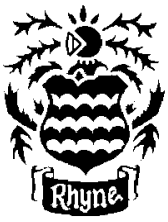

Things You Probably Didn't Learn in School about Education

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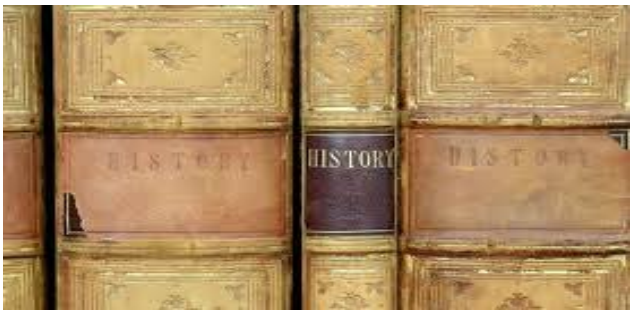
Deliberately Dumbing Us Down

Fifty years ago, America was one of the most literate nations on earth. Today, the United States ranks near the bottom in the industrialized world. More than half of all graduates have what is called *"low literacy."* If 50% of graduates have *low literacy*, that means half would not be able to comprehend the writings of America's original lawmakers.

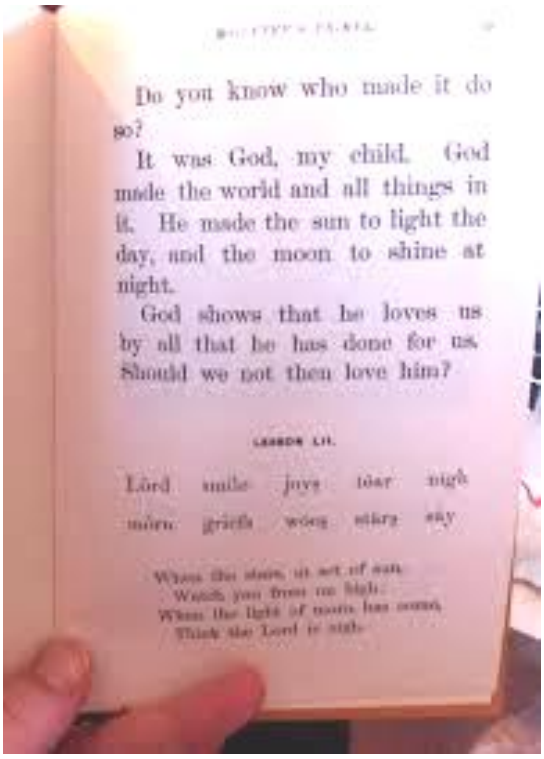


In the 1800s, Americans were *highly* literate. Children usually did not attend school past the sixth grade, yet the overwhelming majority of farmers could have understood the writings of the Founding Fathers.

Why were Nineteenth Century farmers better educated? American education has been *deliberately* dumbed down. Today, young people are computer literate; but students have only a veneer of traditional education. Most high school graduates do not have a firm grasp on reading, writing, and simple arithmetic, -*much less*- elementary science, geography, grammar, spelling, and U.S history. Pictographs are now replacing the written word so people *almost illiterate* can be useful in the workplace. To accommodate poorly educated workers, computer programs are moving to spoken, rather than written commands.

It is now possible to graduate from prestigious universities and law schools without having studied Western Civilization or read the entire *Declaration of Independence* or *Constitution*. (Most cannot name our form of government.)

Changes to education were introduced very slowly, beginning with a new method of teaching reading. Compare the difficulty level of this 1835 *kindergarten-level McGuffey* reader [left] to the *first grade* reader [bottom right].



Do you know who made it do so?

It was God, my child. God made the world and all things in it. He made the sun to light the day, and the moon to shine at night.

God shows that he loves us by all that he has done for us. Should we not then love him?

LESSON LII.

Lord smile joys tear nigh
morn griefs woes stars sky

When the stars at set of sun
Watch you from on high;
When the light of morn has come,
Think the Lord is nigh.

Lesson LI: *Do you see that tall tree? Long ago it sprang up from a small nut. Do you know who made it do so? It was God, my child. God made the world and all things in it. He made the sun to light the day, and the moon to shine at night. God shows that he loves us by all that he has done for us. Should we not then love him?*

Lesson LII:
When the stars at set of sun,
Watch you from on high;
When the light of morn has come,
Think the Lord is nigh.
All you do, and all you say,
He can see and hear;
When you work and when you play,
Think the Lord is near.
All your joys and griefs he knows,
Sees each smile and tear;
When to him you tell your woes,
Know the Lord will hear."

Sight-reading was introduced via Dick, Jane, and Spot. At the age of six, I can remember thinking: "*This is the stupidest book I have ever seen!*" (I had already learned Roman numerals and cursive writing in kindergarten!) "Fun with Dick and Jane" *first grade* reader below (children learn whole words by sight):

"Jump, Puff.
Jump, jump, jump.
Jump, Puff, jump.
Run, Puff.
Run, Puff, run.
Run, run, run.
Jump, jump, jump."

"Look, Jane. See Dick. See Spot. Funny, funny Spot."

Jump, Puff.
Jump, jump, jump.
Jump, Puff, jump.

Run, Puff.
Run, Puff, run.
Run, run, run.
Jump, jump, jump.

Although pupils still learn the sounds of the alphabet, they are trained to recognize whole words by sight. Instead of sounding out letters and syllables, children are taught to look at the whole word, and then *guess*. Students memorize word lists as if they are learning Chinese characters that represent entire words.

上帝圣

WHOLE WORD: LOOK – SAY.

Sight-reading replaced *phonics* gradually. After the "*Whole Word"* [LOOK – SAY] reading method was tried all over the United States, about one third of students were diagnosed with vague new "learning disabilities" and a reading disorder dubbed "*dyslexia*." Sight-reading '*short-circuits'* the left side of the brain. A much higher percentage of boys [*left-brain-dominant*] are diagnosed with dyslexia. Girls' brains adapt more easily to the *look-say* method of learning to read.

Each one of us is *'wired'* to read with phonics. It is natural to sound out letters *in sequential order*, one syllable at a time. When a child is trained to look at the entire word (instead of sounding out syllables in order), signals to the brain get *scrambled*. Over time, the ability to decode words diminishes because letters can appear *out of order*. Older children often see the last letters first. (If your name has more than three syllables, sight-readers will struggle with the pronunciation.)

