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EDUCATION AND WORLD CITIZENSHIP: A NEW PLAN WITH AN ANCIENT TWIST

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There was a time in American history when patriotism and doing ones civic duty were considered signs of good citizenship. Teachers instructed their students on the need to support the United States and everything the Founders of the nation had created. We asked God to bless our schools and prayed in classrooms all over the country . . . and the US Constitution was respected instead of turned upside down to create rights that fly in the face of God. Much to the dismay of many, those days are long gone and our government is knee-deep in the educational transformation of American public schools and the American child starting at three years old. Few American citizens have a clue as to what's been going on for the past five decades.

A January 18, 2004, article in the *Washington Times* titled "Learning globally" by George Archibald spells out well what's been brewing and forewarned is forearmed. Remember, we're several decades late in reversing the process and the victims are the children (and us when they grow up).. They've been taught well the liberal/socialist/communist screed in our government schools. The more I read, the angrier I become at the duplicitous nature of our government, which used to be a government of "we the people." Hang on to your seats . . . the ride will be bumpy.

According to Archibald, the Bush administration issued grants to support and put into operation a school program sponsored by the United Nations. The goal is to make the program a "universal curriculum" that will instill in students the belief that they are world citizens as opposed to American citizens or citizens of any nation. It also includes peace studies and the equality of world cultures curriculum. (Recall the lyrics to John

Lennon's song "Imagine" and you'll understand the mindset of those in control.) Inherent in the program is a plan to teach "a set of culturally neutral universal values to which all people aspire."

With human rights, sexual equality and "open-mindedness to change and obligation to environmental protection and sustainable development" as the core components of the program, the U.S. Education Department issued the first \$1.2 million grant to put into action the European-based International Baccalaureate (IB) program starting in middle schools. Those schools will become "feeder schools" for their high school diploma programs to be implemented in low-income school districts. (Low-income kids are always the guinea pigs.)

And how did our government announce the new program? Then Education Secretary Rod Paige's statement about the need for global education initiatives in American schools was couched in September 11th terms. Perhaps he assumed that reminding Americans about that horrible day would make them more cooperative, but many haven't been fooled. Paige also stated that September 11th indicated that "a rigorous K-12 education must include a solid grounding in other cultures, other languages and other histories," but he failed to understand that event brought out some of the deepest and most sincere patriotism this nation has seen since World War II. Did that stop him? Not a chance. As he stated, ". . . we need to put the 'world' back into 'world-class' education." Sadly, as Archibald noted, many reviewing the program (as in peer reviewers) spawn from the far left.

The grant from the Department of Education will bring an expanded IB program into Arizona, Massachusetts, and New York. The last two are not a surprise since both states are considered socialist states. However, what staggers the mind is Archibald's assertion that approximately 1,450 schools in 115 countries have adopted the program "including 502 schools in the United States." The program has been implemented in 55 primary, middle, and secondary schools in Washington, DC, Maryland, and Virginia. The cost to US schools that signed on to the program is

about \$85-\$100 million per year. This is above the regular expenses associated with "teacher salaries and other costs, according to government records." Fairfax County schools alone spent \$1.8 million a year in additional costs for the IB program, but that expense may be ending soon because parents fought to remove the program from their schools. More on this later.

Other costs include "teacher development and online courses, which the federal grant supports; IB fees; and expenses to send U.S. student tests and papers for scoring and evaluation by IB officials in Europe." That's right! Your children's schoolwork will now be graded by Europeans! It's part of the program's regulations which were accepted by American schools that opted to participate. Worse still, all papers submitted for grading become the "absolute property of the International Baccalaureate Organization (IBO) in Geneva."

So, how did we get to this point? Archibald explained that the program was "originally devised in the mid-1960s for children of globe-trotting European diplomats, who wanted a standard curriculum that would lead to admission for graduates to any top-flight university in the world." At the 2001 conference titled "Education for Disarmament" that was convened by the UN Institute for Disarmament Research (Are you catching on yet? That means no guns!), Deputy Director-General Ian Hill (IBO) stated that there was concern among teachers "about the inappropriateness of national curricula for providing a truly global dimension and international experience in the academic program."

Hill explained that a partnership was formed in 1996 with the United Nations Educational, Scientific and Cultural Organization (UNESCO), the IBO, and the International Schools Association. (The latter two are based in Geneva). Their goal was the creation of a universal "curriculum framework for peace education." Add to this the concurrent statement from UNESCO (another costly and intrusive UN program that controls the U.S. Department of Education) that their International Bureau of Education Project participants want to use education as the means for "developing and inculcating the habits of peace in school-age children."

Exactly how do they define “habits of peace?”

Add to that the following statement found on the UN-USA website: “UNESCO’s work in these fields is focused on furthering universal respect for justice, the rule of law and the fundamental freedoms and human rights affirmed for all of mankind by the UN Charter” (<http://www.unausa.org/site/pp.asp?c=fvKRI8MPJpF&b=345963>). But the UN Charter, which gives us all the rights we could ever want, takes them all away in one fell swoop when it categorically states that those rights are determined by the UN. This is the body politic that is slowly taking over our schools and our nation.

Now take a look at Mr. Hill’s thinking to find out about “habits of peace.” Archibald described him as “a former school administrator from Tasmania, Australia” who believes that international education and culture should bring to fruition the opening words of UNESCO’s constitution: “Since wars begin in the minds of men, it is in the minds of men that the defenses of peace must be constructed.” Like most of the leftists, Hill has no clue that man, by nature, is not peaceful. Still, as Archibald noted, he persisted in stating, “We cannot hide from one another and we can’t eliminate dissident groups. We have to learn to live together.” (I assume we are one of the dissident groups.)

The \$1.2 million in “grant money from the Department of Education’s Advanced Placement Incentives Program (APIP)” that was approved by the Bush administration will be used to train teachers and “set up six middle- and high-school ‘partnerships’ to implement the IB curriculum for minority students. According to APIP spokesperson Susan M. Aspey, the funding was approved based on recommendations from “independent peer reviewers” under the APIP.” According to Archibald, she also said that “the proposal was ranked third out of 117 applications by outside academic experts chosen specifically for their deep knowledge of the types of programs under review.”

