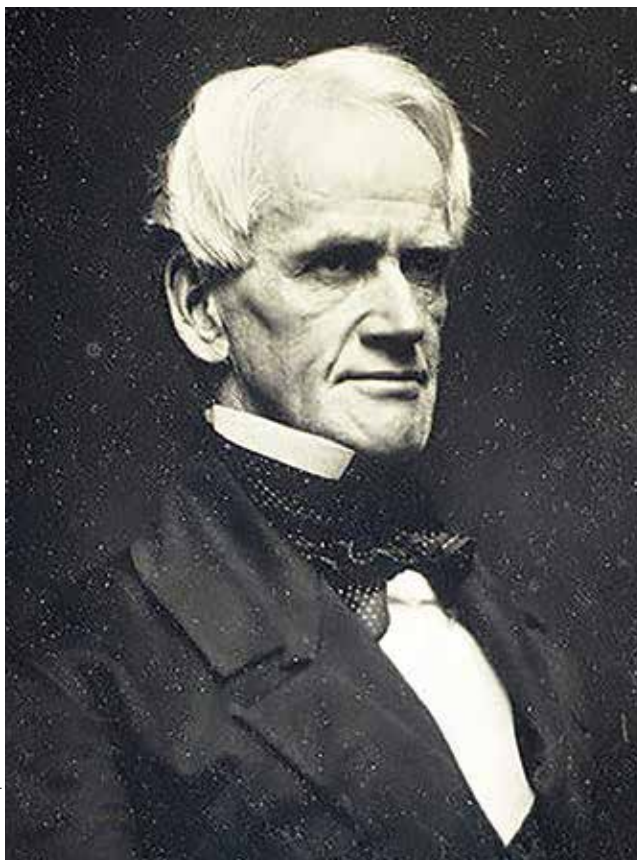
touching on education. And as the experience of the other Colonies showed clearly, a law mandating reading instruction in larger towns was not needed at all. In fact, Americans were zealous for education, and did not need government to provide it for them in order to obtain it.

The first giant step away from traditional, classical, Christian education toward socialistic and humanistic indoctrination and the dumbing down of education began under Horace Mann. In 1837, again in Massachusetts, Mann was appointed as the first-ever “Education Secretary” of an American state. And as a unitarian who rejected the Bible as the inspired and inerrant Word of God, Mann had big ideas about reforming the highly successful educational system that existed at the time. His efforts would ultimately lead to the fundamental transformation of education in America, putting it on course to end up where it is today.

Mann went to Prussia in 1843 and was very impressed with what came to be known as the Prussian Model. It was essentially the first systematic effort by a Western government to seize total control over education. Under the model, government schooling became compulsory. Statism and unquestioning obedience to government was instilled in all children. Indeed, teachers were themselves trained by the state, ensuring that the teachers taught what the state wanted. And unlike in America, children were segregated based on age. Mann imported this model to America, forever transforming the country.

One of the key goals of the education system he imported from Prussia, Mann declared, was to “equalize the conditions of men.” In short, this was a socialistic view of education, holding that everyone would be more equal if everyone received the same education. This approach, which manifests itself today in the form of Common Core, achieves mediocrity, not excellence. As much as politically possible in

his day, Mann worked to ensure that religious instruction was purged from education, too. While it was done under the guise of combating sectarianism among the different Christian denominations, the real goal was to remove the Bible, which until that time had been an inseparable part of America and education. Mann was so passionate about institutionalized government schooling based on the Prussian model that he traveled across the country promoting it. He visited the legislatures of other states to urge them to join the bandwagon. By the mid-1800s, compulsory attendance laws and government schools were popping up across the northern United States. Aside from Massachusetts, New York and Connecticut were early adopters. By 1900, despite major resistance from some segments of the populations and many parents, dozens of states had imposed similar Prussian-style systems with compulsory attendance laws.



The Metropolitan Museum of Art

Compulsory education: Massachusetts education chief Horace Mann visited Prussia and imported the Prussian Model of government indoctrination of all children, laying the foundation for today’s school system.

Institutionalized Illiteracy

Another key development that would have devastating effects that continue to plague America was Mann’s experiment with a new method of teaching reading. In the 1830s, Reverend Thomas Hopkins Gallaudet developed a way to teach reading to deaf children under his care. Because deaf children could not hear sounds, it was impossible for them to learn to read phonetically — they could not sound out the letters because they had no idea what the letters might sound like. And so Gallaudet taught the children to memorize entire words, treating the word itself as a symbol representing something, as in Chinese, rather than a combination of phonetic symbols representing sounds that can be blended together to form a word. For deaf children, this was clearly a major improvement.

However, Mann wanted to try it out on non-deaf children. And so, the so-called whole word method of teaching reading was

introduced in the public schools of Boston. It was a total disaster. In fact, it was so disastrous that in 1844, 31 Boston schoolmasters published a blistering critique of the “new method” that remains as relevant today as it was the day it was published. “Such a change, as that proposed by Mr. Mann and others, is neither called for, nor sustained by sound reasoning,” they wrote, systematically demolishing the quackery that had infected Boston schools under Mann’s reign. Among other problems, the whole word scheme produced illiteracy, reading disability, a hatred of reading, and symptoms that today are often referred to as dyslexia.

It was so discredited that it took more than 50 years to be resurrected. More than a century later, Flesch would once again expose the quackery. But the damage done was incalculable — and the quackery continues to wreak havoc on America.

John Dewey Picks Up the Baton

The education architecture put in place by Mann and his disciples

was only the beginning of America's descent into government-sponsored mayhem and ignorance under the guise of "education." After Mann came John Dewey, the next major reformer and a man who today, alongside Mann, is widely regarded by educators as the founding father of the American public education system. Dewey was, to put it bluntly, an anti-Christian socialist and humanist with a fanatical zeal for reforming mankind to fit his atheistic, collectivist vision. And remarkably, he did not conceal his ideology, writing openly and frequently about his political, religious, and educational views. While Mann went to Prussia for educational inspiration, Dewey would visit Vladimir Lenin's Soviet Russia, returning home to shower the brutal mass-murdering regime with praise in the *New Republic* for creating a "collectivistic mentality" through education and propaganda.

Dewey's zeal for socialism and communism was a frequent topic of his writings. "The only form of enduring social organization that is now possible is one in which the new forces of productivity are cooperatively controlled," wrote Dewey in *Liberalism and Social Action* in 1935, promoting socialism and collective ownership over the means of production. "Organized social planning ... is now the sole method of social action by which liberalism can realize its professed aims." As a model, Dewey frequently pointed to the 1888 novel *Looking Backward* by Edward Bellamy that envisioned a communist America without private property in the year 2000. It was a radical vision, especially at that time, but it animated Dewey and his supporters in their quest to re-shape America by re-shaping its children by re-shaping their education.

Major insight into Dewey's radical ideology and beliefs can be gained from reading the *Humanist Manifesto*, which Dewey signed and played a key role in developing. This document is essentially a complete rejection of freedom and the Creator — and therefore also a rejection of the inalienable rights bequeathed to individuals by their Creator, as America's Founding Fathers put it in the Declaration of Independence. "FIRST: Religious



AP Images

Man with a socialist plan: Socialist John Dewey, the father of America's public-school system, visited Lenin's Soviet Union and used Rockefeller money to hijack government education to fundamentally transform America.

profit-motivated society has shown itself to be inadequate and that a radical change in methods, controls, and motives must be instituted," the document reads. "A socialized and cooperative economic order must be established to the end that the equitable distribution of the means of life be possible. The goal of humanism is a free and universal society in which people voluntarily and intelligently cooperate for the common good."

Interestingly, Dewey and his more than 30 co-signers acknowledged that their beliefs were religious in nature. Darwinian evolution was at the heart of the new religion being advocated by Dewey's humanists. And even aside from the moral and spiritual implications, the implica-

tions as far as liberty and Americanist principles go are obvious, too: Without a Creator, there can be no God-given rights. And without God-given rights, there can be no objective reason for protecting individual rights at all, much less for limiting the power and scope of government.

Like so many others, Dewey viewed education as the key to bringing about the societal changes he sought. Indeed, in his book *Democracy and Education*, Dewey argued that education is "the process through which the needed transformation may be accomplished." And with millions in funding from the Rockefeller dynasty, Dewey and his allies had everything they needed. However, they knew that if parents or teachers understood what was happening, they would rebel. And so, Dewey argued in his essay *The Primary Education Fetish* (sic) that deception and stealth would be required. "Change must come gradually," Dewey wrote. "To force it unduly would compromise its final success by favoring a violent reaction."

There were many avenues pursued by Dewey and his cohorts in their ultimately successful effort to hijack and weaponize government schools. For one, they worked to quietly take over the most important

humanists regard the universe as self-existing and not created," affirmed Dewey and the other signers of the document in a blatant attack on the very first sentence of the Bible. It was a full-blown assault on the very foundations of Christianity, Western civilization, America, morality, and individual liberty. And it was not even concealed.

Forty years after Dewey's original *Humanist Manifesto*, his comrades were even bolder. In the *Humanist Manifesto II*, they openly called for world government. "We deplore the division of humankind on nationalistic grounds," the document declares. "We have reached a turning point in human history where the best option is to transcend the limits of national sovereignty and to move toward the building of a world community in which all sectors of the human family can participate. Thus we look to the development of a system of world law and a world order based upon transnational federal government."

The original, 1933 *Humanist Manifesto* that Dewey helped write and signed went on to attack the free enterprise system, too, arguing for collectivization of the means of production. "The humanists are firmly convinced that existing acquisitive and

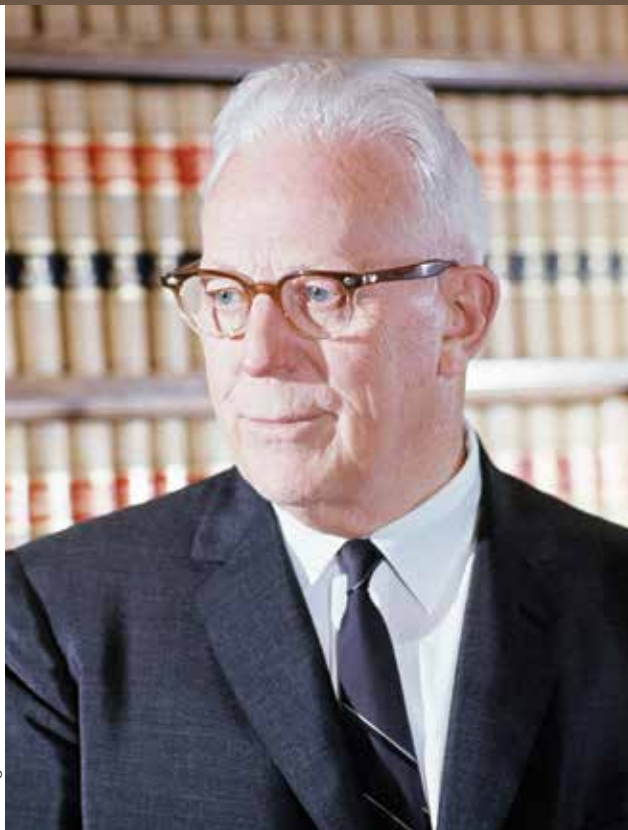
teaching colleges — especially the University of Chicago and Teachers College at Columbia University — so that future educators could be trained up to do their bidding. With funding from Rockefeller’s General Education Board, they also set up an “experimental school” in which they tested out and refined their ideas.