> The habits acquired from learning to read whole words by sight are difficult to break. But people of all ages can overcome these deeply-ingrained habits with methodical phonics. To un-do years of looking at the *whole* word, you must start *'from scratch'* – with a primary-level *McGuffey* reader. (After 52 short lessons, reading proficiency will exceed that of ½ of H.S. graduates.)

My own children were taught sight reading at our neighborhood school [I taught phonics at home]. In first grade, my daughter had "*Best Guess Reading*." Second grade offered offered *"Guess and Go Reading"* — a 'cutting-edge' new curriculum from Stanford. Students were taught to take a stab at the *whole word*. They learned *strategies* for guessing words; the text provided pictures for word '*clues*.'

CHANGING ATTITUDES & VALUES

In the 1980s, competition and achievement in the acquisition of basic skills

took a back seat. The new emphasis was placed on *group* learning, *group* grading (collaboration), and changing students' attitudes and values about family, patriotism, and sexuality. New curricula written by behavior modification psychologists focused on students' emotional health rather than on academics.

SCHOOL AS A FAMILY SUBSTITUTE

Schools were transformed into community hubs. Before and after school care and meals became part of the 'total school experience.' Student health clinics, guidance counselors, psychologists, family planning counselors, world of work professionals, drug counselors, grief counselors, law enforcement, and government agencies became fixtures.

Perfectly fine buildings were bulldozed and replaced with schools nestled within neighborhoods to serve as '*life-long'* learning centers. Services now include three meals per day, health care, child-care workers, social services, job training, leisure activities, and parenting classes. The school year has been *extended* so high school students are now less able to work during the summer. There is a push for year-round school with schools open 12 hours per day (board and room).

GOALS 2000 – INTERNATIONAL REFORMS

International education reforms were implemented by *"change agents"* through *"site-based management councils"* [1990s]. Parents were told the site-council system would mean *local* curriculum control. By overwhelming majorities, neighborhoods elected candidates who promised to bring back fundamentals.

I was one of those elected to the district site-council on a platform to stop the move *away* from traditional education [the 3Rs]. Little did we parents know, reforms were pre-packaged by the United Nations and *identical* in all 50 States.

UNESCO
UNITED NATIONS
Educational, Scientific, Cultural Organization

Our first site council meeting was dedicated to choosing a mission statement. My suggestion to include the words *"academic excellence"* was rejected. Over the

course of the year, it became clear academic excellence had little to do with the changes being implemented. My children were engaged in endless *enrichment activities* and *peer teaching*, waiting for all students (including non-English speakers) to master the paucity of information.

I once asked a third grade teacher when she would correct the mistakes in my child's journal and writing assignments. The teacher told me: "*Never*." I will never forget a conversation I had with a school principal who told me he recommended the use of "*manipulatives*" [blocks], rather than "*pencil and paper math*" until the child was in sixth grade. *Think of it*. All over America, ten and eleven year old students are studying subtraction, addition, multiplication, and division with blocks. (That is why young cashiers cannot subtract a dime from a dollar without a calculator.)

THREE GRADE LEVELS — ONE DIFFICULTY LEVEL

My husband worked for the National Education Association when our children attended public school. The notion of private school was *heresy* — until he saw the problem of "progressive education" with his own eyes. One day, I took one spelling test and one arithmetic test from each of our children, covered up their names, and asked him to identify which was 1st grade, which was 2nd grade, and which was 3rd grade. He was shocked when he saw absolutely *no difference* in the level of difficulty of the spelling words and math problems for three grades.

A LIMITED AMOUNT OF INFORMATION IS TO BE STORED IN THE BRAIN.

Pre-determined bits of academic information are now taught for only a few hours each school day. Early education is no longer centered on math facts, spelling and grammar rules, timelines, or geography. Open-book tests and calculators are the new norm. The old *tools* children learned until they were

about nine years old (such as addition, subtraction, and times tables) have been tossed, in favor of learning the skills to "*access*" information on computers.

THE BRAIN WILL NOW BE USED FOR PROCESSING INFORMATION, RATHER THAN FOR STORING INFORMATION.

The new reforms in Clinton's *Goals 2000* were 'perfected' in Bush's "*No Child Left Behind."* Education restructuring was focused on *shaping* and *changing* students' attitudes and values. Children are now encouraged to reveal intimate family details in their journals, diaries, and 'problem-solving' groups.

SCORING STUDENT VALUES

Students' values are assessed and scored. Assessment tests developed by the Rockefeller-backed *RAND Corporation* are called the National Assessment of Educational Progress [NAEP]. The assessment tests measure and re-measure *gradual changes* in students' values and attitudes (especially regarding group dependence). Two out of three of the questions on the tests are non-academic. The "non-cognitive" questions -as they call them on their website- sort children into *three categories*.

ASSESSMENT = VALUE OF PROPERTY
CHILD ASSESSMENT = VALUE OF HUMAN CAPITAL

Computer programs developed by behavior modification psychologists use *stimulus, response,* and *reward* to train, rather than educate. Programs are tailored to the individual's specific profile. Each child must "*demonstrate*" conformity to the desired *non-cognitive outcomes* (changes in attitudes/ values).

INDIVIDUAL COMPUTER PROFILES

To develop individualized "computer profiles," students are asked questions to determine the types of homes and communities in which they live. They are questioned about their social status and the family's money situation; what types of media are in the home [how much]; what do they watch; what do the parents read. There are political opinion questions, census questions, questions about

siblings, ethnicity and the racial mix of the home, and general questions about the home environment.

This data stays in the child's permanent records and will be merged with *census* information, *bio-metric* data, and *medical* records [this is tied to the *Affordable Care Act*]. Students' personal data will be shared with Non Governmental Organizations [NGOs] and multi-national corporations without parental consent. The records will stay with the child after he enters the workforce.

UNESCO COMMON CORE CURRICULUM

Billions are being spent so children around the world can be on-line. In 2004, Bill Gates [*Microsoft*] signed an agreement with the United Nations [UNESCO] for the purpose of implementing a standardized *training* program (*training*, not education). The Common Core curriculum and tests are copyrighted and standardized in all fifty states; local schools must teach it verbatim (they must teach to the test; add no more than 15%).