My hat goes off to Archibald for citing the words of Syl McNinch Jr., a former budget officer for the National Science Foundation, now retired. He said that many of the “federal education peer reviewers” of applications for grants “are hard left-leaners. Unlike science and engineering, the realm of education often has to do with values and teaching the kids what to think on major issues.” McNinch acknowledged that granting federal money for such purposes should be done carefully “because it carries with it the power to implement those programs in schools across the nation, whether the taxpayers like it or not.”

So, again, how did we get to this point? Archibald says “The UNESCO

program started with IBO in 1996 [and] was initially called the International Education System Pilot Project (IESPP).” Those bastions of immorality and New Age values wanted to see if they could “create an international education system.” This was what UNESCO announced in the “September 1999 issue of its Educational Innovation and Information newsletter titled ‘A Culture of Peace.’” The newsletter also asserted “Thus it would incidentally contribute to an improvement in peace education through a small-scale project involving schools from diverse cultures.” In their “Road to Peace” statement, they said, “Let it be a school of values, of attitudes, above all of practical action so that we learn to obtain justice through nonviolence and ensure that all human rights become a living reality for every person. . . .” And they believe that “peace education is not to be seen as a separate discipline within the curriculum.” (I have a hunch their peace education is more like brainwashing so the masses become compliant slaves in their New World Order.)

Under the guise of promoting peace, the IB curriculum would allegedly promote “human rights, social justice, Agenda 21’s ‘sustainable development’, population (as in population control), health, and environmental and immigration concerns. Redistribution of wealth has now been transferred to people . . . as in redistribution of people where they want us. The latter is the result of what they say are “changing patterns of national and international migration,” which means that “political and social transformation have given cultural diversity a new importance.” (More Tower of Babel doublespeak . . .)

Archibald offered additional proof that the United Nations and its UNESCO program are stealing our schools through the words of Bradley W. Richardson who directs IB North America based in New York City. He said the program’s “ties to the United Nations and UNESCO are both historic and collegial.” (I find them historically nauseating.) This gives new meaning to the role of NGO’s (nongovernment organizations and/or officials) who are busy revising the landscape of America in a variety of areas. Now they have their tentacles slithering their way into our school systems. Notwithstanding the truth, Richardson contends that “IB’s association with UNESCO should not signal anything sinister or anti-American.”

He must be kidding . . . and he must also think we’re really stupid to believe that IB would ever permit any of what he calls “diversity of thought, backgrounds, opinions and worldviews.” One only has to look at the makeup of today’s media. If they could, they would print warning signs on the doors to their main offices that read “Conservatives Not Wanted Here.”

The only diversity reflected in today’s newsrooms, editorial boards, and production teams is diversity of appearance (as in racial differences), sexual diversity (as in gay or straight, transgender, bi-gender, multi-gender), and diversity of lifestyles (one husband, six husbands, six boyfriends, girlfriends, or none). Soon they’ll be hiring pedophiles to report the news to us.

Well, here’s the real glitch and the Bush administration didn’t level with us about it. Archibald noted a statement by George Walker, director general of IB in Geneva, wherein he admitted that “the program remains committed to changing children’s values so they think globally, rather than in parochial national terms from their own country’s viewpoint.” That means they want to change the way *your* children think and brainwash them with their values. American patriotism is now considered parochial, which means narrow-minded, close-minded, or unsophisticated. His paper (“Education weaves together the threads of peace”) contained the following statement, “International education offers people a state of mind; international-mindedness. We need an education that recognizes the realities of the 21st century. We’re living on a planet that is becoming exhausted. (The earth is exhausted? Really?) People everywhere aspire to the standards of living that people in the West take for granted, and at the same time, they want to maintain cultural differences that they feel make life worth living.”

Walker doesn’t like the current method of educating children because it uses the “seek the truth, memorize it, and reproduce it accurately” system. Instead, as Archibald noted, he believes “The real world is not this simple. International education has to reconcile this diversity with the unity of the human condition.” I guess he doesn’t understand the human condition from God’s perspective. It’s called the sin nature and the folks sponsoring this program refuse to recognize it in themselves and don’t want us to recognize it in ourselves. It’s as if they’re working overtime to collect souls for evil, which brings us to an interesting crossroads. One school that implemented the program which is fraught with one-worldism and leftist ideologies is the Christ Church Episcopal School in Greenville, SC. (I’m sure Christ is thrilled with the Episcopal Church these days.)

According to Archibald, “fourth-grade teachers . . . said they ‘set about fomenting an uprising in our classrooms’ in order to allow their 9- and 10-year-old students to understand the dynamics of the American Revolution leading to independence in 1776.” (I thought this dashing new program was about peace studies.) Oh, for the record, those teachers “wanted the children ‘to experience personally the forces that lead to revolution, without shedding blood in the class-

room, of course.”

The students were told they had lost recess time because of snow days and they revolted. One student even suggested that they “take over the school.” Somehow this exercise was supposed to help the children understand the American Revolution. If this is the best that constructivist educators can do, we’re going to be graduating a lot of sorry students who will have no clue how to lead this nation when they reach adulthood. But as well-trained, brainwashed citizens of the New World Order, they will know how to recognize and extinguish a just revolution in the making. Training little fascists isn’t that hard after all.

Underscoring this are the words of Diane Ravitch who teaches education-research at New York University. She’s also an adviser to the Bush administration and believes, as Archibald wrote, that “the constructivist approach is an educator fad that has gone awry. It became axiomatic among constructivists that knowledge is not transmitted directly from one knower to another, but is actively built up by the learner.” (See her book, *Left Back: A Century of Battles over School Reform*.) Constructivist educators “must never lecture or ‘tell,’ that any memorization was intolerable, that instruction was a discredited form of behaviorism, and that up-to-date teachers viewed themselves as ‘facilitators’ of learning.” Ravitch also stated: “Surely a middle ground was needed, one where students could actively solve problems at the same time as they mastered basic skills and gained new knowledge under the guidance of capable teachers.” (Maybe we should stop giving teachers pay raises. After all, they’re not teachers anymore, they’re only facilitators.)