But perhaps one of the most damaging and diabolical aspects of the Dewey program was the resurrection of the discredited reading quackery known as the “whole word” method first pioneered by Mann in the 1840s. Dewey allies helped produce reading primers that would eventually be rolled out across America that systematized the use of the quack methodology. This directly led to a national illiteracy crisis that persists to this day, with “sight words” still mandated in government schools across America under Common Core, starting in kindergarten. That is a large part of why today, almost two-thirds of high-school seniors are not even *proficient* in reading, according to the government’s own National Assessment of Educational Progress.

Ramping Up Federal Control: Common Core and ESSA

Eventually, with Dewey and his allies having successfully indoctrinated generations of Americans through public schools, it was time for the rogue federal government to formalize it all. In 1962, the Supreme Court lawlessly banned prayer in school in the *Engel v. Vitale* ruling. New York had officially encouraged students to begin their school day with the following prayer: “Almighty God, we acknowledge our dependence upon Thee, and we beg Thy blessings upon us, our parents, our teachers and our country. Amen.” But the Supreme Court, apparently unable to read the plain text of the First Amendment prohibiting *Congress* from establishing a religion or prohibiting the “free exercise thereof,” ruled it illegal.

In 1963, the increasingly bold U.S. Supreme Court, led by Chief Justice Earl



AP Images

No “free exercise” of religion: Under the leadership of Chief Justice Earl Warren, the U.S. Supreme Court banned prayer and Bible reading in government schools using a bizarre interpretation of the Constitution’s First Amendment.

Warren, banned Bible reading in school, too. But at least one member of the high court understood perfectly what was happening: Justice Potter Stewart. As the only dissenting voice in *Abington School District v. Schempp* that banned Bible reading, Stewart slammed the ruling. “It led not to true neutrality with respect to religion, but to the establishment of a religion of secularism,” he said. Indeed, it did exactly that, with the dangerous humanist religion advocated by Dewey, and its totalitarian demands, becoming the official state religion, to be taught to all children in all government schools, at taxpayer expense.

Data compiled by the Nehemiah Institute shows the overwhelming majority of public-school children from Christian homes will leave the church and end up with a secular worldview. Two years after that ruling, with the federal government clearly ditching the constraints on its power imposed by the Constitution, Congress decided to formally begin the process of seizing control over public education. And so, in 1965, it passed the Elementary and Sec-

ondary Education Act, the proverbial camel’s nose under the tent, which opened the federal funding spigot. Then, less than 15 years later, Congress and Jimmy Carter unleashed the U.S. Department of Education on America. It did not take long for the feds to demand more control, and then more control, until the Obama administration finally came out and openly nationalized education standards using Common Core (see article on page 15). Now, education is being globalized, with the United Nations and the U.S. Department of Education leading the way (see article on page 27).

But by the time the federal government began openly hijacking control of education from the states and local communities, America had already undergone a fundamental transformation via education. Norman Dodd, who led an investigation by Congress’ Select Committee to Investigate Tax-Exempt Foundations and Comparable Organizations, explained that founda-

tions such as the Rockefeller Foundation, which funded Dewey and others, had orchestrated drastic changes that were so serious they constituted a “revolution.” However, this “could not have occurred peacefully, or with the consent of the majority, unless *education* in the United States had been prepared in advance to endorse it.” (Emphasis added.)

In a few centuries, America went from being the best-educated society in all of human history — a moral and intellectual superpower — to being a dumbed-down, ignorant, and increasingly immoral nation on the brink of destruction. But it was not by accident. In fact, it was all a deliberate plan, as this writer and Dr. Blumenfeld showed in *Crimes of the Educators: How Utopians Are Using Government Schools to Destroy America’s Children*. This incredible transformation was brought about by seizing control of education and weaponizing it. The only viable solution to this catastrophic problem is to neutralize that weapon by protecting America’s children from it and restoring true education. ■

EDUCATION'S FUTURE: GLOBALIZATION OF INDOCTRINATION

National education standards, such as Common Core, that focus on manipulating cultural norms and morals are being melded with UN standards that — if possible — are worse.



AP Images

His globalist plan for others: Microsoft founder Bill Gates, who financed Common Core with \$2 billion, signed an agreement with UN education agency UNESCO to globalize education. His kids went to an elite private school, and so did he.

by Alex Newman

In the future, children will all be learning from the same script, literally. Parents will become increasingly sidelined as globalized schools take over everything from mental and dental health to sexuality and nutrition. Indeed, even as Americans fought against the nationalization of education via Common Core, the United Nations was *globalizing* education and pushing its World Core Curriculum. The UN has decreed that *it* will decide what children learn and what values they should have. UN leaders have boasted that children's behavior, attitudes, beliefs, views,

and even "spirituality" will be shaped by global programs. And incredibly, national governments have gone along with it.

If current trends continue, the future of U.S. education is globalization and indoctrination — on steroids. It has been happening for decades, of course. It accelerated under the Obama administration. But years before Obama was even a candidate, Microsoft boss Bill Gates — the chief nongovernmental financier of Common Core — signed a global education partnership with the UN. And it is going to get worse. Instead of actually educating children, government schools in America and all over the world are being transformed

into indoctrination centers. Using a century of psychological research, these indoctrination centers are designed to transform children into unthinking cogs in a globalist machine. Many of its architects have boasted of their agenda to weaponize public schools against individualism, Christianity, religion, and more. Now it is under way.

True critical thinking is on the way out — logic, truth, real philosophy, and more have been replaced with emotionalism and post-modernism. Teaching real history is becoming a thing of the past. Legitimate science, too, is going by the wayside, as "science" lessons increasingly focus on the man-made global-warming hypothesis, false religious doctrines of atheism disguised as science, and sexual perversion. Even reading, writing, and arithmetic — the "Three R's" — are being replaced with social justice, values clarification, and absurd math that confuses even professional mathematicians. It's by design.

The UN's Goals

The real goal behind what is taking place in education is more than just mass-producing uneducated people unable to resist planetary totalitarianism. It is about transforming human society, bringing the world together under a single system, and preparing children not just to accept tyranny — but to love it and demand it. Despite receiving little media coverage in the United States, the UN and its sprawling array of agencies have been remarkably transparent about the agenda. For instance, the UN's "Universal Declaration of [pseudo-] Human Rights," which declares in Article 29 that rights and privileges may not be used "contrary to the purposes and princi-

Reading, writing, and arithmetic — the “Three R’s” — are being replaced with social justice, values clarification, and absurd math that confuses even professional mathematicians.

ples of the United Nations,” states openly in Article 26 that education “shall further the activities of the United Nations.”

And part of the UN’s agenda when it comes to education is eliminating understanding of God-given rights. Instead, children will learn about UN-granted pseudo-rights that can be revoked at will. The UN is also working to sexualize children, promote homosexuality, replace allegiance to nations with what the UN calls “global citizenship,” and turn children into promoters of the UN ideology known as “sustainable development.” There is also an occult element.

At the UN Educational, Scientific, and Cultural Organization, better known as UNESCO, the agenda has been clear from the start. In fact, UNESCO’s first chief, Sir Julian Huxley, described the key “task” before UNESCO in 1947 as “to help the emergence of a single world culture, with its own philosophy and

background of ideas, and with its own broad purpose.” He explained clearly that its outlook “must be” what he called “world humanism.” John Dewey, the founding father of America’s government education regime, had a very similar vision (see article on page 21).

Huxley described as “necessary” the “political unification in some sort of world government.” And in a widely quoted 1949 series on using the classroom to promote “world understanding,” UNESCO laid out the means: “As long as the child breathes the poisoned air of nationalism, education in world-mindedness can only produce precarious results.” So, schools should “combat family attitudes.” In other words, UNESCO will implant attitudes and values in children, regardless of what parents want. Government schools are the vehicle.

In the years since UNESCO’s founding, the UN agency has pursued its mis-

sion vigorously. In 1990, UNESCO and other agencies brought governments from around the world together for the “World Conference on Education for All.” The main product of that summit was an agreement to globalize education dubbed the World Declaration on Education for All: Meeting Basic Learning Needs, also known as the “Jomtien Declaration.”

In Article 10, the declaration claims that meeting the “basic learning needs” of children, defined as the “essential learning tools” and “the basic learning content” that is “required by all human beings,” is “a common and universal human responsibility.” In short, deciding what children will learn was no longer to be the responsibility of families, communities, or even nations. Instead, basic learning — including content — was declared to be a UN responsibility. All children must be subjected to “the same standards of learning,” the document says in Article 5, adding that “equitable and fair economic relations” (global wealth redistribution) was needed to meet basic learning needs.

Ten years later, UN members reconvened to sign the “Dakar Framework for Action: Education for All: Meeting our Collective Commitments.” And again, social engineering was trumpeted as crucial to education. The Dakar deal demanded that governments “implement integrated strategies” in education “which recognize the need for changes in attitudes, values and practices.” The same document also claimed “changes in attitudes, values and behavior are required.”

There have been countless similar summits and agreements since then. In the summer of 2016, a UN summit in Korea came up with a planetary “Action Plan” outlining how to use “education” to transform children into “global citizens.” The title of the summit, “Education for Global Citizenship: Achieving the Sustainable Development Goals Together,” offered a good summary of the agenda. Among other points, the envisioned “global-citizenship” program must promote “integrated development of the whole person emotionally, ethically, intellectually, physically, socially, and *spiritually*,” the action plan declared, touting the “spirit of global citizenship” while demanding that “education must advance the cause of global citizenship.” (Emphasis added.)



She told the truth in this case: Recently departed UN education chief Irina Bokova, a Communist Party operative who served a mass-murdering dictatorship, boasted of using schools to change the attitudes, values, and beliefs of children.