The Common Core Curriculum is based on *global citizenship*. Students will learn "*sustainable development,*" "*wealth-redistribution*," and "*earth-oneness.*" The curriculum is devoid of the essential components of traditional education. The bell-curve as been flattened to the *lowest* common denominator. In *Conjecture Math,* students will learn that math is a '*human construct*.' They will arrive at conclusions by consensus and collaboration. There will be no competition, no grades, no books, no time-constraints. Children will remain at computers as long as it takes to conform to the *non-cognitive* goals (*changes in values and attitudes*).

TRADITIONAL EDUCATION:
Unlimited learning – in a fixed amount of time.

UNESCO COMMON CORE EDUCATION:
Fixed amount of information – unlimited computer time.

Reforms to fundamentally transform education in the United States are being coordinated by the U.S. Department of Education and the U.S. Department of Labor. UNIFORM data-collection is the key to the *"school-to-work"* program. All States conform to the "longitudinal data system." All student data crosses over to the Federal data-base. Data is being used to pigeon-hole children by the time they are in 6th grade. After a student's *"career path"* is decided, he will join a *"career cluster"* to study "in a smaller learning community."

EGALITARIAN WORK-FORCE TRAINING

Globalists want workers whose minds are not 'cluttered' with information or influenced by the values of their families. The U.N. curriculum will produce compliant world citizens with limited knowledge. As America shifts to "a non-academic job market," students are being trained for "non-academic jobs"– including careers in a "*non-profit world*" and *"environmental jobs."*

Blank slates make willing sheep that can be herded from one manufactured crisis to another. Unless wisdom is *stored*, a person cannot judge between right and wrong, sense and nonsense.

On the other hand, young people in exclusive private schools study LITERATURE, LAW, HISTORY, PHILOSOPHY, and THEOLOGY.

Over 100s of years, the requirements of élite boarding schools have changed very little. By graduation, students will have mastered language, writing, and public speaking (as a result of *daily* writing assignments and *regularly* speaking in front of others). Also, the scholars will have a working knowledge of the ideals and principles of various forms of government, corporations, and the military.

END NOTES

America's first seven Presidents studied at home. They all began college-level work at age ten and younger. At thirteen years of age, John Quincy Adams [6th President] attended the University of Leiden (in the Netherlands); at fourteen, he was the private secretary to the U.S. envoy to Russia. At twelve, Copernicus was thoroughly acquainted with logic, Greek, and the best Latin authors. At twelve, mathematician Johannes Kepler was reading Copernicus, Galileo, and Descartes.

The older the schoolbook, the more difficult the schoolbook.

It is shocking to compare the difficulty-level of today's textbooks to the difficulty-level of old books. A fourth grade *McGuffey Reader* [1830s] is at least as difficult as today's college literature texts. [Purchase reprints of McGuffey readers on-line.]

• Buy a *used* dictionary published before World War I. After 1914, dictionaries began dropping Latin and Greek root words [etymologies]. If students do not learn specific definitions, they are susceptible to propaganda [*Wikipedia* definitions are unreliable; reprints of Webster's 1828 American Dictionary can be purchased on-line].

• Until the 1970s, cursive writing was taught in kindergarten. Today, students do not learn cursive writing. Teach your children cursive so they can read the Declaration of Independence and other historical documents.

Passage of "School Choice" and "Charter Schools" legislation (a voucher system promoted by the Heritage Foundation) would mean total Federal control of education. Charter Schools are taxpayer-funded, public/ private partnerships. Private, multi-national corporations would *not* be accountable to boards, legislatures, or Mom and Dad.

From History to Social Studies

When the study of United States history was changed to "*social studies*," our American heritage began to fade from public memory. The record of the noble and heroic lives of the Founding Fathers gradually disappeared from schoolbooks after World War I. Today, most people have no idea about their philosophy of government or values.

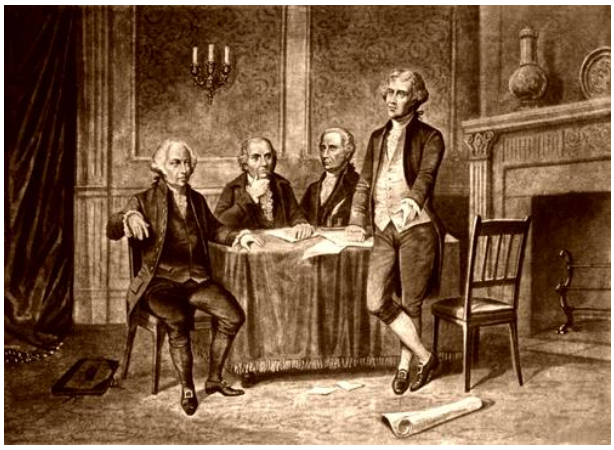
Continental Congress, September 6, 1774

It is now unusual for students to study our forefathers' writings in detail. When included in curricula, most of the Founders' essays and books have been edited. *What has been removed?* The principles of Americanism embodied in the *Declaration of Independence*.

> *I have traced the incremental changes in my own extensive library which includes 19th Century originals, current texts, and schoolbooks reprinted from the 18th Century. Historians and editors gradually omitted material they found objectionable. I discovered what was missing by comparing current books to those written before 1914 — the crucial year "social studies" began to replace the study of United States history.*

Every generation has become increasingly ignorant of the great principles of *individual* liberty the Founding Fathers proclaimed to the world. Typical students no longer learn the body of knowledge necessary to comprehend:

• 'Natural' rights vs. 'civil' rights; Natural Law vs. Civil Law
• The difference between a '*Republic*' and a '*Democracy*'



WHO WERE THE FATHERS OF THE AMERICAN REPUBLIC?

As a body of distinguished and virtuous men, the Congress of 1776 has never been equaled. Although their backgrounds were diverse, they were united by a philosophy of government based on the *"Laws of Nature."* The concept of 'natural' birthrights was a revolutionary idea. But the greatest legal minds in America believed 'civil' rights granted by the King contradicted Natural Law.

Not one of the Patriots was titled. However, they had all gained commanding positions in society. Several had received instruction in the home or by private tutors. James Madison [*Father of the Constitution*] had been trained for the ministry by Reverend Dr. John Witherspoon. More than half of the Founding Fathers had been liberally educated in seminaries and Bible schools. As a result, there is strong religious content in practically everything they wrote.