On its face, the two-year high school program (complete with diploma) seems harmless. Archibald wrote that the students “study three major subjects at the ‘higher level’ and three minor subjects at the ‘standard level,’ which must include mathematics, humanities, and at least one science and a foreign language.” Additionally, they have to take IB’s “Theory of Knowledge,” a philosophy course, and then “research and write a 4,000-word extended essay on a subject of their choice, similar to a university thesis, under the supervision of a teacher.” Extracurricular “Creativity, Action and Service” hours (150 of them) may include “include sports, music, art, drama, and volunteer service in the community.” Sounds really heady, doesn’t it? Wait . . .

The “Prescribed World Literature List” of 421 authors, includes “57 from England and the United States. While critics question the narrow selection, students have been studying “three works of world literature originally written in a different language than that of the

students and normally read in translation.” It all seems fine until Mr. Hill chimes in with the usual culture appreciation mantra: “The purpose of world literature is to develop an appreciation of how different cultures influence and mold the experiences of life. Students will develop values, attitudes and respect for behavior and points of view different from their own without necessarily being in agreement.” Appreciation without agreement? Sounds like the liberal screed of “I’m against the war but support the troops, doesn’t it? Both are oxymoronic . . .

Well, don’t panic. Teachers are allowed to “bring in literature outside the program’s prescribed list. Richardson said teachers also can engage students in study and discussion of many contentious world issues.” For example, if a school wants to emphasize environmental studies it can do so as long as the program is intellectually challenging. He also denied that the program’s courses have a political or social-activist agenda. (What about teachers who want to drone on about alternative lifestyles through the use of chosen literature? Since the UN and its minions have no problem with everything ungodly, might this not be a problem for some children and their families? Wait, it already is and no one is doing a darn thing to stop it!)

Parents have been quite concerned about the program that was implemented at Langston Hughes Middle School and South Lakes High School in Reston, VA. As Archibald wrote, the program is viewed as promoting cultural egalitarianism, pacifism and what they say is its anti-Western bias.” Archibald cited the words of Jeanne Geiger as published in the *Reston Connection*, the local paper. Geiger didn’t want her children enrolled in IB classes at South Lakes High School. She wrote: “Administrators do not tell you that the current IB program for ages three through grade 12 promotes socialism, disarmament, radical environmentalism, and moral relativism, while attempting to undermine Christian religious values and national sovereignty.” She also noted that “the proposed sociological ‘outcomes’ follow politically correct thought and behavior assessments.” Sounds like something the UN would foist on our children . . .

Archibald was wise enough to see how the left manipulated its victims. Not to be challenged by a mere mother, Fairfax County’s IB Coordinator at the middle school, Rena J. Berlin, “said she knows Mrs. Geiger and other critics ‘very well.’” That would be code for “Those women are a pain and are making it harder for us to implement our insidious program.” Indeed, Berlin believes “that all students who learn how to think globally, how to make connections between subjects, and how to ‘learn how to learn’ will be better prepared to be IB

diploma students when they get to 11th grade.”

Let me interpret this for you. This woman has stated that only when children can think globally can they succeed academically, intellectually, and on down the road. Well, how many of us have been extremely successful without “thinking globally?” Since global thinking, globalism, and other global catch phrases are only about 15 years old, entire generations must have suffered hideous educational deprivations without such thinking and enlightenment—Mrs. Berlin and her ilk included. As for the “learning to learn” stuff, I’ve been doing that for decades and don’t need the UN to help me do it right. (Read the Bible on this one and see how the beginning of real wisdom is a healthy respect for and fear of the Lord.)

Well, I have a surprise for Mrs. Berlin. I attended grades three through 12 with the children of UN workers, among many others, and we still sang “Bless This House” at our school assemblies. So when Mrs. Berlin says her school has “students from around the globe. . . .” I’m not impressed. I’m also not impressed when she states that the IB programs at Langston Hughes Middle School “dig deep into education and the feeling of the community, and the programs make us part of our world. After all, it is our students who will change the world and we need to allow them to be the fine citizens of America and the world that they have the potential to be.” Oh, so now we’ve reduced things to dual citizenship. Those students can be citizens of America *and* the world at the same time. Ironic that the latter is directly opposed to Christianity which states that we are “citizens of heaven just passing through.” Ironic also that we don’t get to vote in any “world” elections because they never happen! Are you getting the picture yet?

Mrs. Geiger didn’t buy into any of it. She and Anne Hall of Reston worked for several years to amass opposition to the IB programs. According to Archibald, “Mrs. Hall echoed criticisms of parents at Woodson High School in Fairfax — where the IB program was dropped — that most U.S. colleges and universities award course credit to incoming freshmen only for high-level IB courses ‘similar in difficulty to the Advanced Placement (AP) courses.’”

IB exams are “scored on a scale of one to seven and Fairfax County recognizes four as a passing grade. For AP exams, students are graded on a scale of one to five and Fairfax County recognizes three as a passing score.” This discrepancy forces many IB students into taking extra IB courses along with the rest of their required work during their junior and senior years just to earn their diplomas.

Archibald noted that “IB North America is slaving (glad to hear they’re

slaving) away to get more colleges and admissions offices to accept their diploma program, which makes it more of a fad, a hoax, a fraud than parents and students understand.” And it was the awareness of the program’s ability to take over a school that disturbed parents at Woodson High School in Fairfax, VA, which was traditionally a “U.S. College Board’s Advanced Placement (AP) program.” The parents and teachers at the high school took a stand against IB because the required standard-level courses making up half the curriculum’s two-year high school diploma program were not accepted by top-ranked Virginia colleges that their highly achieving children aspired to attend.” More fraud from the United Nations? Who could think such a thing?

However, as Archibald reported, E.J. Nell Hurley, whose four daughters are enrolled in Fairfax County public schools, called the program “a death knell.” She was told by the admissions director for the University of Virginia that “If you are at an IB school and you are not going for the IB diploma, don’t waste your time applying to UVa or any other top-rated schools. Your child’s application will go to the bottom of the admissions pile.” Additionally, she also learned that only nine academic credits were awarded to a “J.E.B. Stuart High School graduate with an IB diploma, after two years of IB courses, while the university gave her oldest daughter, Ellen, 36 credits — a full year of college work — for AP courses taken at Woodson.”