AP Images

The document reveals that the spirituality the would-be global educators envision has nothing in common with Christianity or Western civilization. Schooling must, for instance, inculcate “a sense of care for the earth” and “reverence for the interdependent kinship of all life.” If that sounds like paganism and pantheism, it should — because it is. More on spirituality later. The document goes on to “commit” the signatories to an educational regime that promotes “a deep appreciation for diversity,” “gender equality” (read: radical feminism), “interdependence,” “multicultural competence,” “social justice,” “sustainable development,” and more.

At another UN summit held the year before, UNESCO boss Irina Bokova boldly declared the UN’s intentions when it comes to advancing globalism with education. “We have the collective duty to empower every child and youth with the right foundations — knowledge, *values* and skills — to shape the future as responsible global citizens,” she boasted. (Emphasis added.) “We need new skills for new times — to foster greater respect and understanding between cultures, to give learners tools to make the most of diversity, to develop new values and behaviors of solidarity and responsibility, to harness the energy of young women and men for the benefit of all.”

The sort of “new values and behaviors” envisioned by UNESCO and Bokova are not hard to discern. Consider that Bokova, as *THE NEW AMERICAN* documented extensively, is a well-known Communist Party operative from Bulgaria who unapologetically served the mass-murdering regime. She was educated at an elite KGB-dominated university in Moscow. And she was a “red diaper baby” whose ruthless father was on the Politburo of the party responsible for slaughtering literally hundreds of thousands of people. The values, attitudes, and beliefs the UN wants to instill in children are also made clear in a set of sexual education standards unveiled by UNESCO in early 2018 (see page 13).



UN Photo/Yutaka Nagata

Early acolyte: UN Assistant Secretary-General Robert Muller created a World Core Curriculum based on teachings of Lucifer Publishing Company founder Alice Bailey, and said it “should be taught in all schools.”

World Core Curriculum’s “Spirituality”

Perhaps the most bizarre example of the UN’s efforts to globalize education is the “World Core Curriculum,” developed by UN Assistant Secretary-General Robert Muller. The curriculum, he said, is “the product of the United Nations, the meta-organism of human and planetary evolution.” In a letter to “all the educators in the world,” Muller described his creation as a “curriculum of our universal knowledge which should be taught in all schools of Earth.” Kind of like a Common Core, but for the whole planet. The resemblance between the names of both programs is more than coincidental, as this article will show.

Muller was serious about getting the UN curriculum in every school on the planet. As he made clear in his writings blasting his French and German educational experiences, national education systems, in his view, were outdated. “In the middle of my life I discovered that the only true, objective education I had received was from the United Nations where the earth, human-

ity, our place in time and the worth of the human being were the overriding concerns,” his letter explained.

It gets weirder. In the *World Core Curriculum Manual* by Muller, the preface contains a stunning admission. “The underlying philosophy upon which The Robert Muller School is based,” he wrote, “will be found in the teachings set forth in the books of Alice A. Bailey by the Tibetan teacher, Djwhal Khul.” To the uninitiated, it would be easy to read right over that. But to those who know anything about Bailey and the “Lucifer Publishing Company” she created, the reference is more than a red flag.

Among other dubious distinctions, Bailey was one of the founders of the occult New Age movement. She was also a key figure in theosophy, which even theosophists have admitted helped inspire the National Socialists (Nazis)

in Germany. And she channeled spirits, described as “ascended masters,” chief among them the so-called Tibetan referenced in the *World Core Curriculum Manual*. These spirits supposedly wrote dozens of books through Bailey, predicting a new global religion that would smash biblical Christianity, national sovereignty, and everything else at odds with the coming “Age of Aquarius.”

“There will not be any dissociation between the Universal Church, the Sacred Lodge of all true Masons and the inner circles of the esoteric societies,” Bailey’s spirits wrote in *Externalisation of the Hierarchy*, one of her best-known books. “In this way, the goals and work of the United Nations shall be solidified and a new Church of God, led by all the religions and by all of the spiritual groups, shall put an end to the great heresy of separateness.” The “great heresy of separateness” refers to Christians, Jews, and others who insist on being separate from the New Age global religion.

In her book *Education and the New Age*, Bailey explained how ending individualism was crucial to global government. “World Citizenship should be the goal of the enlightened, with a world federation and a world brain,” the spir-its wrote. “Our problem is to attain the kind of overall synthesis that Marxism and neo-Scholasticism provide for their followers, but to get this by the freely chosen cooperative methods that [John] Dewey advocated. In the broadest terms such a world-view will make possible a planetary civilization.”

This is the woman whose writings the World Core Curriculum is primarily based upon. In Muller’s *World Core Curriculum Manual*, one other source is also acknowledged: “the teachings of M. Morya as given in the Agni Yoga Series Books.” As with Bailey’s occultism, the teachings come from a “spiritual Master,” in this case “Master Morya.” This alleged spiritual guru — an entity Christians would describe as demonic — was instrumental in helping infamous occultist Helena Blavatsky establish the occult Theosophical Society. This movement, which inspired top Nazis, flips the biblical story upside down, with Lucifer as liberator and God as tyrant.

Muller, who reveled in the title “Father of Global Education,” did not conceal his aims. In his book *New Genesis: Shaping a Global Spirituality*, he wrote about the supposed “need for global education” on the path “towards a new spiritual ideology.” “What the world needs today is a convergence of the different religions in the search for and definition of the cosmic or divine laws which ought to regulate our behavior on this planet,” he wrote, calling for “world-wide spiritual ecumenism, expressed in new forms of religious cooperation and institutions.”

His deification of the UN was blasphemous. “There is a famous painting and poster which shows Christ knocking at the tall United Nations building, wanting to enter it,” he explained. “I often visualize in my mind another even more accurate painting: that of a United Nations which would be the body of Christ.” The Bible says the church is the body of Christ, not the UN. For globalists, though, the UN seems to be the body of a Christ they invented for themselves. In *My Testament to the UN*, Muller again deified the UN. “The United Nations is the vision-light of the Absolute Supreme,” he wrote. “At his choice hour, the Absolute Supreme will

ring His own victory-bell here on Earth through the loving and serving heart of the United Nations.”

Like Dewey in America, Muller did not just seek to eliminate Christianity through education, but individual liberty and self-government too. “Assisting the child in becoming an integrated individual who can deal with personal experience while seeing himself as a part of ‘the greater whole,’” he wrote. “In other words, promote growth of the group idea, so that group good, group understanding, group interrelations and group goodwill replace all limited, self-centered objectives, leading to group consciousness.”

These are the sort of teachings that underpin the World Core Curriculum. And there should be little doubt that when UN officials and UNESCO bosses speak of teaching children spirituality, this is what is meant. UNESCO continues to promote the World Core Curriculum, and its ideas increasingly permeate education around the world, with UNESCO leading the charge.

From National Core to Global Core

Going straight to global standards would be a tough sell in many places. So UNESCO focused on getting national governments to adopt national standards to bring about the UN’s vision. In early 2015, it released the “2015 Global Monitoring Report — Education for All” on its progress. Among other successes, UNESCO celebrated the “implementation of global targets at the national level.” “In 1990, 12 learning assessments were conducted according to national standards, but by 2013 the number had increased to 101,” gushed the UNESCO report. In America, those national standards had already become infamous: Common Core.

Aside from the federal government, billionaire UN devotee Bill Gates was the primary financier of all things Common Core. Estimates suggest he poured more than \$2 billion — yes, with a *b* — into the standards. So while his own children attended an elite private school that boasts of *not* using Common Core, the national education program (see article on page 15) was imposed on virtually all public schools across America. Now it is bleeding into homeschools and private schools, too.



Embedded in schools: Despite being opposed by the overwhelming majority of Americans in polls, the dumbed-down national Common Core standards imposed by Obama remain firmly in place across the country.

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What about being American? Obama's Education Secretary Arne Duncan called UNESCO his "global partner" and boasted of using the "weapon" of education to turn children into "green" and "global" citizens.

But there is more to the story. Gates signed a formal agreement with UNESCO to globalize education in 2004. On behalf of Microsoft, Gates personally signed a Cooperation Agreement with the UN agenda to speed up — with the UN agency — the globalization of education through information technology. "Together, UNESCO and Microsoft aspire for there to be a quantum leap in the quality of courses and in accelerating their uptake by educationalists ... through the availability of standards, guidelines or benchmarks," the agreement explains, calling for the creation of a "master curriculum (Syllabus)" while noting that UNESCO would "explore how to facilitate content development."

Then-UNESCO Director General Kōichirō Matsuura dropped some more bombshells in a speech. Among the goals of the partnership with Microsoft: "fostering web-based communities of practice including content development and worldwide curricula reflecting UNESCO values," Matsuura explained. The agreement also noted: "Microsoft supports the objectives of UNESCO as stipulated in UNESCO's Constitution."

Shortly thereafter, the Bush adminis-

tration signed the G8 Moscow Declaration purporting to commit the U.S. government to a globalized education regime for America. "Ministers recognized that the internationalization of education is a reality," the declaration states, adding that "high standards" should be created by "sharing research-based practices" to help people live in a "global society." Signatories "affirmed their support for UNESCO's leadership" and agreed that the globalist program would be "implemented by education ministers of all the world's countries and international organizations, including the World Bank, UNESCO, and UN."

That globalized education regime will include globalized standards under the guise of having a "Common Core" for all children everywhere. UNESCO's use of that very term goes back nearly four decades. In 1984, the same year President Ronald Reagan ended U.S. participation in the agency, UNESCO released a document entitled "A Methodological Guide to the Application of the Notion of Common Core in the Training of Various Categories of Educational Personnel." It was aimed at training educators worldwide with the same standards, so they could fan out

across the globe with the same ideas. A 2011 document about the UNESCO International Institute for Educational Planning also uses the term Common Core, again in relation to training education chiefs worldwide. Socialist and humanist John Dewey used a similar strategy — seize control of teachers' colleges — to successfully hijack American education. It was extremely effective.

Even in America, Common Core peddlers funded by Gates have celebrated the global nature of the national standards. In an advertisement for Common Core by the Gates-funded Council of the Great City Schools, the narrator boasts about it. "The [Common Core] standards are consistent from school to school, and they match up with international standards, too," the narrator says as a cartoon suggests standards will be the same in Chicago, Paris, and Shanghai. "Now we know how we are doing compared to just about everyone.... With the same rules, everybody can compete on the same kind of staircase."

Leading Common Core peddlers have proudly trumpeted their efforts to globalize American education. As far back as 2014, a conference hosted by Common Core ringleader and former Florida Governor Jeb Bush was called Globalization of Higher Education. Among the attendees were Hillary Clinton, chief Common Core peddler and then-U.S. Education Secretary Arne Duncan, former World Bank President Robert Zoellick, UNESCO officials, university presidents, and more.