> The Colonial scholars used reverent titles to acknowledge the LORD's omnipotence: *"Supreme Lawgiver, Great Legislator, Judge of the World, Supreme Ruler of Nations, Superintending Providence, All-powerful Guide, Great Governor of the World, Sovereign of the Universe,* and the *Divine Author of Every Good and Perfect Gift."*

FATHER OF HIS COUNTRY

The greatest hero of the American Revolution was George Washington. The Founders named the capital of the United States "Washington" to honor the *indispensable* leader. It was the force of his powerful mind, personal integrity, and commanding personality that held the fledgling Republic together.

In every role, Washington's leadership was *pivotal*. When they picked him as Commander-in-Chief, he united the Continental Army. When they chose him to preside over the writing of the Constitution and the Bill of Rights (President of the Constitutional Convention), he united the lawmakers. When they selected him two times to be the President of the United States (unanimously), he united the people.

Washington had a pew at "Christ Episcopal Church" in Alexandria, Virginia. His personal copy of the *Book of Common Prayer* referred to *"Jesus Christ our Lord which art the Author and Giver of all good."* In his public prayer at the end of the Revolution [June 9, 1783], General Washington quoted Micah 6:8, and said Americans must imitate that "*Divine Author"* if we hope to have a happy nation:

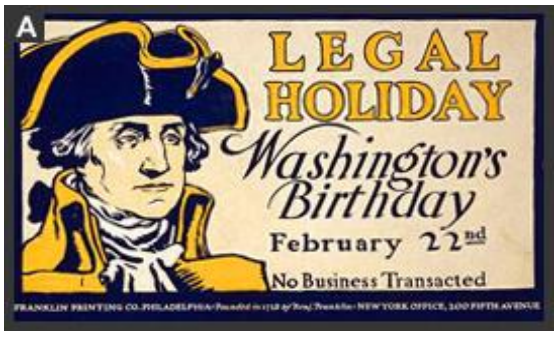
> "I now make it my earnest prayer, that God… would most graciously be pleased to dispose us all to do Justice, to love mercy, and to demean ourselves with that Charity, humility and pacific temper of mind, which were the Characteristics of the Divine Author of our blessed Religion, and without an humble imitation of whose example in these things, we can never hope to be a happy Nation." [George Washington, "*The Last Official Address of His Excellency General Washington, to the Legislatures of the United States*:" Hudson and Goodwin, p. 12, Hartford, 1783; via *Wallbuilders*.]

The struggle for independence lasted ten years. Without dishonor or strife among the compatriots, those who began the Revolution carried it through to the end. For this miracle, George Washington credited the *"Patronage of Heaven."*

In George Washington's *First Inaugural Address*, the President summarized their gratitude to God for giving the rag-tag Continental Army victory over the world's greatest military power:

> "...it would be peculiarly improper to omit in this first official act my fervent supplications to that Almighty Being who rules over the universe, Who presides in the councils of nations... No people can be bound to acknowledge and adore the Invisible Hand which conducts the affairs of men more than those of the United States. Every step by which they have advanced to the character of an independent nation seems to have been distinguished by some token of Providential Agency...." [George Washington, *Messages and Papers of the Presidents*, James D. Richardson, editor (Washington, D.C., 1899), Vol. 1, pp. 44-45, April 30, 1789; via *Wallbuilders*.]

For many generations, students of all ages learned all about America's greatest national hero. His wise words were considered vitally important for the training of future leaders. Children copied out his "*110 Rules of Civility and Decent Behavior in Company and Conversation.*" His *"Farewell Address"* was published as a separate U.S. history text and was required reading in high schools. Pupils memorized patriotic songs and lessons to celebrate *Washington's Birthday*:



That is no longer true:

> According to a 2009 poll, only 23% of high school students were able to even *name* the first President of the United States. [Oklahoma Council of Public Affairs; similar poll results were reported in Arizona; www.News9.co.]

BEFORE HISTORY WAS CHANGED TO SOCIAL STUDIES

The original purpose of American government was to protect the 'natural' rights of the individual. The foundation of U.S. Constitutional law was laid according to the principles of "The Laws of Nature." The Framers' legal source-book was Blackstone's *Commentaries on the Laws of England*. The lawmakers published eighty-five essays [1787-1788] to explain to Americans in the thirteen States why the new Constitution should be ratified. Although scholars wrote the essays, *average farmers* understood the political arguments and were capable of discussing them.

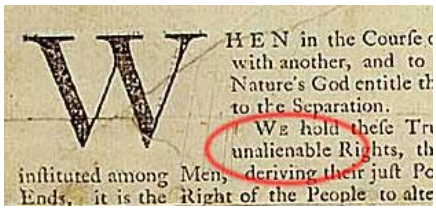
BEST COMMENTARY EVER WRITTEN
ON THE PRINCIPLES OF GOVERNMENT

The published collection of scholarly papers was called "*The Federalist,"* written by Alexander Hamilton [main author], John Jay [first Supreme Court Justice], and James Madison [Father of the Constitution]. Thomas Jefferson said *The Federalist was "the best commentary on the principles of government… ever written."* [*The Papers of Thomas Jefferson*, ed. Julian P. Boyd (Princeton, 1958), XIV: 188, (Quentin P. Taylor, *First Principles*, Jan. 1, 2008), Thomas Jefferson to James Madison, November 18, 1788.]

For the next 150 years, serious students of American jurisprudence and United States history studied *The Federalist* and Blackstone's *Commentaries*. The

reference works were the final word when legislators were deciding if new laws were in accord with the underlying *principles* of the U.S. Constitution and the Founders' *original intent*.

THE PRINCIPLE OF INDIVIDUAL "UNALIENABLE" RIGHTS
[*rights not able to be conveyed, sold, or transferred to another*]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America became a sovereign nation the moment the Continental Congress passed and signed the *Declaration of Independence* into law. With the following words, the charter signified the legal foundation of the Republic:

"Laying its Foundation on such Principles to which the Laws of Nature and of Nature's God entitle them."

The foundation of the Republic was laid on inviolable principles:
• Individuals are endowed by the Creator with *'natural'* birthrights. The state secures our rights, but does *not* grant us rights.
• 'Natural' rights are *not* alienable; government may not *limit* individual rights.