Approximately 150 universities in North America give full IB credit to students who complete the program and those credits extend even to “standard-level courses.” That means students are getting college credits for courses that were once considered unacceptable for college-bound students. More dumbing down and extending it to the college levels? Indeed, it is because real merit no longer matters in education. For example, when a nursing school within a community college in Cleveland, TN accepted a student with a 1.9 grade point average (out of a possible 4.0) into their nursing program, it was time to start checking where our doctors and nurses earned their diplomas.

IB is just another example of political correctness, affirmative action, and United Nations interference gone awry. As Woodson teacher Susan H. Shue observed, “IB was taking over the whole school program. The whole school has to become oriented around the program. That’s part of the requirement to be an IB school.”

If it were my children who were forced to function in an IB-run environment, I’d be outside with large picket signs that boldly read: “Get the UN out America and out of our schools!” If we keep electing officials who allow the United Nations to steal our land under the

guise of making most of it World Heritage Sites, destroy our culture through redistribution of people into this nation using open borders, and give them carte blanche to enter and take over our schools, we may just find ourselves giving this nation away to some dangerous and rather godless despots who don’t give a flip about the government our Founding Fathers set up for us. This is what our children will learn in UN controlled schools if we let it continue: that world citizenship is more valuable than American citizenship, that Christianity is evil and New Age is good, that they are their own gods, and that values that come from God are to be ignored. We’ve already seen what political correctness has done to our schools. To do nothing is to let evil win.

Education-Indoctrination

by Jeff Weldy

Is there a difference between education and indoctrination? Indeed there is. Those who educate teach others new skills so they can function in life. Those who indoctrinate do nothing more than fill their students’ heads with propaganda so they believe how a segment of the society or various groups must operate. Unfortunately for the children and the future of this nation, our educators have mixed the two together. This puts students in a no-win situation in which diversity of appearances and alternative lifestyles flourish, but diversity of ideas and ideologies is forbidden.

Adding insult to injury, educators teach our children the materials found on the newest FCAT test in order to meet government education standards. Compliance by educators ensures federal funding to the schools so they can keep operating at higher and higher costs to the taxpayers with little educational results. By accepting such a scheme, schools now put federal money ahead of the basic education needed of the children.

While vouchers get students who attend “bad” schools into better schools, the program should be eliminated and poor performance on the part of any government school should not be tolerated at the state and local levels. It’s bad enough that families have abandoned their children’s schools, but it’s ludicrous for the government to abandon them while keeping them open.

If you look at education on a world wide level, the United States is slipping far behind Japan, Korea, China, and others. This affects our position and role in world economics and as a world power. In fact, this nation is no longer teaching our children what they need to be competent and productive citizens. Instead, educators are indoctrinating our

children to accept different lifestyles as early as kindergarten. Without securing parental permission, and regardless of the parents’ belief systems, children are taught about the acceptability of homosexuality and lesbianism, which includes how their sex lives are conducted. They are also taught to report their parents for child abuse even when the parent is rightfully correcting the child. Once the school gets involved, the situation is blown out of proportion and/or taken out of context, which opens the door for an investigation by the state. In such situations, no one is protected and parental rights are slipping down the drain.

While educators condition and indoctrinate the minds of the future—the posterity of this nation—school text books have been changed to exclude the truth about the nation’s Founders, the Revolutionary War, the Civil War, World Wars I and II and even the Vietnam War. These events helped shape this nation, but the children have no idea that America was once great and where that greatness came from.

There are teachers who have been honest in their teaching. They have imparted the truth to their students. They deserve our sincere thanks. However, when teachers cease to teach about our Constitution and Bill of Rights, and are determined to make our children citizens of the world instead of American citizens, there’s a big problem that needs to be fixed.

Ask any student about the Second Amendment to the Bill of Rights and you’ll most likely get a puzzled and dumb look, which proves that the dumbing down of America’s school children has been and continues to be extremely effective. Then take a good look at the test scores. The best results come from home schooled children who have not been poisoned by the government schools. Home schooled kids are more successful and have been taught the patriotic values we’ve lost in the public schools through indoctrination. Look at what your children and grandchildren are learning. It just might move you to action and we might be able to save the young people of this nation.

Socialist Public Schools or Homeschooling – Good Parents On The Line

by Nancy Levant

I have very little hope for this nation. The bulk of the populace is still clueless as to the Executive Orders, Acts, and partnership bureaucracy system that have turned our Constitutional Republic into a

new banana republic. The ongoing ignorance of the masses is beyond all comprehension and reason.

The Southwestern U.S and the West Coast have become a foreign and illegal nation. Every Constitutional right is under perpetrated and highly orchestrated attack, and still the masses watch TV, sports, drink beer, and do and say nothing. Most don't even know that anything has changed. And why is that? Because public education has changed American people into silent, sacrilegious, non-reading, pleasure-seeking, group-thinking morons – that's why.

I remember reading a study about 30 years ago on the educational effects of computers coupled with television. The study concluded that the TV-computer combo, and the over stimulation of visual senses, was detrimental to reading and writing skills. Gee, do ya think?? However, the public school system was to be the saving grace. Pour more money into the public schools, incorporate computer technology into classrooms, and American schools could guarantee the best public education in the world. And for the past 30+ years, American schools have choked on their promises to deliver.

Today, illiteracy is commonplace. The first two years of college repeat high school basics, and the last 2 years teach group dynamics and Socialist theory. In today's world, a four-year, \$100,000.00 college degree is as useless as a high school diploma. To even think of getting a job, people are forced into master degree programs, which are also rapidly becoming useless in American society. In today's America, if you want a good job with good pay, you need to spend about \$200,000.00 on higher education and obtain a doctoral degree in the sciences. Then, your job opportunities with the government will be abounding.

So, let's get this straight once and for all – Socialism requires ignorance in mass numbers. Intelligent, well-read people do not choose to be lowly paid employees who are subservient to multimillionaires and their purchased politicians. Intelligent people do not desire to be socially and culturally controlled by dictatorial-governmental elites. Knock-knock, America - is anyone home??

The U.S. citizenry has been incrementally dumbed down by the Federal government, the NEA, the AFT, and idiot teachers who are still largely unaware of the Socialist curriculums and agendas imposed in their classrooms. I have talked to at least 50 teachers who were totally unaware of the New Freedom Initiative on Mental Health and TMAP, Goals 2000, Outcome-Based Education, Agenda 21, or social re-engineering

educational strategies that enforce global citizenship. Our teachers are clueless. It is, therefore, guaranteed that our children are educational victims of government, unions, and ignorance.