Duncan, Obama's education secretary, was instrumental in foisting the globalized Common Core on America. In a 2010 speech to UNESCO, Duncan referred to the UN education agency as one of the administration's "global partners" to promote "improvements" and "strengthening" (read: globalizing) of education around the world. "Today, education is a global public good unconstrained by national boundaries," Duncan declared. "It is no surprise that economic interdependence brings new global challenges and educational demands."

Duncan also told UN bureaucrats how education would be used to transform people's attitudes and promote sustainable development. "Education is still the key to eliminating gender inequities, to

reducing poverty, to creating a sustainable planet, and to fostering peace,” Duncan continued, with “sustainability” being UN-speak for central planning and global governance. Quoting former South African President Nelson Mandela, Duncan argued that education “is the most powerful weapon which you can use to change the world.”

And that is exactly what they are doing. In a separate 2010 speech, Duncan revealed that the U.S. Department of Education “is taking a leadership role in the work of educating the next generation of *green* citizens and preparing them to contribute to the workforce through *green* jobs.” (Emphasis added.) The year before Duncan’s admission, Obama’s Green Jobs Czar Van Jones resigned when an interview surfaced in which he described himself as a “communist.” UN documents

have also explained the “green economy” plan. “Transitioning to a green economy requires a fundamental shift in the way we think and act,” explained a 2012 UN report on the green economy advocating global central planning. Another UN report on the green economy, developed by Obama policy architect John Podesta, said the “worldview and behavior” of every person on Earth must be “dramatically altered.”

The transformation is to be brought about through schools. “We must advance the sustainability movement through education,” explained Duncan. “We at the Education Department are energized about joining these leaders in their commitment to preparing today’s students to participate in the green economy, and to be well-educated about the science of sustainability.” Duncan, who got almost

every state to accept Common Core, added that the administration was working to “build the science of sustainability into the curriculum, starting in kindergarten and extending until the students graduate from high school.” This should “prepare all students with the knowledge they need to be green citizens.”

On UNESCO’s website is a report headlined “Education for Sustainable Development” that reveals a great deal about this sustainable education. “Generally, more highly educated people, who have higher incomes, consume more resources than poorly educated people, who tend to have lower incomes,” the UN “toolkit” for global sustainable education explains. “In this case, more education increases the threat to sustainability.” That may help explain another key development. Both UNESCO and Com-

UN SEEKS TO END EDUCATION ALTERNATIVES

As the UN usurps more and more control over what is taught in the classroom, it is also working to have its member states, mostly dictatorships and repressive regimes, clamp down on educational freedom. Not surprisingly, the crackdown is being justified under the guise of “human rights.” Concerned that students in private schools around the world are not receiving sufficient doses of globalist indoctrination prescribed by various global agreements, the dictator-dominated UN Human Rights Council passed a resolution in July of 2015 calling on governments worldwide to “monitor” and “regulate” non-government education. Governments and dictators should also impose “standards” on private schools, the UN bureaucrats said in the controversial document.

Incredibly, the resolution even speaks of “protecting education from commercialization.” What it really means, of course, is protecting government-run monopoly education from competition by superior providers. After all, why would parents spend money on a private school if the tax-funded education provided by government was just as good or better? Obviously they would not. So what the UN pseudo-human rights bureaucracy is really saying is governments must prevent parents from choosing better alternatives. Of course, following the prescriptions outlined by Karl Marx, some members of the UN human rights body actually ban any forms of non-government-run education already.

The UN council, composed of some of the most ruthless communist and Islamist autocrats on Earth, regularly condemns freer nations — often for upholding actual rights instead of UN-defined privileges

mischaracterized as human rights. Continuing with its long tradition, the body urged governments to “fulfill the right to education” by, among other schemes, “putting in place a regulatory framework guided by international human rights obligations for education providers that establishes, inter alia, minimum norms and standards for the creation and operation of educational institutions.”

The document also calls for governments and dictators to start “monitoring private education providers” and “holding accountable those whose practices have a negative impact on the enjoyment of the right to education.” Setting aside the fact that education is a service and a privilege, not a right — real rights, by definition, mean freedom from coercion, not compulsory “services” from government — the resolution did not make clear what sorts of “practices” the UN and its members believe have a “negative impact” on “the enjoyment of the right to education.”

Also in the resolution was a call for governments to use tax funds to support “research” (read: biased “studies” touting government education) and “awareness-raising activities” (read: propaganda touting government education) on the issue. Supposedly, the “research” and “awareness” should help people “better understand the wide-ranging impact of the commercialization of education on the enjoyment of the right to education.” Of course, a mountain of research on the topic is already available, and it shows that government-run schools exist to serve government — and that private schools, home-schooling, and other alternatives are drastically superior to public education, generally at a fraction of the cost. ■

— ALEX NEWMAN



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Failing kids: U.S. Education Secretary Betsy DeVos, who falsely claimed Common Core was “dead,” recently signed the G20 education declaration vowing to keep globalizing “education.”

mon Core demand that reading be taught using the “whole word” or “sight” method first exposed as quackery in the 1840s by Boston school leaders. In UNESCO’s 2005 *Guide to Teaching Reading at the Primary School Level*, the UN agency says “children should be able to learn sight vocabulary in context rather than isolation.” In *Crimes of the Educators*, coauthored with this writer, the late Dr. Samuel Blumenfeld, who dedicated 50 years of his life to education and the teaching of reading in particular, called UNESCO’s approach “the most confusing, irrational, and nonsensical reading program ever invented by so-called educators.” Under Common Core, kindergarten children are also forced to memorize sight words. This leads to massive reading problems. (see page 24)

The Future of American Education

Under Trump, the U.S. government has officially withdrawn from UNESCO. However, Common Core remains firmly in place, and the current administration continues to advance the same UN-backed policies pushed by the previous one on everything from sexualization to globalization.

In September, U.S. Education Secretary Betsy DeVos signed a global declara-

tion calling for, among other absurdities, using education to indoctrinate children on “sustainable development.” The declaration, produced at the first ever Education Working Group of the Group of 20 (G20) governments, was entitled “Building consensus for fair and sustainable development.” How free nations can build “consensus” on “education” with murderous Islamist and communist regimes that indoctrinate children with ideologies of tyranny was not explained. What was clear: The whole vision revolves around the UN Agenda 2030 Sustainable Development Goals, a road-map to global technocracy.

“Education is the foundation of personal development as it provides children, youth and adults with the knowledge, skills, values and attitudes necessary to reach their full potential,” declared the education ministers, including some whose regimes torture and slaughter critics of communism or Islam. They agreed to “promote the development of curricula ... which have a strong focus on ... values and attitudes.” As part of that, they agreed to “provide education that supports better integration of common values like ... sustainable development.” Also, the officials vowed to “foster the inclusion of non-cognitive skills such as

socio-emotional skills across the curriculum,” which is basically educrat-speak for psychological conditioning to bring about desired “values and attitudes.” To enforce compliance, they agreed to use “robust and comprehensive learning assessment systems and data.”

Calling for “international investment in education,” the deal touts “existing and potential international mechanisms for financing education.” If federally funded and controlled education was bad, wait until “international mechanisms” are in charge. “We commit to strengthening international cooperation ... and developing joint initiatives at bilateral, regional and multilateral levels,” the education czars said. “We commit to facilitating the internationalization of education.”

Another troubling development in American education that continues to march on is the federally funded “Full Service Community School” model. These schools, which are spreading across America thanks to federal funds, are essentially parental replacement centers. They put themselves in charge of every aspect of a child’s life and well-being, ranging from the food and nutrition they receive to their dental and mental health. Meanwhile, federal agencies such as the Department of Health and Human Services and the Department of Education have started talking about parents as “equal partners” with government in child-rearing.

It is clear that even under Trump, who promised to kill Common Core and get the feds out of education, nothing substantial has changed on the education front. All of the reformers who thought electing a Republican Congress and a Republican president would solve the problem have been proven wrong again. The fix is in at the top. Yet the stranglehold that the globalists and deep staters have had over and within the U.S. government, long before Trump became president, can be broken. Exposing their subversive scheming to globalize education will certainly help loosen their grip. But to actually break it, concerned Americans need to demand that their lawmakers abolish the U.S. Department of Education and get the feds out of the education sector altogether. ■



THE CASE FOR CHRISTIAN EDUCATION

Scripture and church fathers clearly state that education should be God-centered, but God is banned from public schools.

by Israel Wayne

In spite of the vast sums spent annually for public elementary and secondary schools by our federal, state, and local governments, academic standards in the United States have been plummeting scandalously for decades, as is detailed in other articles in this special report. But the academic decline is only one part of the story. The social, moral, and spiritual decline of the public schools is, arguably, far worse.

So, perhaps we should be asking: “Why are we spending all this money?” And that will lead us to the more profoundly important question: “What is the purpose of education?”

It only stands to reason that a religious people would avoid sending their children to a school that would undermine their re-

ligion. However, in our day and age, most people of faith — which is the vast majority of Americans — send their children to schools that are antithetical to their core values and convictions.

The Purpose of Education

The purpose of an education, from a Christian worldview, is ultimately to know our Creator and save our immortal souls. The *Westminster Shorter Catechism* says the chief end of man is “To glorify God, and enjoy Him forever.”

Knowing God, and what He is like, in turn, teaches us how we ought to live. Harvard College’s original mission statement in 1636 defines the purpose of an education this way: “Let every student be plainly instructed, and earnestly pressed to consider well, the main end of his life and studies is to know God and Jesus Christ which is eternal life (John 17:3), and therefore to lay Christ in the bottom, as the only foundation of all sound knowledge and learning.” This once reflected

Going with God: Christians and Jews always understood the purpose of education as coming to know God — the scriptures say fear of the Lord is the *beginning* of wisdom — yet God is banned in government schools.

the common understanding of education in America.

In our day and age, people pursue education largely for economic reasons. Doing well in school is a means to getting into a good college, which is a means to a college degree, which is a means to getting a good-paying job, which is a means to making a lot of money and attaining affluence and comfort. Of course, there is nothing wrong per se with attaining material success, and certainly breadwinners need to be able to earn enough money to support their families. But vocational training is not *the* purpose of education, and material successes are not the most important things in life.

Jesus Christ teaches us that life is more than the stuff we acquire: “Take care, and be on your guard against all covetousness, for one’s life does not consist in the abundance of his possessions” (Luke 12:15). Also: “For what does it profit a man to gain the whole world and forfeit his soul?” (Mark 8:36).