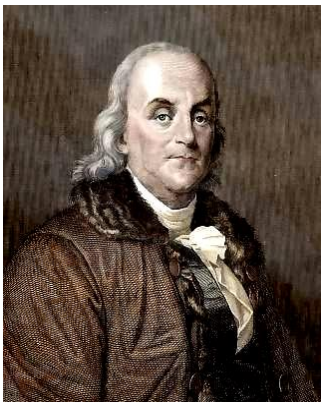
In 1791, the principles of Natural Law were incorporated in the Constitution [Bill of Rights]. In 1961, President John F. Kennedy re-proclaimed the *idea* that had inspired the American Revolution (*foundational principle* of U.S. government):

"The rights of man come not from the generosity of the state but from the hand of God." [President John F. Kennedy, *Inaugural Address*, 1961.]

The revolutionary idea of *'natural'* rights began to disappear from schools in 1963. After the Supreme Court banned God from the classroom, the concept of God-given rights was erased from *social studies* curricula [Abington vs. Schempp, 374, U.S. 203, 1963]. Since then, generations of students have been taught they have *'civil'* rights [rights granted by the state], rather than '*natural'* birthrights.

ANSWERS NOT LEARNED IN SOCIAL STUDIES

• ***Why has the U.S. Constitution lasted so long?*** (We have the oldest working Constitution in the world.) After the 1787 Constitutional Convention, Benjamin Franklin said he believed the writing of the Constitution had been "*influenced, guided, and governed by that omnipotent, omnipresent, and beneficent Ruler, in whom all inferior spirits live, and move and have their being."* [Franklin was quoting Acts 17:28; from *The Works of Benjamin Franklin*, edited by Jared Sparks, Chaplain of the U.S. Congress and Harvard President, (Boston: Tappan, Whittemore & Mason, 1837), Vol. V, p. 162; *Wallbuilders*.]



During the Convention, there was tremendous dissension among the states. Franklin reminded the Framers that independence could never have achieved without God's "*concurring aid*;" then he called the assembly to pray for guidance:

"I have lived, Sir, a long time, and the longer I live, the more convincing proofs I see of this truth, that God governs in the affairs of men. And if a sparrow cannot fall to the ground without His notice [Matthew 10:29], *is it probable that an empire can rise without his aid? We have been assured, Sir, in the Sacred Writings, that "except the Lord build the House, they labor in vain that build it."* [Psalm 127:1] *"I firmly believe this; and I also believe that without His concurring aid we shall succeed in this political building no better than the Builders of Babel…*

"I therefore beg leave to move that henceforth prayers imploring the assistance of Heaven, and its blessings on our deliberations be held in this Assembly every morning before we proceed to business, and that one or more of the clergy of this city be requested to officiate in that service." [James Madison, *The Records of the Federal Convention of 1787*, Max Farrand, editor (New Haven: Yale University Press, 1911), Vol. I, pp. 450-452, June 28, 1787.]

After Franklin's appeal and *until this day*, sessions of Congress begin with prayer. The Republic is based on *The Laws of Nature and Nature's God* [since 1776].

• ***How is the American Republic unique among all nations?*** America's *form of government* is unlike any other; all other governments on earth grant *'civil'* rights to the people. Americans are born with unalienable '*natural*' rights:

> *"The Declaration of Independence was founded upon… the affirmation that… natural rights of mankind are unalienable… This was a novelty in the moral philosophy of nations… It is that which distinguishes us from all other nations ancient and modern… which have figured in any age upon the face of the globe."* [John Quincy Adams, "An Oration Delivered Before the Inhabitants of the Town of Newburyport," July 4th, 1837; printed by Morse and Brewster, Newburyport Herald Office, 1837; via *Wallbuilders*.]

One hundred years ago, *social studies* began to replace the study of U.S. history. As a result, the *idea* that inspired the American Revolution and was declared to be the *foundation* of U.S. government is now missing from American classrooms. Today, the unabridged volumes of Blackstone's *Commentaries* are *rare* and rarely studied. Few lawyers or lawmakers have read through the *unedited* essays in *The Federalist* or Washington's *unedited* warnings in his *"Farewell Address."*

IGNORANCE OF HISTORY IS REAPING TYRANNY.

The casualties in the long war against "Natural Law" are the *principles* embodied in the Declaration of Independence and the Constitution's Bill of Rights.

> Instead of protecting individual rights, Congressional legislation now *authorizes* the infringement of our unalienable rights: *Affordable Care Act*; NDAA - *National Defense Authorization Act;* DPA - *Defense Production Act, the Department of Homeland Security;* FEMA - *Federal Emergency Management Agency;* FISA - *Foreign Intelligence Surveillance Act*; and the *Patriot Act*.

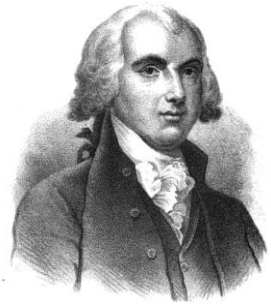
Democracies to Dictatorships

For decades, our Presidents have been telling us the United States is spreading *Democracy* around the world; and I am afraid they are right. Let me explain. In a social sense, *democracy* [lower case 'd'] is equal opportunity under the law. We are all in favor of equal opportunity. On the other hand, *Democracy* [upper case 'D'] is a form of government based on the philosophy of *'collective'* rights.

Are U.S. Presidents promoting this form of government? In a Democracy, *social* justice trumps *individual* justice. The majority can vote away individual rights and impose *group* rights by force. By the will of the majority, private property can be legally re-distributed (for the *greater good* of the greater number).

To the man, America's Founding Fathers regarded Democracy as a *dangerous* form of government:

"Democracy will soon degenerate into an anarchy; such an anarchy that every man will do what is right in his own eyes and no man's life or property or reputation or liberty will be secure." [Second President John Adams. *]



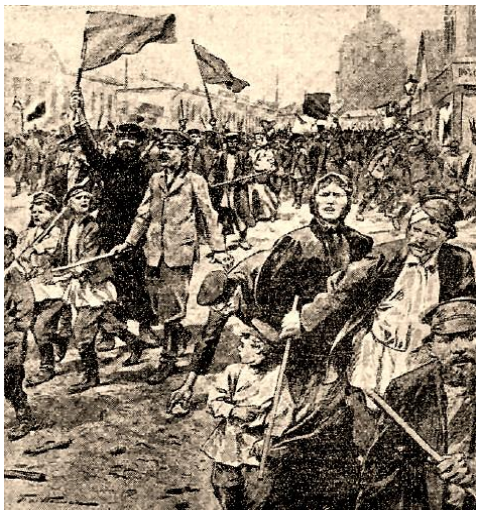
"Democracy is the most vile form of government… Democracies have ever been spectacles of turbulence and contention; have ever been found incompatible with personal security or the rights of property; and have in general been as short in their lives as they have been violent in their deaths." [Fourth President James Madison, *The Federalist* #10.]