Equally, all American citizens under the age of 40 are educationally victimized, which is why they, in mass, are unaware of the dismantling of their nation. They can't see it, they don't believe it, and they are lost – literally lost – in televised propaganda and social group manipulations. In mass, they are dumbed down Socialist worker bees and permanently indebted to the elite and their corporations. They don't make waves. They don't make noise. They just keep making high interest payments to creditors. They sense no responsibility to their nation – only to creditors. What a perfect scenario for the corporate elite, and what a clever educational system they imposed to create the perfect non-thinking and debt-ridden slave.

This August, America's children will return to the public schools. They will be taught about Gaia, the invented religion of the globalists. They will be educated in consensus-style groups. Students will be profiled using quizzes and tests, assessment and proficiency exams, and they will be force-taught global government citizenship. American history will be twisted to reveal the founding principles as ineffective, and they will be taught that the Constitution is irrelevant in today's world.

American children will be taught to accept homosexuality, youth sex, and they will be taught to disregard parental authority and traditional religious doctrines. They will be prepared for compulsory military service and compulsory volunteerism (as in field trips to nursing homes). Math and reading skills will be lowered, and "advocates" will speak to your children behind closed doors. These advocates will administer "questionnaires" to seek out and drug students who are seemingly non-compliant with globalist Socialist mindsets. Medicaid dollars will be funneled to schools who force-deliver children into the hands of the pharmaceutical industry, thanks to our New Freedom Initiative and "advocates."

Also keep in mind the first attempt to RFID American school children. The outcry from parents was heard, but also keep in mind that RFID is being force-fed to the public as a security device. Let a kidnapping or a "terrorist" act occur in an American school, and I suggest to you that RFID will reappear in or upon our children under the guise of proper parent-hood governmental strategies.

The condition of the American public school system, which has been completely

overtaken by the Federal government and the NEA and AFT Socialists, is the last hope for the damaged masses to see the big picture. If parental instincts still function to any degree, American parents will not allow their children to step foot in any public school. Any parent who allows their children to be profiled, manipulated, incrementally dumbed down, and set up to be U.N. soldiers is a traitor to this nation, an idiot, and an unconscionable parent. If you can't stand up for and protect your children, it is clear why you have refused to stand up for your Constitutional rights. Equally, any American citizen who votes for any public school levy is a Socialist stooge and an enemy of America's future.

If you are not homeschooling your children in the 2005-2006 school year, then you are no parent, nor should you be. If you refuse to protect your children from Socialist-Communist indoctrination, then you are not a true citizen of this nation. If you use your employment as the excuse to send your beloved children into governmental indoctrination centers, you will get what you deserve when your children stand against you.

WHAT DO WE DO ABOUT AMERICA'S PUBLIC SCHOOLS?

by Devvy Kidd

"It is not the critic who counts: not the man who points out how the strong man stumbles or where the doer of deeds could have done better. The credit belongs to the man who is actually in the arena, whose face is marred by dust and sweat and blood, who strives valiantly, who errs and comes up short again and again, because there is no effort without error or shortcoming, but who knows the great enthusiasms, the great devotions, who spends himself for a worthy cause; who, at the best, knows, in the end, the triumph of high achievement, and who, at the worst, if he fails, at least he fails while daring greatly, so that his place shall never be with those cold and timid souls who knew neither victory nor defeat." — Teddy Roosevelt, April 23, 1910

With the exception of those Americans who think their child is getting a good education in the government indoctrination centers, there are millions of others who fully comprehend that the public school system over the past four decades has become nothing more than social re-engineering to create the "new communist man." Those who deny this statement haven't done the hard homework, but then again, it's always easier to remain in a state of denial than to acknowledge the brutal, raw truth.

When I was in school (I turned 56 last

month), the curriculum was reading, writing, arithmetic, science and civics, meaning American history. We also had electives like home making, wood shop, etc. Phys-ed was mandatory. Phonics was the method to teach reading and there was no 'new math,' only the old, tried and true $2 + 2 = 4$. Today, companies around the country are making tens of millions of dollars selling reading programs or supplemental school sessions to teach children to read using phonics because the government schools refuse to get the job done.

There was no hard core porn that is being shown and taught in today's schools. We had biology, but we did not have boys and girls in the same room showing porn films passed off as "sex ed." Today, parents aren't even allowed to see the filth being fed their children; see this recent outrage regarding a sex survey given to sixth graders in Massachusetts. There was no baloney called "multiculturalism," no "Earth Day" indoctrination sessions. We were not subjected to years of brain washing to accept the UN and world government as something desirable and that we the people should pledge our allegiance to the Destroyers. There was a school nurse who gave aspirin. Planned Parenthood, GLSEN (Gay, Lesbian and Straight Education Network) and other evil organizations were no where to be found on school campuses.

We had a short prayer each day before school started, which no one objected to, as they didn't saying the pledge of allegiance. We were taught the true history of this republic and no where was the brainwashing we see today that has produced a nation of parrots who believe our legal form of government is a democracy, which we are not. We had no computers in third grade, we learned to read, add, subtract and think on our own. Today, computers do all the work for children who are no longer children, *they are simply old people by their teens*.

There was absolutely no promotion of sodomy or encouraging adolescent or teen girls to go out and have a lesbian "experience." Such filth was not tolerated. The National Education Association is nothing more than a communist tool that has been running roughshod over America's schools for decades. This insidious operation is not part of the federal government and no school district in any state should have anything to do with their agenda. I can't tell you how many e-mails I've had from teachers who have quit their profession because of the NEA and their stranglehold over local schools.

Every day we are bombarded with propaganda from politicians that the only way America's children are going to get a better education is more money. Despite more than a trillion dollars, for the past forty years, American schools have been

turning out dummies who can't even read a full paragraph of text, can't spell even simple words and go into college without the ability to analyze even a single document. All the fools who serve in public office can offer up for an excuse is "we need more money." Typical BS from career politicians: Bleed the American people dry to continue funding massive failure. Here's one prime example:

GAO Month in Review, March 1998 - Education

"Head Start Programs. Now more than 30 years old - has long enjoyed both congressional and public support. Since its inception, the program has served more than 16 million children at a cost of \$35 billion dollars. Funding for Head Start has tripled in the past 10 years....The Head Start program has provided comprehensive services to millions of poor children and their families...Little is known, however, about whether the program has achieved its goals."