Prominent Western thinkers whose ideas were foundational to Western civilization came to the same conclusion. “The end then of learning,” said John Milton (1608–1674), “is to repair the ruins of our first parents by regaining to know God aright, and out of that knowledge to love him, to imitate him, to be like him.”

Church History

The early church fathers were fairly unanimous in their support of parents taking responsibility for the education of their own children. Faith was not viewed as a separated and segmented particle of life, but a comprehensive worldview that encapsulated their entire existence. They embraced the truth of Proverbs 9:10: “The fear of the Lord is the beginning of wisdom: and the knowledge of the holy is understanding.” Of course, it is impossible today to teach “fear of the Lord” and “knowledge of the holy” in the government schools.

Clement I of Rome wrote in 96 A.D. to the church in Corinth: “Let us fear the

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Lord Jesus, whose blood was given for us. Let us reverence our rulers; let us honor our elders; let us instruct our young men in the lesson of the fear of God. . . . Let our children be partakers of the instruction which is in Christ: let them learn how lowliness of mind prevaieth with God, what power chaste love hath with God, how the fear of Him is good and great and saveth all them that walk therein in a pure mind with holiness.”

Ignatius of Antioch (35-107, A.D.) wrote to the early church in Philadelphia (modern-day Turkey): “Fathers, ‘bring up your children in the nurture and admonition of the Lord;’ and teach them the holy Scriptures, and also trades, that they may not indulge in idleness. Now [the Scripture] says, ‘A righteous father educates [his children] well; his heart shall rejoice in a wise son.’”

Nearly all of the early church fathers stood strongly against the influence of the pagan arts, and denounced in strong terms the debauchery of the theater and the stadium. For them, wisdom was not merely academic knowledge, but it encapsulated the idea of virtue as well.

Faith, Virtue, and Knowledge

The Apostle Peter laid out a sequence of progression for the Christian life that applies to teaching and learning as well. “And beside this, giving all diligence, add to your faith virtue; and to virtue knowledge” (2 Peter 1:5).

Government schools purport to transmit knowledge comprised of supposedly neutral facts. Many “public school” advocates would claim they do not indoctrinate children, but instead, simply give them a values-free education, that allows children to determine for themselves what they believe (from many bits of amoral data). Political conservatives rightly cry “foul,” and point out that there is an awful lot of moralizing that happens on everything from sexual ethics, to environmentalism, socialism and much more.

So, once the student acknowledges God as the source of all creation, the attention then turns to the questions of ethics and right living. We find even in the pagan cultures of old that inculcating the young in virtue was a primary concern. For what does it profit the individual, the family, or society if a youth is filled with all worldly

knowledge and practical skills but is an insufferable brat? Or even worse, uses his education to become a brilliant, vicious criminal or tyrant?

Socrates seemed to argue that it was impossible to teach moral virtues to children. However, virtually every human society has recognized the imparting of moral virtues as one of the most important duties of parents and teachers. So, what is virtue? It is a habit of the soul that disposes it toward right moral action. Confucianism, widely practiced throughout China for more than two thousand years, before the communist takeover, stressed five virtues: benevolence, righteousness, propriety, wisdom, and integrity. Plato and other ancient Greek philosophers identified four natural virtues called *cardinal* virtues on which all others hinge: prudence, temperance, fortitude, and justice. To these four natural virtues, Christian theologians added the three supernatural or *theological* virtues of faith, hope, and charity (or love). These were taken from sacred scripture, most especially from Paul’s first letter to the Corinthians: “And now abideth faith, hope, charity, these three; but the greatest of these is charity.” Thus, the seven Christian virtues: faith, hope, charity, prudence, temperance, fortitude, and justice. The habitual practice of these virtues leads to the formation of the proper Christian character.

So if proper ethics and virtue are to be the grid through which students receive

information, who should be the standard-bearers of these transcendent principles? If it does not frighten Christian and Jewish parents to have the government creating the standards of what is right and wrong for their children, it should! Parents, not big government, know best how to equip their children for life, and how to live according to the correct values.

So What Does the Bible Say About Education?

In one of the most revered passages of the Hebrew scriptures, parents are instructed, in Deuteronomy 6:6-7: “These commandments that I give you today are to be upon your hearts. Impress them on your children. Talk about them when you sit at home and when you walk along the road, when you lie down and when you get up.”

God gave parents the responsibility not only to teach their children, but also to guard them against evil influences from their peers and profane culture.

Psalm 1:1-2 teaches, “Blessed is the man who walks not in the counsel of the wicked, nor stands in the way of sinners, nor sits in the seat of scoffers; but his delight is in the law of the Lord, and on his law he meditates day and night.”

In the New Testament, Paul warns (1 Corinthians 15:33), “Do not be deceived: Bad company ruins good morals.”

For centuries, both Catholic and Protestant churches have utilized a catechism for children (a series of questions to



Voices from the past: Early church fathers were almost unanimous in believing that parents should provide a God-centered education to their own children.

discover what students know about the doctrines of the church and the Christian faith in general). It has been deemed imperative to help students know what they believe, and why their beliefs are true. While never a majority within their ranks, there have been certain Catholic and Protestant leaders who have recognized the perils of placing children and youth under the tutelage of state schools that are indifferent to, or outright hostile toward, Christian faith and morals.

Martin Luther (1483-1546) proclaimed: "However, even if the high schools studied the Scriptures diligently we should not send every one to them, as we do now, when nothing is considered but numbers, and every man wishes to have a doctor's title; we should only send the aptest pupils, well prepared in the lower schools.... But where the Holy Scriptures are not the rule, I advise no one to send his child. Everything must perish where God's word is not studied unceasingly; and so we see what manner of men there are now in the high schools.... I greatly fear the high schools are nothing but great gates of hell, unless they diligently study the Holy Scriptures and teach them to the young people."

Unfortunately, the Protestants have been slower in embracing the need to start their own schools than the Catholics. The Catholics were the first group to fight for exemption to compulsory attendance laws (see *Pierce v. Society of Sisters* in 1925). Most Protestant pastors didn't even consider starting their own schools until the 1970s.

In "The Christian Education of Youth" (1929), Pope Pius XI stated: "Since every method of education aims for that formation of man which he ought to acquire in this mortal life, in order to attain the ultimate goal destined to him by the Creator, it is plainly evident that as no education can be truly so called which is not entirely ordered to that final end, in the present order of things established by the providence of God, namely

after He revealed Himself in His Only-begotten, who alone is 'the way, the truth, and the life' (John 14:6), no full and perfect education can exist except that which is called Christian."

"Therefore," he continued, "every form of teaching children, which, confined to the mere forces of nature, rejects or neglects those matters which contribute with God's help to the right formation of Christian life, is false and full of error.... For the most part those systems of teaching which are openly proclaimed in our day tend to this goal."

The government-directed, taxpayer-supported public schools of today definitely fit the description of "those systems of teaching" that Pope Pius XI condemned as "false and full of error." But they didn't arrive at their current dire state overnight. It has taken more than a century and a half for the government schools to degenerate into the militantly

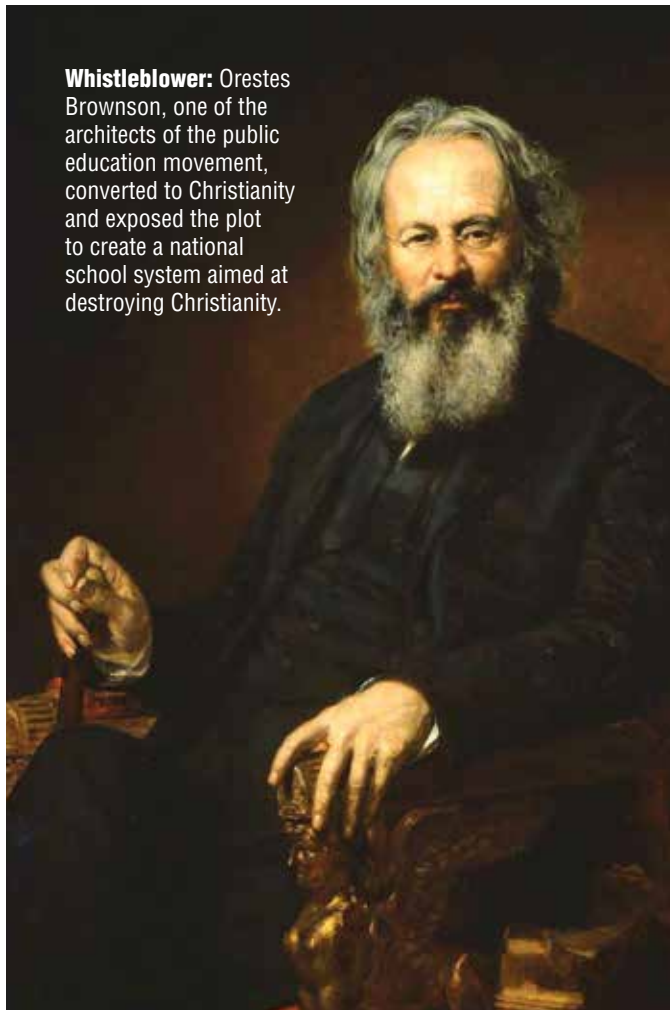
anti-Christian, nightmarish system that it is today. However, the socialist propagandists of the 1830s did indeed intend that their proposed system would take us to our present predicament. One of the architects of the public-school movement during that period was Orestes Brownson, the very influential New England writer-editor-philosopher, then a disciple of socialist Robert Owen. Brownson, who converted to Christianity, broke with his former comrades and exposed their plot. He wrote:

The great object was to get rid of Christianity, and to convert our churches into halls of science. The plan was not to make open attacks on religion although we might belabor the clergy and bring them into contempt where we could; but to establish a system of state, — we said national — schools, from which all religion was to be excluded, in which nothing was to be taught but such knowledge as is verifiable by the senses and to which all parents were to be compelled by law to send their children.

Dr. A.A. Hodge, a professor at Princeton Theological Seminary, warned the Presbyterian church in 1890: "I am as sure as I am of Christ's reign that a comprehensive and centralized system of national education, separated from religion, as is now commonly proposed, will prove the most appalling engine for the propagation of anti-Christian and atheistic unbelief, and of anti-social nihilistic ethics, individual, social and political, which this sin-rent world has ever seen."

His words have proven to be prophetically accurate. It is my sincere hope that people of faith will increasingly remove their children from State-dominated schools, and choose an education that supports and encourages the faith and beliefs they want to impart to their children. ■

Whistleblower: Orestes Brownson, one of the architects of the public education movement, converted to Christianity and exposed the plot to create a national school system aimed at destroying Christianity.



mfa.org

BENEFITS OF HOMESCHOOLING

A man who has been involved with the resurgence of homeschooling in America talks about the many benefits of it.