"The experience of all former ages had shown that of all human governments, Democracy was the most unstable, fluctuating and short-lived." [Sixth President John Quincy Adams.**]

Who was for Democracy? Marx, Hitler & Lenin.

- MARX said Democracy was the *road to socialism*.
- HITLER described his regime as a *modern Democracy*.
- LENIN said Democracy was *indispensable to socialism*.

Marxist groups such as the *Muslim Brotherhood* and *Students for a Democratic Society* [SDS] are outspoken advocates *for* Democracy.



Globalists, communists, fascists, and all brands of socialists are in favor of Democracy. These people all want *centralized economic control*. Democracy serves as a means to an end. Under this form of government, the re-distribution of private property has a de-stabilizing effect on society. Every Democracy in history gradually degenerated into government by unelected councils and closed-door committees; and then *suddenly* became an Oligarchy [rule by a few].

During the Russian Revolution [1917] and the French Revolution [1789], both *Democracies* ended in "*Reigns of Terror*:"

- Both revolutions ended in rule by councils and committees.
- Both governments became totalitarian dictatorships.
- Both governments negated former rights to private property.
- In both countries, church properties [and bank accounts] were seized.
- Private property and lands were redistributed; banks were nationalized; private bank accounts were confiscated.
- Revolutionary France and Russia were brutally de-Christianized and de-Judaized; the Bible was banned; and censorship was enforced.
- Both governments encouraged and rewarded citizens for reporting on their neighbors' suspicious activities [*If you see something, say something*].

INDIVIDUALISM vs. COLLECTIVISM

According to the Constitution, America is a Republic, *not* a Democracy [Article 4, Section 4]. By definition, a Republic must adhere to the principles of its charter. The *Declaration of Independence* is the nation's founding charter [1776]. The

legal document says the government of the United States was formed to protect the unalienable rights of each individual. The Founders added ten amendments to the Constitution [*Bill of Rights*] to reinforce the principle of individual rights.

For 150 years, *civics courses* in the United States taught students the difference between Democracies and Republics. The following is from a training manual from the U.S. Army ["By order of the Secretary of War: C. P. Summerall, Major General; Chief of Staff Official: Lutz Wahl, Major General; Adjutant General. Prepared under the direction of the Chief of Staff of the United States Army, 1928"]:

> "Democracy: A government of the masses. Authority derived through mass meeting or any other form of 'direct' expression. Results in mobocracy. Attitude toward property is communistic – negating property rights. Attitude toward law is that the will of the majority will regulate… Results in demogogism, license, agitation, discontent, anarchy."

The American Republic is degenerating into a Democracy [COLLECTIVISM].

END NOTES

A Democracy is based on the '*will of the collective*' [*The Federalist* #10, #55, 1787-1788]. In NAZI Germany, Hitler's *"modern* Democracy" was called '*the organized will of the nation*' ["der organisierte wille der nation"]. In revolutionary France [1789], Democracy was called '*the general will*' ["volonté générale"].

SOVIET [Russian, *a council*]: "Government by council; a pyramidal governmental structure with local, intermediate, and supreme councils." [Webster's *New Twentieth Century Dictionary*, George W. Ogilvie, 1904.]

* President John Adams, *The Papers of John Adams*, Robert J. Taylor, editor (Cambridge: Belknap Press, 1977), Vol. I, p. 83, "An Essay on Man's Lust for Power, 1807," written Aug. 29, 1763; first published by John Adams, 1807; via *Wallbuilders*.

** John Quincy Adams, "The Jubilee of the Constitution, A Discourse Delivered at the Request of the New York Historical Society, in the City of New York on Tuesday, the 30th of April 1839; Being the Fiftieth Anniversary of the Inauguration of George Washington as President of the United States, 30th of April, 1789," (New York: Samuel Colman, 1839), p. 53; via *Wallbuilders*.

COMMON CORE: Next Generation Collectivism

Before the U.S imposed compulsory education (100 years ago), American society was *highly* literate. Today, more than ninety million Americans can barely read or write (½ of H.S. graduates have "low literacy"). The latest education reform is from UNESCO [the *United Nations Educational Scientific Cultural Organization*].

The new "Common Core Curriculum" will not improve math scores or correct illiteracy. The copyrighted curriculum was designed to produce uniform human resources. A century ago, industrialists began *pouring* money into education to create a *system* that would produce manageable, standardized workers. Common Core will fulfill the mission of John D. Rockefeller's *General Education Board*:

> **General Education Board 1906 Public Mission Statement:**
> *"In our dream… people yield themselves with perfect docility to our molding hands… We shall not try to make these people or any of their children into philosophers or men of learning or of science… Nor will we… raise up from among them lawyers, doctors, preachers, statesmen, of whom we now have ample supply. The task we set before ourselves is very simple… we will organize children… and teach them to do in a perfect way the things their fathers and mothers are doing in an imperfect way…."* [*General Education Board* public mission statement, "Occasional Letter Number One," 1906; from *The Underground History of American Education*, John T. Gatto, p. 45, Odysseus Group, New York, 2000.]

In 1909, Woodrow Wilson summed up the objectives of the social engineers:

> *"We want one class of persons to have a liberal education, and we want another class of persons, a very much larger class, of necessity, in every society, to forgo the privileges of a liberal education and fit themselves to perform specific difficult manual tasks."* [Princeton President Woodrow Wilson to the New York City High School Teachers Association, 1909; from John Taylor Gatto, "Against School," "*Harpers Magazine*," Sept. 2003.]

The academic standards of Common Core are low. The national "core standards" are about shaping *attitudes* and *values*. Globalists want compliant workers (with a limited knowledge-base) who are completely detached from national values and traditions. Twenty five years ago, Harvard's Dr. William Pierce described "The True International Child of the Future" in an address to a teachers' convention:

> *"Every child in America who enters school at the age of five is mentally ill, because he comes to school with an allegiance toward our elected officials, toward our Founding Fathers, toward our institutions, toward the preservation of this form of government. All of this proves the children are sick, because the truly well individual is one who has rejected all of those things and is what I would call the true international child of the future."* [Dr. William Pierce of Harvard University in his address to 1,000 teachers in Denver, Colorado, "*Free World Research Iowa Report*," Jan. 1993.]