Ain't that grand? Thirty years and **\$35 billion dollars** for a program no one can see has done anything for "poor children." No amount of money, in my humble opinion, is going to educate any child. Money doesn't educate. Every child has to have the desire to learn and that desire is fostered at a very early age by parents. It is up to a mother and father to instill the desire to learn to read by age three so that when they do get to kindergarten, that child wants to know more and views school as a truly wonderful learning experience and not just an incubator to re-engineer them. Yes, it's tragic that there are tens of thousands of beautiful children who have crack heads for parents or parents who can barely take care of themselves. That's why family is so important. Because if the need is there, then family can step in and try to help turn parents around to lead responsible lives and properly raise their children.

While it was a great financial burden way back then, I put my daughter in Christ the King pre school at age three because she was reading; I taught her even though I was working full time and grandma had her during the day. I didn't use the boob tube as a baby sitter and at age 30, my daughter doesn't watch two hours of television in a week. She loves books, instead. By age five, I transferred her to a Christian Academy where she was placed in the gifted and talented program - the highest level programs where she remained through high school, even though we changed states due to my husband's military service.

Tens of millions of words have been written about public schools in America and the situation has only continued to rot like a dead carcass. It's not the amount of money, *it's what is being taught*. When my daughter graduated from junior high school, she wanted to attend a public high school - something I was absolutely

considered a "great school," in an upscale neighborhood. She finally graduated, went to college on full, private scholarship and graduated Magna Cum Laude with a degree in sciences. From pre school to college graduation, she had only two 'B' grades, all the rest were straight As.

However, the going wasn't without problems that came directly from the school. One day my daughter came home and told me she needed to use the basement for a photo session; she took photography as an elective. When I asked her about the project, she told me the assignment was for students to photograph other students in the class nude from the waist up. Really? Fourteen year olds given a porn assignment. Well, as you can imagine, this didn't sit too well with me and first thing the next morning, there was Mrs. Kidd in the principle's office. After explaining the problem, the photography teacher was called into the office.

This twittering hen confirmed she gave such an assignment. I then told the principle and the teacher that if this so called homework assignment wasn't withdrawn immediately, the worst nightmare they ever had would be like a wonderful dream compared to what I was about to deliver. I asked the principle what kind of homework is adolescent children photographing each other half naked? I told these two mush heads that if this assignment wasn't withdrawn, the next day I would be at the local TV stations. I told the principle by tomorrow night I would also have 1,000 flyers in hand and would go door to door, starting right across the street from her office, right around dinner time and give one to every parent who answered the door. And, that would just the warm up for me. My daughter came home from school that day and said the photography/pornography assignment had been canceled.

You think I'm alone with this type of experience? Back in 1998, parents in the San Jose, California school district got wind of a book that was mandatory reading under a "multiculturalism" program. The controversy revolved around a piece of filth titled "Always Running." [Click here](#) to view two pages from that book (pdf file so it takes a minute to load); please be advised the text is very sexually explicit. When I read this material, I thought to myself, no way would I allow my 13-14 year old child to read such crap and a whole lot of parents felt the same way. The school district tried to justify pumping such filth into the minds of vulnerable teens because the author is Hispanic. Oh, good, that certainly makes it okay!

The controversy heated up as the porn crowd of teachers and administrators battled parents; they finally decided such trash would be given only to juniors and seniors. The parents went after these

school board members on a recall with the help of PRO (Parental Rights Organization). These morally bankrupt individuals were screeching about censorship and that schools should be environments for free thought. Certainly, that's why thousands of today's teens are dying from AIDS, tens of thousands of them have STDs (sexually transmitted diseases), they're killing themselves in record numbers because they're "confused about their sexuality" and are so intellectually dead, they can't even make change from a dollar. If people want to introduce porn to their children at age six or eight, they can do it at home because it doesn't belong in the public schools. The great liberal experiment is the greatest tragedy for our most precious gift from God: all of America's children.

I am fully aware that most Americans cannot afford to send their children to private schools or home school them, but desperately want public schools to return to actual institutions of higher learning where their children do learn the basics. If you are in a position to remove your child from public school and either home school them or enroll them in a decent Christian school or other private institutions, I strongly recommend you do. It's most unfortunate that the Southern Baptist leadership couldn't find the courage to even "lovingly warn all of their members concerning the toxic spiritual nature of the government school system." What panty wastes.

Dedicated parents and legislators in the Utah State Legislature did something: They told Mr. Bush and Congress to keep their failed experiment and repudiated the "No child left behind" program. You will never see that happen here in California because our legislature is full of communists, racists, sodomites and lesbians - products of the public school system.

What can **you** do to stop the agenda being promoted in schools all across this land?

First thing that needs to be done is the Federal Department of Education needs to be abolished because it is unconstitutional, period. That isn't going to happen until constitutionalists are elected to Congress. That isn't going to happen until we get rid of all electronic ballot machines and the people themselves reject the new world order agenda and recognize that the public school system is being used to dumb down America's children, not educate them.

Next, remember: all politics are local and that's where parents should take their war. Want to take back schools and get rid of all these social engineering organizations and agendas and return to the basics? The way to do it is to go to school board meetings with as many other parents who feel the same as you about the brainwashing going on in your local / schools. You can tell these elected board members and trustees that if they don't

get pervert organizations like GLSEN off school campuses, get rid of any connection with Planned Parenthood, get rid of all curriculum except what used to work, then you are not only going to recall them, you are going to run for their seat. Demand that all illegals are removed from the schools in your district. Your tax dollars fund schools and you should not be forced to pay to educate anyone, regardless of their age, who is in this country illegally. All this does is give further incentive for criminals to smuggle themselves and their off spring across the border. Illegal means just that: against the law.