AP Images

Family friends: In addition to scoring far higher on average than government-school children on standardized tests, homeschooled students also tend to develop stronger and healthier families.

by Israel Wayne

My family was one of the very first families to begin homeschooling in the United States during what I call “The modern-day homeschooling movement.” Homeschooling is as old as the first family on Earth. In our day and age, however, it feels like a very new experiment.

My older sister was taken out of kindergarten in 1978, and we began our adventure as homeschoolers. At that time, my mother didn’t know about compulsory attendance laws, and we ended up in court to defend our new homeschooling decision. In 1988, my mother started an influential national homeschooling magazine. This gave me a front-row seat for all that would develop in the next three decades as the homeschooling movement would explode.

When I graduated from homeschooling in 1991, it was still illegal in many states (including the one in which I lived).

My family was featured in a cover story on homeschooling for *Time* magazine in 2001 entitled, “Is homeschooling good for America?” Since my family’s initial involvement, homeschooling has grown from a small counterculture phenomenon to a vibrant mainstream movement. Homeschooling is now legal in every state, and legal barriers have fallen to varying degrees. Yet opponents of homeschooling continue to push back, and homeschoolers need to remain vigilant of their rights.

Homeschooling Begins Again

Between 1979 and 1983, Dr. James Dobson had Dr. Raymond Moore on his radio show a few times to discuss his research on early childhood development. Based on his studies, Dr. Moore advocated for delaying formal schooling for young children, especially boys who were struggling with reading. On the broadcast, he encouraged parents to keep their children at home and let them develop until they were older

before sending them to a formal school. He quickly began advocating for home education as a general principle, as he saw the success parents were having in teaching their own children at home.

Because of these broadcasts, thousands of families around the nation began taking their children out of public school (or never sending them in the first place). This was met with legal opposition from local school boards and truancy officers. These families were accused of violating their state compulsory attendance laws by refusing to send their children to government or private schools.

In 1983, Michael Farris and J. Michael Smith founded the Home School Legal Defense Association (HSLDA) and were soon joined by a young lawyer named Christopher J. Klicka (formerly of the Rutherford Association). They began to represent families who had decided to home educate but were facing truancy charges from school districts.

That same year, Christian state organizations began to form, and state-wide homeschooling conventions were established. Parents could come and hear speakers teach on home education, and they could buy curricula from vendors in the convention hall.

The Legal Battle

Christian school administrators, many of whom had faced their own legal battles in a fight for exclusively Christian education, began to take notice of these families. Many of them allowed homeschoolers to enroll in their school, as private-school students, but to continue to do the bulk of their teaching at home. The private schools kept all the records and did standardized testing (in many cases) to appease authorities. Because private schools were not mandated by law to hand over the private records of these students, it was almost impossible for these families to be

Taking charge of educating your children may seem a daunting endeavor. However, it is easier now than ever before, with support groups at the national, state, and local levels.

prosecuted, even though the students were not attending a formal school classroom.

HSLDA began working in conjunction with many state homeschooling associations to create legislation that would exempt private home educators from compulsory attendance laws. This created a new category, legally, of “homeschoolers,” rather than the two previous options of “public school” and “private school.” State organizations have provided important legislative work by watching their legislature each year for bills that could adversely impact homeschooling freedoms.

The Early Days

In the 1970s, not only was homeschooling illegal, but there was almost no support. Curriculum companies that sold materials to Christian schools would not sell to parents. Pastors told parishioners who chose to home educate that they were being disobedient to scripture. They said that Romans 13 commands parents to obey

all civil laws, and so they were disobeying God by trying to give their children a Christian education at home.

Because of the threat of truancy officers or child protective service workers showing up unexpectedly on our doorstep, families like ours stayed inside during school hours. We kept the curtains closed. We tried not to talk about school with our nosy neighbors (who wondered why the bus never stopped at our house). Grandparents and extended relatives thought we were being deprived and believed the experiment would go totally wrong. They were convinced we would grow up to be social misfits, be unemployed, and have no idea how to relate to others in the “real world.”

The stakes were high because if you were caught homeschooling, your children could be taken away from you. Your parental rights could be terminated, and your children could be placed into foster care (where government schooling was mandated). It was a scary time. Many homeschooled children (like my older sister and

I) actually had escape routes planned to hide if social workers came to get them.

It’s hard to believe that we aren’t talking about some communist nation during the Cold War, but the “land of the free and the home of the brave” during the 1970s and ’80s. My own family was in court on several occasions to defend our right to home educate. I remember the fear I had that I would not be able to continue living with my family and would not be allowed to homeschool. On two different occasions, because of run-ins with the courts (my second- and sixth-grade years), we were placed in private Christian schools for a year until the smoke cleared, and then my mother promptly went back to home educating us (after everyone had forgotten about the ordeal).

It is a blessing that such scenes are almost a distant memory in today’s homeschooling climate. It is important, however, for newer homeschoolers to learn the history of the modern-day home-education movement.

Today, homeschooling is not only legal in all 50 states, but it is also flourishing in many countries around the world. Almost everyone knows someone who is being, or was, home educated. Homeschooling is now mainstream, with people from all walks of life choosing to take control of their children’s education.

How Do Homeschoolers Do Academically?

My homeschool experience consisted of being homeschooled in high school by a single-parent mother who didn’t finish ninth grade. Research from Dr. Brian Ray, of the National Home Education Research Institute (NHERI.org), reveals that parents can still give their children a great academic education at home, even with very limited formal schooling themselves.

“A parent’s education background has no substantive effect on their children’s home school academic performance,” Dr. Ray notes. “Home educated students’ test scores remain between the 80th and 90th percentiles, whether their mothers have a college degree or did not complete high school.”

According to Dr. Ray’s research, a child in the government school whose parent has a master’s degree or a teaching certificate will score 25-30 percent lower, on average, than a homeschooled student whose



AP Images

Letters and numbers: Homeschooled children such as this Iowa sixth-grader at the Scripps National Spelling Bee are drastically over-represented among the winners and finalists of such competitions.



FatCamera/E+/GettyImagesPlus

Peer problems? Despite smears by advocates of government education, evidence shows homeschoolers tend to be much better socialized and able to deal well with others than their government-educated peers.

parent has only a high-school diploma or less. In homeschooling, it is the customized context and the parental involvement that make the difference, not the academic pedigree of the parents.

Home-educated students have repeatedly won the National Geographic Bee, the Scripps National Spelling Bee, the Intel International Science & Engineering Fair, the GSN National Vocabulary Championship, the National Mock Trial Championship, National Merit Scholarship awards, and many other honors, as well as scoring top placement at leading universities.

What About “Socialization?”

“Won’t they grow up isolated and socially maladjusted?” Homeschoolers are certainly familiar with questions and comments of this type. However, many studies by researchers at major universities over the past several decades have completely debunked these concerns. In fact, the research shows that homeschoolers tend to score much better on all socialization indices than their public school counterparts, with better self-image, fewer problem behaviors, less peer dependence, better communication skills, and greater ability to interact with adults and students outside their age cohorts. Research shows that much of the socialization in government schools is *negative* socialization: bullying, ostracism, sexual harassment, profanity, etc. Homeschoolers are spared these

negative influences. But far from being isolated, they engage in abundant social activities through church, homeschool co-ops, sports, 4-H, Scouts, Little League, singing groups, neighborhood activities, and much more. *Positive* socialization is one of the most important benefits of homeschooling.

Not as Difficult as You Think

Taking charge of educating your children may seem a daunting endeavor. However, it is easier now than ever before, with support groups at the national, state, and local levels; a super-abundance of curriculum and teaching options; and millions of homeschool families and students who have pioneered before you. Some homeschool parents choose to put together their own curriculum, but there are many other options. Church-related and commercial programs already exist that cover every subject area and provide testing, grading, and counseling services as well. Many courses are available on video and/or online, including live, interactive classrooms (see article on page 42). Many church schools, private schools, and homeschool co-ops have outreach programs for homeschoolers, particularly in providing options for attending classes in the sciences and higher math, as well as sports and other extracurricular activities.

You might think that you could not possibly be an adequate teacher. But what is it

that qualifies someone as a good teacher? It is not IQ. It is not a college degree or state certification. It is not being an expert at knowing random facts and information. A good teacher cares about the student and understands his/her strengths and weaknesses. A good teacher is a good listener and an exemplar of good character, good work habits, and good study habits.

The fact is that no one knows your child, or cares about him, more than you do. God gave your child to you, not to the government or the church or another family. He entrusted that child to you, because He believes that you are the best-equipped person in the world to raise him. And now, thanks to the burgeoning homeschool movement, you have immense resources at your disposal to effectively carry out that immense responsibility.

The Future of Homeschooling

Homeschooling has come a long way since the early days when we were essentially an underground movement — in the catacombs, so to speak. It continues to enjoy phenomenal growth, but there are very real threats not only to its continued progress, but even to its very existence. Big Government — at the local, state, and federal levels — is, obviously a perpetual peril, not only due to officious bureaucrats grasping for power, but also due to the fact that as government spending consumes more and more of the family’s budget, the family is less and less able financially to avail themselves of educational options outside of the government monopoly. There is another danger. It is that the autonomy and the legal freedoms that were so painfully fought for and won over the past few decades may simply be given away by today’s homeschooling parents, in exchange for “free” government hand-outs in the form of education vouchers for homeschoolers and other government-funded educational opportunities. Whoever pays for the education controls it.

Homeschooling freedoms will be maintained through eternal vigilance on the part of parents and organizations that are committed to the principles of liberty and parent-directed and parent-controlled education. We have gained so much freedom. Now it is up to us to maintain and preserve that freedom. ■

CHRISTIANS GETTING OUT

After acknowledging that leftists control the content of public schools and are propagandizing the children to their views, Ray Moore decided to get the kids out.



facebook.com/raymooreesc

by Alex Newman

Let Col. E. Ray Moore (Ret.), executive director of Exodus Mandate, has made it his mission to lead an “exodus” of Christians out of government schools. Instead of public education, he advocates that Christian children move to the “promised land” of homeschooling and Christian schools. “Christian children need Christian education,” reads a bumper sticker by Frontline Ministries, which Moore founded more than two decades ago.

The soft-spoken conservative heavyweight was a pioneer in the homeschooling movement, educating his own children at home long before it was approved by government or society. And he was the first to organize around the idea of abandoning gov-

ernment schools entirely. As part of his efforts, Moore authored the book *Let My Children Go*. He also served as executive producer of the hit film *IndoctrinNation*, as well as *Escaping Common Core: Setting Our Children Free*.