Standardizing the Global Workforce

The UNESCO CORE Curriculum is a *training program* to create an international workforce [called *"school-to-work"*]. In order to change the attitudes and values of students around the globe, its development required many decades. Beginning in the 1980s, American students unwittingly provided massive amounts of psychological data (through standardized tests) to the Pentagon think-tank called the *"RAND Corporation."* Different aspects of behavioral conditioning and mind control were tested in selected states. https://www.youtube.com/watch?v=Jc_G5GmigkY

Scientific Population Management

Common Core is a standardized, *linked* data-system. Children have unique *national identification numbers* and are being tracked in all fifty States through the U.S. Department of Labor. Their biometric, personal, and census information is permanently stored in a federal data base. By Executive Order (without parental consent), the information will be available to corporations and Non-Governmental Organizations [NGOs] when it is "*re-disclosed*" [see link above].

Nothing in the child's dossier is sealed. All data crosses state lines [everything from pre-k to post work-force entry]: Medical records, assessments, discipline records, IRS information (parents profiled in the process). Dr. Luksik explains how math is being slowed down *by years*: https://www.youtube.com/watch?v=dEq9d1lYufg

Behavioral Conditioning

Through computer-assisted teaching, schools are becoming training centers for *human capital*. Assessment tests provide a complete psychological profile [psycho-graphic]: Top behavioral scientists created sophisticated programs to test and *score* each child's attitudes, values, opinions, beliefs, and dispositions. Diagnostic test questions are mainly psychological, rather than academic.

> Diagnostic assessments measure the *affective domain* — social, emotional, behavioral [inter-personal skills]. From these results, they can predict a student's proclivity to think, feel, and act in certain ways. (*Does student respond to punishment or rewards? Is child internally or externally influenced?*) Behavior is scored according to the government's desired response ["*positive*" behavior conforms to the U.N.'s official standard].

Under the Affordable Care Act [*blanket Title I mental health coverage*], children who do not meet World CORE behavioral standards will be identified as "*educationally deprived"* and receive *remediation*. Assessments place students in socio-economic groups and ethnic sub-groups for *targeting*. In order to control and change a student's behavior, conflict is created in the child's *belief system* (*There are no absolutes; Parents are wrong*). After stimulus-response training and constant re-assessments, the child's attitudes and values will eventually align with the UNESCO worldview ["*world citizenship," "earth-oneness"*].

COMMON CORE: *Listen to this Chinese woman talk* about a similar education system she experienced in communist China under Chairman Mao Zedong. Every Chinese person has a *LIFETIME DOSSIER* (all records) called a *"DANGAN."*

Before Foundations Controlled Education

For 300 years, three strong pillars supported United States society: God, family, and country. Education reinforced all three elements. America was a *melting pot*. In general, people were highly literate [90+%], well-versed in U.S. history, and fiercely independent. (About ¾ were self-sufficient; the rest were saving to start their own little businesses.) Foreigners came by the droves to the land where the government was *limited* and the rights of the individual were *unlimited*.

Politicians and farmers *alike* understood that rights do *not* come from the state: *"The rights of man come not from the generosity of the state but from the hand of God."* [President John F. Kennedy, *Inaugural Address*, 1961.]

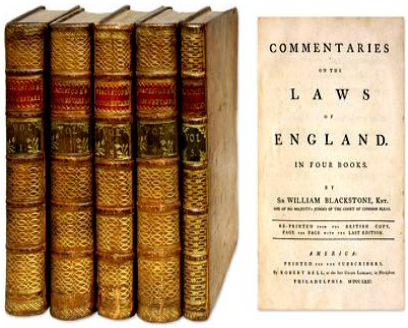
How Education Was Used to Transform a Society of Individualists

The endowments of tax-free foundations are known for philanthropy. But it has been well established that a few foundations used their endowments to get control over curricula-content in schools. The Carnegie Endowment and the endowments of the Guggenheim, Ford, and Rockefeller Foundations used their grant-making power to remove *Individualism* (individual rights) from education.

The foundations gradually introduced the principles of *Collectivism* by altering the teaching of American history. The *General Education Board* [funded by the Rockefeller Foundation] eventually replaced the study of U.S. History with SOCIAL STUDIES. Carnegie coordinated with Guggenheim fellowships to form their own "stable of historians" [Carnegie's *American Historical Association*].

Next, they changed the law-books.