Demand the school eliminate all multicultural programs and teach the history of this nation and the sacrifices made by those who gave their tomorrows so we could have ours as a free people. If young adults want to learn the different cultures of the world, I say, that is great. Do it on your own time or take elective classes in college. My friend, Don Dwyer, serves in the Maryland State Legislature. He's also one of the principles of the Institute on the Constitution. They have fine materials available that should be used by every civics teacher in this country. *Get rid of all these school books funded by Rockefeller funded companies and foundations.*

America's parents can take back the schools one district at a time in a massive effort. And, hey - you grand parents out there: you love your grand children? Then help your children - their parents - in this effort. Park the Winnebago, skip the casino or a day on the golf course and run for school board, trustee or the state legislature. You, the parent, and grand parents who pay taxes, are the boss. These school board members, superintendents and members of your state legislature work for you. *I don't want to hear what can't be done, I want to see what Americans are willing to do to protect their children from the toxic agenda being dispensed in public schools and see that they receive a real education.*

Once you get enough people on a local school board, then the real fight begins because it will escalate to the higher levels of bureau-rats. Be sure to tell those higher up the food chain that no longer will America's children be taught trash and filth, encouraged to have a sodomite experience, be taught the higher goal is to become a global citizen or any other malarkey. Tell these public servants you want all children to be given the basics so they can read, write, do math, receive a full history of the founding of this republic and understand science and nature in a healthy and appropriate manner. Tell them you will vote down every single new bond measure for "more money for education," because more money isn't the problem, *it's the agenda and the curriculum.* The only money that should be voted for is school improvements or new schools if

they are needed.

Americans say they want change. Well, change doesn't come with complaining, it comes with action. You can't win a war if you won't be a participant in the fight. Freedom is not a spectator sport and if you really want to make a difference for America's children, then all of us have to go after the edu-rats and force change. You need to run for school board or trustee. Even if both you and your husband work full time, this is still something you can do that must be done. You want to take back education and return it to what used to produce the best educated population in the entire world? Then begin making your voices heard and clean out these school boards, throw out the tent, and if you have the qualifications, run for that seat.

It is absolutely tragic that the finest school system in the world has been hijacked over the past four decades by anti-American curriculum and immoral organizations, but it can be turned around if every parent who has a child in the public school system makes the decision once and for all to force change. Forget career politicians. They only serve those who buy their favors. It's up to you and all the parents in your area. Join forces and raise hell. You are the wind. Today's children are tomorrow's society. Nothing more needs to be said. Either the people are going to get the job done or we will continue to see more of the same and that will be a tragedy.

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Devvy Kidd authored the booklets, Why A Bankrupt America and Blind Loyalty, which sold close to 2,000,000 copies. Devvy appears on radio shows all over the country, ran for Congress and is a highly sought after public speaker. Get a free copy of Why A Bankrupt America from El Dorado Gold. Devvy is a contributing writer for www.NewsWithViews.com.

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REVAMPING THE GOVERNMENT SCHOOLS IN ILLINOIS

by Dan Kairis

Co-founder IPIL (<http://ipil.org>)

The public schools across the country are in a shambles and everyone points a finger in one direction or another to avoid taking responsibility. Administrators and teachers are the first to be blamed, followed closely by the other school employees and school board members. But, is it their fault?

When the public schools were first created, one teacher could teach up to 35 well-behaved students in one classroom. They taught all subjects through the eighth grade. Today's educators are saddled with the same responsibilities—teaching science, social studies, math, language arts, responsibility, character, and citizenship. The list is almost endless. They also have to take time from class work to administer numerous standardized tests, and in too many cases the schools are required to provide meals, medical and psychiatric assistance. The requirements increase yearly thanks to the passage of one law or another.

However, accountability is crucial if we are to take back our schools, which means the blame should be placed where it belongs. We have elected state and federal legislators—those who haven't set foot in a government school classroom for decades—mandating absurd, astounding, and even immoral requirements to placate one special interest group or another. The same can be said for the federal "No Child Left Behind" legislation. Neither state nor federal legislators have a clue as to the damage they have done to the public schools, or do they? Many do know and support the very harm they've foisted on our schools.

There is a better way. The Independence Party of Illinois wants to change the way education is handled in our state. It's obvious to us and most parents, teachers, and even the students that the public school system needs a major overhaul. Everyone has heard of the "dumbing down" of the system. Students who are only able to read at fifth- or sixth-grade levels are graduating from high school. Many high school graduates have a hard time doing simple arithmetic, but elected officials from both the Republican and Democrat parties believe (and convince us) they understand the problem. The real problem is that they don't know *they* are the problem.

Our solution to the current crop of school problems is to give the primary teachers the responsibility of teaching reading, writing, and math *and nothing else*. We would revamp the classification of grades K-3 and replace them with levels 1-12. Each student would progress by levels instead of grades. Once level 1 is accomplished the student moves to level 2. This would apply to all three subjects.

This program not only provides immediate remedial work for students who need it, it also allows those who excel to advance without being held back just because of their ages. The students would then move into the traditional 4th grade once they master the 12th level. The subjects of social studies, science, and others would then

be presented.

There are many advantages of this overhaul. Students with learning difficulties will get remedial help faster. Students who excel will be challenged, not bored, because they will be taught at the appropriate level intellectually. Each grade level will have one ability level of texts for each subject instead of multiple levels. Students must master one level before moving on to the next. Teachers will concentrate on the subject matter instead of attempting to customize multiple levels of teaching. Standardized testing, which costs taxpayers millions of dollars and thousands of classroom instruction hours will be eliminated. Testing for academic proficiency will be done at levels 1-12 on a continuing basis. And, most importantly, we will have a school system that would succeed at educating our children.

The Democrats and Republicans have screwed up the system for decades. They've had their chance. Now it's time to implement a system that will actually work. The IPIL believes we can have a successful public school system. It is time for a fresh, intelligent approach.

Education is a team effort

by Virginia Brooks
Editor of the NFC NEWS

Those who know that team effort is required to provide children with a quality education also know that Ohio has a big problem. The state legislature and the governor have either forgotten to do as ordered by the state Supreme Court or have just chosen to ignore the court's orders. This brings us to the failure of the court to enforce what they ordered those elected officials to do. They ordered the State legislatures to find another way to fund our schools besides drawing exclusively from real estate property taxes, but they continue to ignore that ruling. They have been found in contempt four times, but they continue to ignore the Supreme Court. If you or I ignored that ruling, we would be sent to jail for contempt of court. So why not jail the offending people? I find it ludicrous to not enforce that ruling, but the bigger question is why the court continues to allow such behavior on the part of elected officials. Did they mean what they said or did they know their ruling would never be enforced?