In 2017, Moore was interviewed by James Dobson, one of America’s most influential evangelical leaders, on the nationally syndicated show *Family Talk* heard on hundreds of stations. And now, 20 years after he launched his exodus effort, more and more conservative and Christian leaders are realizing the need to separate school and state. Moore offered some of his insight on these topics in an exclusive interview with THE NEW AMERICAN magazine.

THE NEW AMERICAN: *Why did you form Exodus Mandate?*

Ray Moore: In February 1997, 20 years after my wife and I began homeschooling our children, I attended the major briefing in Washington, D.C., on the danger of the Goals 2000 agenda. Co-chaired by the late Phyllis Schlafly and Congressman Henry Hyde and sponsored by a dozen major conservative and Christian Right organizations, including Heritage Foundation, Concerned Women for America, and the Home School Legal Defense Association, the briefing featured a myriad of prominent speakers. They spent the day wringing their hands and gnashing their teeth at the juggernaut of the leftist agenda embedded in Goals 2000, with no concrete plan to defeat it. Incredulous, I thought, “Not even our best leaders have a plan!” Exodus Mandate was born in my heart that day, and I went home with a hope of extracting several million children from the leftist-controlled public schools. I spent the next eight months planning and seeking counsel. In November 1997, I made a public announcement that I was forming Exodus Mandate during the weekend of the Promise Keepers rally in Washington, D.C.

TNA: *If not federally controlled public schools, what education system should America have?*

Moore: There are two competing models. The first is state-sponsored public education, now federally controlled. The second and original American model was private, community, or Christian schools. We birthed America depending on private and Christian education. Now the modern K-12 public-school system has developed into an entirely socialistic model. Schools today are neither for the public nor run by the public. If churches, families, and free market private associations will give birth to new schools or home-school co-ops, we can recover the original American model, which corresponds to the biblical model. This could spark a revival in our families, churches, and culture, as well as a rebirth of the American spirit of freedom we once knew. Crime would be reduced and a moral and social order could be restored to our communities.

With a plethora of conservative churches in America, thousands

of new Christian schools or homeschool co-ops could be launched, requiring no new construction in most cases. Thousands of Christian public-school teachers, some retired, could assist in staffing the new and enlarged Christian school system waiting to be reborn. All that is lacking now is a will and vision to disciple children through K-12 Christian education. Some say this new model is impossible. But impossible things happen every day. Matthew 19:26 says, "With God all things are possible."

TNA: *Why do you believe efforts to reform public education are futile?*

Moore: Efforts by conservative public-school reformers to fix the socialistic, K-12 public school model impede revival of free market and Christian education. This is worse than time wasted. State-sponsored public education is socialism in education. Socialism breeds scarcity and mediocrity. Everything that functions successfully in society operates under the free market. No one would want the federal government deciding where we could eat meals or buy groceries, yet we allow that same government to tell us where and how our children's minds are to be nourished — or starved. Socialism is a faulty model and must be abandoned, most emphatically in education.

Gamechanger: Lt. Col. Ray Moore (Ret.) served as executive producer of the films *IndoctrINation* and *Escaping Common Core*: *Setting Our Children Free*.

TNA: *What impediments hinder a revived K-12 free market, Christian and home-school system?*

Moore: National conservative political and policy organizations spend their energies and resources on litigation, lobbying, protesting, and political campaigns and very little on moral and cultural renewal. The Left knows that control of education, both K-12 public education and higher education, means control of the youth and thus ownership of the future. In October 2018, I heard Fox News commentator Frank Luntz say that 58 percent of millennials are self-identified socialists, and in the next two, four, or six years conservatives will start to lose all major elections.

TNA: *How are the clergy and religious leaders helping?*

Moore: Many conservative pastors and denominational leaders are negligent. According to a Barna study, only nine percent of conservative pastors are very strongly supportive of K-12 Christian education, with an additional 21 percent moderately supportive, meaning they send their own children to Christian schools, but may not preach and teach this to their congregations. The Southern Baptist Convention, 47,000 congregations, has only 750 church-based schools, an amazing statistic of neglect by the largest Protestant denomination....

Conservatives, Christians, and libertarians, instead of lobbying an unresponsive government, should lobby and demand

their pastors, denominational leaders, and the conservative policy organizations to get behind the K-12 free market and Christian education efforts. That would be time well spent impacting the culture.

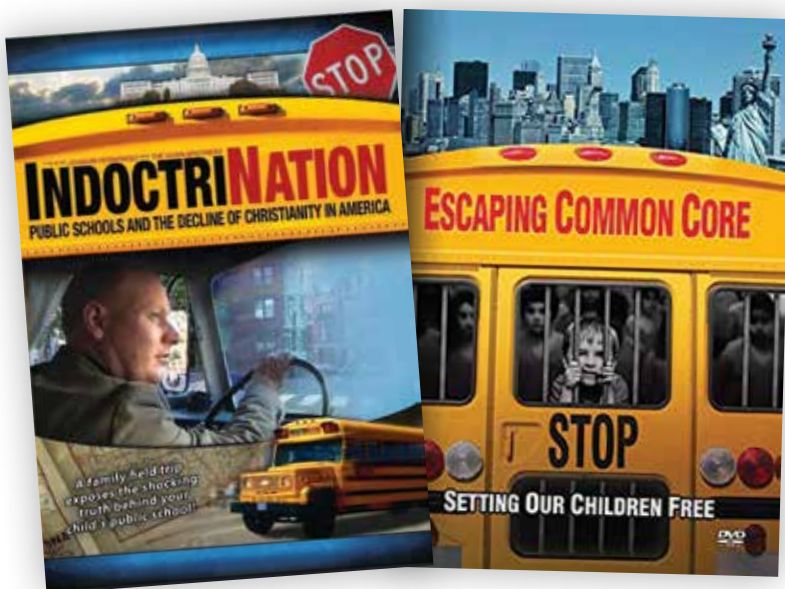
TNA: *Have you noticed increasing support for your position?*

Moore: Yes, many new trends show dedication to the growth of free market, Christian, or homeschools: dozens of new organizations, secular and religious. I am involved in launching a Christian education network to be announced publicly in early 2019 for exploring ways we can work in a more collaborative fashion to impact the church. We now have 15 members, some substantial with a long history of service, such as Foundation for American Christian Education and *The Old Schoolhouse* magazine. Exodus Mandate has helped create two movies, *IndoctrINation* and *Escaping Common Core*. We've published books and the short three-minute DVD "Call to Dunkirk."

An infrastructure is growing that can accommodate millions of children in the next decade. Fifty state homeschool associations and the National Black Home Educators are thriving, and large regional conventions draw tens of thousands of families and local homeschool support groups. Publishing houses, curriculum providers, and on-line educational programs abound, such as FreedomProject Academy, Alpha Omega, Abeka Academy, Bob Jones online, Liberty University Online Academy, Apologia, the Robinson curriculum, Classical Conversations, and the list goes on.

TNA: *How can readers help advance the mission?*

Moore: First and foremost, get your children into the safe sanctuary of K-12 Christian or homeschooling immediately. Urge your church to start a Christian school or coordinate with other churches to do so. Study the case for free market, Christian education vs. state-sponsored public education. Share the many valuable books, DVDs, and articles with your pastor, elder/deacon board, church council, or denominational leadership. Order extra copies of this special issue for family and friends. Set up scholarship programs or benevolence for poor and needy families to attend private or Christian schools. ■



FREEDOMPROJECT ACADEMY

WHAT WE OFFER

FreedomProject Academy, an affiliate of THE NEW AMERICAN magazine, provides an educational alternative to public schools, emphasizing what we can learn from history.



Live, from the comfort of home: FreedomProject Academy, an online K-12 school, has live online classes where students interact with teachers and classmates in real time.

by Dr. Duke Pesta

For parents looking for an alternative to public schools, THE NEW AMERICAN'S top recommendation is FreedomProject Academy, an affiliate of TNA. At FreedomProject Academy, our abiding mission is to change the culture and restore the nation through classical education, imparting a Judeo-Christian worldview to our students and preparing the next generation of patriot leaders, equipping them to promote, defend, and advance the causes of liberty and civic responsibility across America.

Classical education entails reading

Dr. Duke Pesta is academic director at FreedomProject Academy, a classical school that offers online classes real time for kindergarten through high school.

the great books of the last 2,500 years of Western culture and studying the past to learn how it formulated our culture and led to our laws, freedom, and prosperity. The purpose of a classical education is to train the mind to approach all subjects rationally and judiciously, and to recognize the value of reason, not as the only way of arriving at truth, but as one part of a complex human organism that includes body and soul, each of which has its own contributions to make in the development of the person.

We reject the contemporary idea that reason alone is sufficient for human progress and fulfillment. If that were true, courses in mathematics and science might constitute the entire curriculum. Rather, we believe that subjects such as Latin and logic — as well as course work in the Bible, economics, and the humanities —

contribute to forming the well-rounded individual, conversant in a wide variety of areas and able to properly distinguish those disciplines fit for the mind, those fit for the soul, and those fit for the body, and how to integrate them. In other words, one important aim of classical education is to educate a generation of young men and women who are able to balance the practical demands of the material world with the ethical requirements of right living and moral development.

Founded in 2011, FreedomProject Academy strives to provide high-quality educational opportunities for families seeking relief from the low expectations, mindless testing, and ideological spin of traditional public schools. FreedomProject offers a fully accredited online classical school for students from kindergarten through high school. FPA offers online classes in real time, with teacher-and-student interaction, not simply recorded lessons. We have students in all 50 states and more than a dozen foreign countries, and our program has become a welcome option for missionaries and the families of military personnel stationed overseas.

We currently have close to 300 students on track to receive diplomas — our highest number ever — reflecting 35-percent growth from one year ago. These classically educated young people have enrolled in colleges and universities, accepted internships, and entered the workforce. They are prepared to compete at a very high level, bolstered by an education big on civics, economics, writing, and math. For each of the last six years, new student enrollments grew significantly. More parents are entrusting their students to us at younger ages, and as a result these kids are much more likely to remain with FPA for the long haul.

As part of our broader educational outreach, FPA offers free placement exams in math and writing — whether families decide to use our program or not. We find that students who come to us from the public schools are on average two years behind where they should be for their grade level. With every passing year, public-school kids lag further behind FPA students. We test many more students every year than actually enroll with us, as some families do not choose FPA as the immediate answer.

FPA also partners with private schools, homeschooling co-ops, and churches, beaming our teachers and curriculum into their local communities. This allows for the rapid expansion of faith-based schools.