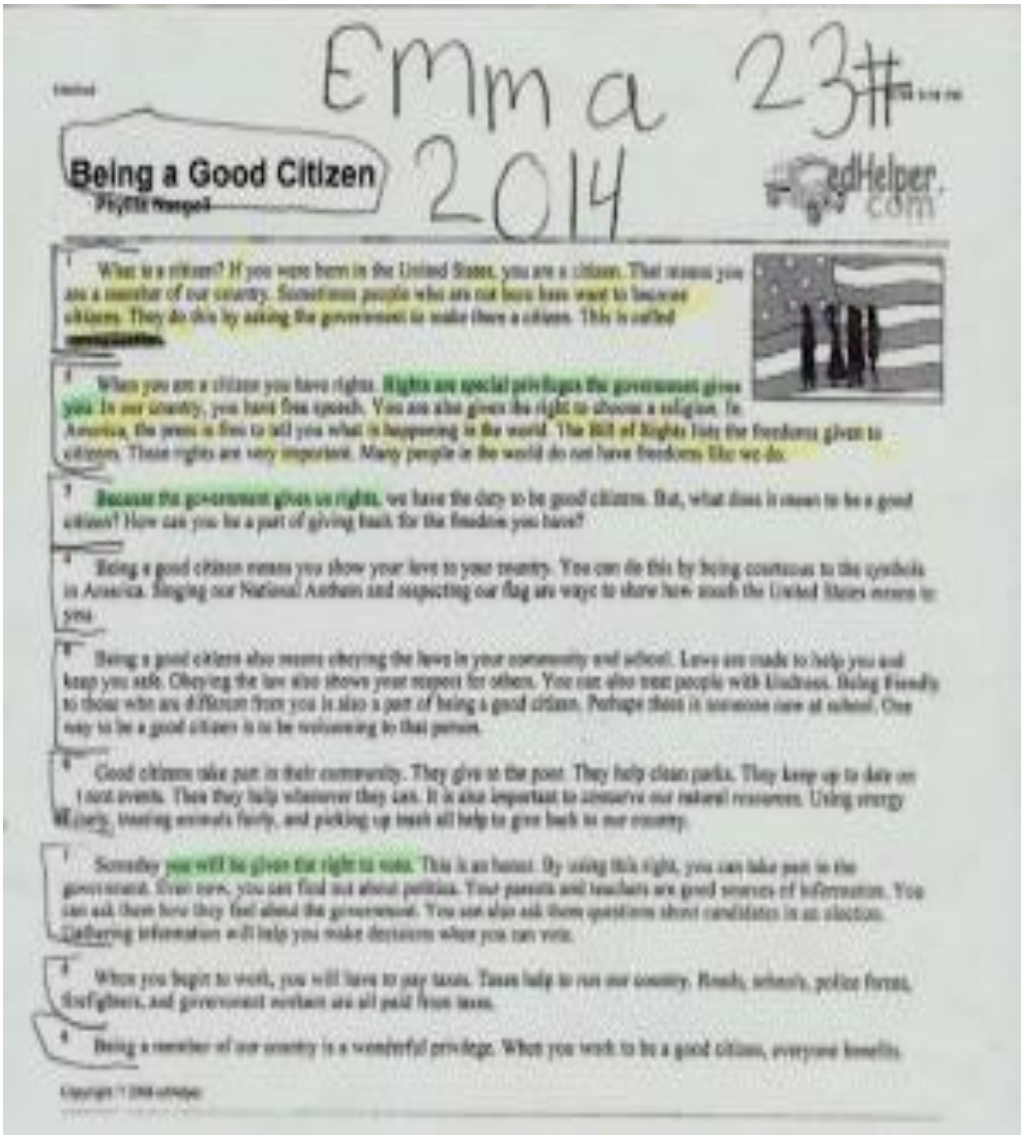
After 1776, William Blackstone's "*Commentaries on the Laws of England*" guided U.S. jurisprudence. All seminal Supreme Court decisions and original laws were based on "Natural Law" as articulated by Blackstone (cited 1,000+ times *over centuries*). In order to remove the Founding Fathers' philosophy (of '*natural*' rights) from the courts, foundation-funded law schools tossed the volumes that had guided the Founders. They selected key justices and legal scholars to abandon teaching Natural Law to law students.



The *idea* of unlimited birthrights disappeared.

Before 1964, children memorized the Declaration of Independence: *We are endowed by the Creator with unalienable rights*. This concept (individual rights) disappeared from *social studies* curricula when the Supreme Court changed the direction of education [Abington vs. Schempp, 374, U.S. 203, 1963]. God-given 'natural' rights made America the land of the free. But since then, social studies students have not learned the *idea* that inspired the American Revolution.

Today in America's schools (as in Mainland China), Common Core social studies students are taught that their rights are *limited privileges, granted by the state.* Grade 2: **"Rights are special privileges the government *gives* you…"**


Emma 23rd
2014
Being a Good Citizen
edHelper.com

"You are also *given the right* to choose your religion."

"The Bill of Rights lists the freedoms *given* to citizens…"

"Because the *government gives us rights*, we have the duty to be good citizens…."

Revised Common Core - A.P. United States History

High school students can receive college credits for *Advanced Placement* [A.P.] courses. However, high-achievers will not be studying the great principles of individual liberty. It appears the Common Core-aligned A.P. U.S. History course is designed to erase national memory by erasing the history of the United States.

The main *ideas* of the Founders have been deleted.

The revised course does not mention the *Mayflower Compact* (or the Pilgrims), the *Northwest Ordinance*, Thomas Jefferson or John Adams (authors of the *Declaration of Independence*), James Madison (*Father of the U.S. Constitution*), or Abraham Lincoln's *Gettysburg Address*. **In the extensive section covering World War II, Adolf Hitler and the Holocaust are *not* mentioned!**

Common Core *eighth* graders are being asked to think critically and decide if the Holocaust actually occurred! *"Critical Thinking" Assignment: Was the Holocaust real or created as a piece of political propaganda?"*

The above examples are the tip of the iceberg. The UNESCO Common Core *agenda* is horrifying. This un-American curriculum is designed to brainwash. Pupils' attitudes and values are being shaped by agencies of the United Nations.

END NOTES

LIFE-LONG LEARNING [*religious de-conversion*] is from Lenin. *Adults* were re-educated in life-long learning centers to un-learn the values they had learned from parents. EARLY CHILDHOOD EDUCATION: In the Soviet Union and NAZI Germany, the traditions and values of families were obstacles to the totalitarian governments; so children were schooled by the state at the youngest possible age.

If "VOUCHER" — "CHARTER SCHOOL" legislation is passed, *everyone* will be forced to comply with Common Core [UNESCO World CORE] standards. If money follows the individual child, private schools, home schools, alternate schools, public schools, and higher education would be forced to comply. No child, no teacher, no school would be able to escape.

"CHOICE" would mean REGIONAL GOVERNMENT. The 'Choice System' was

conceived by the über elite to abolish representative government — using public money and public authority to remove local, district, and state control:

> **"Our guiding principle in the design of a 'Choice System' is this: *Public authority must be put to use in creating a system that is almost entirely beyond the reach of public authority."*** John Chubb and Terry Moe, *Politics, Markets, and America's Schools*, the Brookings Institution, p. 218, Washington, D.C., 1990.

CHARTER SCHOOLS are PUBLIC/ PRIVATE PARTNERSHIPS promoted by:

> Exxon Education; Rockefeller Foundation; Brookings Institution; Heritage Foundation; U.S. Chamber of Commerce; Aspen Institute; Manhattan Institute; Chase Manhattan Bank; Bill & Melinda Gates Foundation; Council on Foreign Relations; and the late David Rockefeller.

SONY GLOBAL EDUCATION has adapted *blockchain*™ technology to education. The infrastructure enables record-sharing with '*evaluating organizations*' [trans-national corporations/ Non-Governmental Organizations-NGOs] system-wide.

Common Core standards are *not* rigorous; math and reading proficiency will *drop*: https://www.youtube.com/watch?v=wZEGijN_8Ro

Contact: deniserhyne2013@gmail.com
Website: http://www.YouShouldBuyGold.com/

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