FPA also produces original media and scholastic materials that have been accessed by millions of students. Our live programming, educational media, and short weekly videos focus on topics impacting education and the welfare of our nation. For the third consecutive year, we were voted the Top Online School Website by Homeschool.com, a tremendous honor that spotlights our stellar media crew. Our expanding media footprint and positive reviews have made FPA a national brand.

FPA's reputation as a national leader in online K-12 education has provided a platform from which to offer national leadership in the fight against the Com-

Classically trained: FreedomProject Academy offers a classical education centered on biblical values to help teach children how to think and become the leaders of tomorrow.

mon Core standards and the federalization of education. To date, FPA has delivered over 700 anti-Common Core talks in 46 states and has participated in more than 3,000 radio, TV, and Skype interviews, reaching more than 10 million listeners over the last seven years. FPA's efforts to reform American education have been acknowledged in numerous national media outlets, from Fox News to Conservative Review to Glenn Beck's TheBlaze television network.

FPA also partners with private schools, homeschooling co-ops, and churches, beaming our teachers and curriculum into their local communities. This allows for the rapid expansion of faith-based schools across the nation, as FPA provides all class instruction, assignments, tests, and grading needed to help schools stay on budget. What better way to restore American values than to bring the

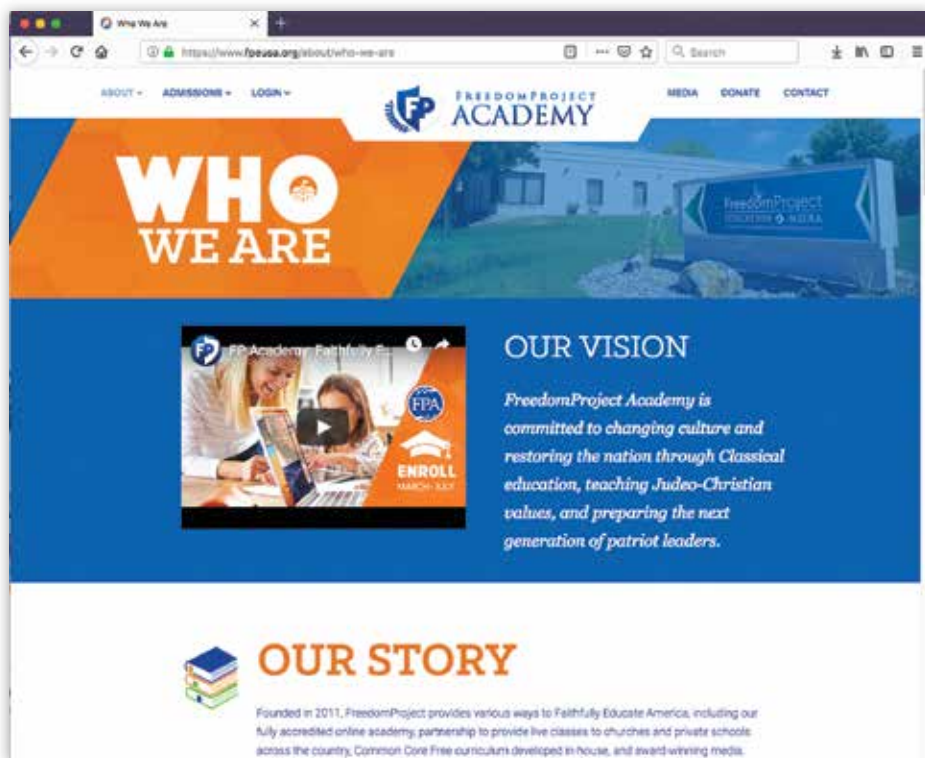
worlds of faith and education together again? Our partnership program makes it possible for every church facility in the country to host its own school, allowing clergy members and pastors to incorporate Bible study into the day's academic lessons.

For those parents who are reluctant to homeschool their children because they feel educationally inadequate, especially in unfamiliar or advanced subjects, FPA might be their answer.

Since the implementation of Common Core meant the removal of most non-Common Core textbooks from the marketplace, in order to push back against the (illegal) federalization of education and the implementation of Common Core, FPA is in the process of creating its own proprietary textbooks. Our educational textbooks will be derived from the most historically important written works and the proven best educational practices, including phonics, traditional math, grammar, and writing; and they will emphasize critical thinking — not politically correct propaganda and the latest ideological spin. The first textbooks to be produced in-house will be traditional, common-sense K-12 math books, which will be available for families across the country within a few years. Following the creation of our math textbooks, ones for English and history will come in short order. (Until our books are ready, we will be using handouts created in-house and time-tested textbooks, texts that are presently being phased out by book companies in favor of Common Core-aligned materials.)

So far parents have approved of our efforts. The calls and e-mails from satisfied parents attest not just to the quality of our program, but also to the success of our push to bring about character development and moral improvement. FPA kids are economically literate and are schooled in the Constitution and founding documents. We are helping parents to create morally responsible, civic-minded thinkers, and we're doing it without the help of government.

FreedomProject Academy strives to empower parents, protect children, and preserve and strengthen our Constitutional Republic. To learn more, visit the website at FPEUSA.org. ■



BY DR. DUKE PESTA & ALEX NEWMAN

Get Them **Out!**

The American people, and parents in particular, are now faced with two stark choices: Withdraw from the public education system in massive numbers, or prepare for a future of planetary serfdom. It is really that simple. If Americans continue to allow their children to be educated by the government in cooperation with the United Nations, freedom will inevitably be lost, even if it takes another generation or two.

The bad news is that Americans, having been deceived, largely did this to themselves. They surrendered their children to be “educated” by the government, something almost unprecedented in humanity’s history. They allowed their elected representatives to establish humanistic, socialistic government indoctrination camps. And they allowed it to get worse and worse.

But that does not have to be the end of the story. In fact, there is a lot of great news, and cause for celebration.

The good news is that it has never been easier or more cost-effective for Americans to take back their power and their children. With a growing array of options available, ranging from homeschooling materials and parent-led cooperatives to independent private, online, and Christian schools to suit every need, virtually every parent can do it.

Of course, there will be some sacrifice involved. Perhaps families will need to drive an older car, or sacrifice a vacation here or there. But what could be more important than one’s children and their future?

Another bit of good news is that protecting your own children does not rely on others — it is really up to you! It does not require political change. Laws do not need to be passed or repealed. Politicians do not need to be replaced. The government does not need to be changed either — no need to throw the baby out with the bathwater, after all! All that is needed to protect your children is to reclaim your rightful role from the state.

It is urgent, though. What is needed now is an all-hands-on-deck effort to rescue the children — a sort of “Dunkirk” operation, as Exodus Mandate chief Lt. Col. Ray Moore (Ret.) put it. But instead of rescuing Britain’s fighting men from destruction on a beach during World War II, Americans must use every resource at their disposal to rescue American boys and girls from destruction at the hands of rogue government schools controlled by totalitarian bureaucrats.

Parents have perhaps the most important role to play here. They must recognize that the future of their children and the Ameri-



martinedoucelet/E+/GettyImagesPlus

can Republic depends on getting out. Grandparents, aunts, uncles, conservative leaders, business people, neighbors, and everyone else should get involved, too. Just as at Dunkirk, all Americans should be using whatever means and resources are available to rescue the children.

Pastors and other religious leaders have an especially important role to play. From warning their congregations to facilitating a public-school exodus by providing options for their flocks, all self-respecting priests, preachers, rabbis, deacons, elders, bishops, and

more must be involved in this fight. It is in their own interest: As the data show, the future of their churches literally depends on it.

Reform of the government’s indoctrination centers is not an option. Conservative organizations and Christian activists have squandered countless millions of dollars on “reform” efforts with nothing to show for it. At best, all they did was delay the inevitable by perhaps a few years.

Government schools today are the fruit of a poison tree — they cannot be reformed; they must be abandoned. Reforming a bad idea is a bad idea. Ultimately, separation of school and state is needed. And not only is it possible, it is better on every front, as the nation proved in the 18th and 19th centuries.

America’s Founding Fathers put their lives, their fortunes, and their sacred honor on the line to resist tyranny and protect liberty. The odds were not good. And the tyranny of King George was mild in comparison to the outrages and horrors being planned and unleashed on America and humanity right this moment via government schools.

Fortunately, Americans today do not need to pledge their lives or fortunes or anything nearly that dramatic. Fixing this mess will take sacrifices, obviously. There are risks, too — government will not take kindly to a mass exodus of children from their clutches, especially in more “progressive” parts of the country. So parents should exercise caution.

But in the big scheme of things, these are minor sacrifices that must be made. And the decision to opt out of the system brings all sorts of additional benefits, including happier and better-educated children, stronger marriages, stronger families, stronger churches, stronger communities, stronger morals, and so much more.

It is not too late to save liberty, America, and Western Christian civilization from utter destruction. But if it is going to be done, the time to act is now. With God’s help, *you* have the power to do what needs to be done. Now use it, or lose it. Godspeed. ■

Featured Products



Constitutional Principles Booklet Set

Three of the most important topics regarding the Constitution — the Electoral College, a Constitutional Convention, and Article VI — are explained from a constitutionalist viewpoint in these three booklets. Understanding these topics is key to becoming an informed voter and responsible citizen. (2018, 1-4/\$6.95ea; 5-9/\$5.95ea; 10+/\$4.95ea) **SETBKLTSC**

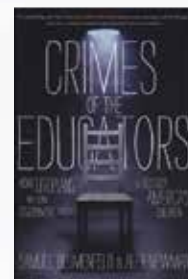


Dangers and Threats: Common Core

This video tells how a federal scheme to control schools' curricula unrolled without fanfare or opposition, though it generally lowers education standards and morals for kids. Reproduced and distributed by permission of FreedomProject Academy.

Sleeved DVD (2013, 70 min, 1-10/\$1.00ea; 11-20/\$0.90ea; 21-49/\$0.80ea; 50-99/\$0.75ea; 100-999/\$0.70ea; 1000+/\$0.64ea) **DVDDATCC**

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Crimes of the Educators

Crimes of the Educators by Samuel Blumenfeld and Alex Newman reveals how the architects of America's public-schools disaster implemented a plan to socialize the United States by knowing and willingly dumbing down the population. (2015, 368pp, hb, 1/\$26.95ea; 2-4/\$24.95ea; 5-9/\$20.95ea; 10+/\$18.95ea) **BKCE**



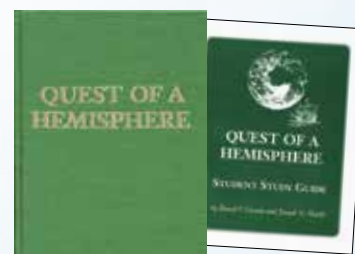
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