I've maintained for years that our schools should be funded by a sales tax, through the rainy day fund, or the CAFR funds. A few years ago I asked Kenneth Blackwell, then Secretary of State, how much was in the CAFR fund. He stated that it had accrued 140 billion dollars—more than enough to help fund our schools. But, if more was needed, why

not use 100 percent of the profits from the state lottery, which was created to help

fund education. That's why the voters approved it in the first place. Instead education only received seven percent of the profits and even that was taken away and placed in the general fund with the rest of the profits. The voters were duped and the schools didn't benefit one bit from the lottery.

And it may not only be about the amount of money, but who gets it and doesn't use it to benefit the children. In fact, our schools are so poorly run that money may not solve all the problems pervading our schools until we have school boards, school officials, and teachers who look out for the best interests of the children, not what benefits state and local administrations and the teachers. As the quality of education plummets to new lows and children cease to hone even basic reading and math skills, eighty percent or more of the money that comes into the school district is used to cover administrative costs, which often includes huge salaries for school superintendents and their lackeys. The children never see the benefits of any increased funding while those in charge line their pockets with our tax dollars, lottery profits (from taxpayers), or other taxpayer monies.

For example, several years ago we got a copy of the budget from our local school district. The community was shocked to discover that the librarian was making in excess of \$70 thousand for nine

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months of work. While she had a master's degree, her salary was clearly excessive, especially when there are people in the community who can't find work and are losing their homes because they can't pay their taxes.

Perhaps the problem with state-run (and federally funded and controlled) education is the monopoly the government has over the system. A little competition might make those folks sit up and take notice. Private schools provide some relief from the failing government schools, but they're often quite expensive—not the type of tuition costs the average family can afford.

Homeschooling, on the other hand, provides families with a wonderful way to control what and how your children are taught. If I had children at home, I would either home school them or send them to a Christian School or a Charter School. It's the only way to have some say in the curriculum. I'd want to make sure they were taught the real history of this nation, understood the Constitution, and were well-grounded in the basics. These are the only ways I could be sure they weren't being taught disgusting, UN-Christian, and UN-holy values including sexual education in the classroom. The latter has denigrated into nothing more than a permission slip for children to engage in activities that would have been considered abusive a decade ago. Today's public schools are so immersed in the politically correct, multicultural, diversity games that I'd have to spend every school day checking in on their classes, talking with teachers, and sending letters to school officials and staff warning them not to let my child attend some of their programs or participate in specific classes. Opting out is one option parents have today, but perhaps the schools should find out who really wants to opt-in..

We live in very intense times. With stress levels at an all-time high encroaching on all aspects of our lives, we must work to get government funding of schools returned to the local level. This will give us far more control over what the children learn. I urge everyone to get involved in their children's lives, at school and at home. As for those whose children have grown up and moved on, or who don't have children yet (or may never have them), take a good look at what they're teaching our kids today and understand that those children will one day be the leaders in your community.

An Orwellian Nightmare: Mandatory Mental Health Screening of Children

by John W. Whitehead

In embracing a major new health initiative, which is based on a report by the New Freedom Commission on Mental Health, the American government has taken a giant step toward an Orwellian nightmare. The commission has recommended mental health screening for all school-aged children, including those in preschool. The recommendations also include expanding school-based mental health programs that require specific treatment for certain conditions, including the wide use of drugs.

Some states have already moved forward to implement recommendations by the commission. For example, the Illinois legislature has passed a plan to screen the mental health of all pregnant women and children up to 18 years of age. The plan also includes the use of antidepressant drugs. Under such a plan, both children and adults will be screened for so-called mental illness during their routine physical exams.

This all began in April 2002 when President Bush launched the new mental health commission. After supposedly conducting a comprehensive study, the commission recommended mental health screening for “consumers of all ages,” including preschool children. Schools, the commission concluded, are in a “key position” to screen the 52 million students and 6 million adults who work in the public schools.

There are many problems with the government's move to screen our children for mental illness. Such programs are spurious at best since there are no proven “treatments” for the prevention of mental illness. Moreover, to many alleged mental health experts, virtually everything is a mental illness—including mild depression, sadness, shyness, forgetfulness and so on. So why is this happening?

The answer may lie in the Texas Medication Algorithm Project (or TMAP). TMAP was promoted by the commission as a “model” medication treatment plan that “illustrates an evidence-based practice that results in better consumer outcomes.”

The TMAP was started as a pilot program under then-Governor Bush as an alliance of individuals from the University of Texas, the pharmaceutical industry and mental health and corrections systems. But according to World Net Daily, the Texas project recently sparked controversy “when a Pennsylvania government employee revealed that state officials with influence over the plan had received money and perks from drug companies who stand to gain from it.” Allen Jones, an employee of the Pennsylvania Office of the Inspector General, said that the “political/pharmaceutical alliance” that developed the Texas project, which promotes the use of expensive antidepressant and anti-psychotic drugs, was

actually behind the recommendation of the New Freedom Commission. As such, they were “poised to consolidate the TMAP effort into a comprehensive national policy to treat mental illness with expensive, patented medications of questionable benefit and deadly side effects, and to force private insurers to pick up more of the tab.”

Moreover, as one reporter pointed out, “Jones discovered that TMAP...was in fact driven by pharmaceutical companies who were lavishing Texas politicians, as well as making sure their most expensive patented drugs (some with potentially lethal side effects) were listed as the designated treatments on the algorithms.” Eli Lilly, for instance, the manufacturer of olanzapine, one of the drugs recommended in the plan, has multiple ties to the Bush administration, a clear example of what one writer termed a “cozy political/pharmaceutical alliance that's taking over the mental health care of your children.” In fact, the elder Bush was a member of Lilly's board of directors and President Bush appointed Lilly's chief executive officer, Sidney Taurel, to the Homeland Security Council. And of Lilly's \$1.6 million in political contributions in 2002, 82% went to Bush and the Republican Party.

All this points to why the term “consumer” keeps cropping up in these reports. But who are the consumers? Now they are school children and pregnant women. But soon it will be everyone because we are essentially all consumers and guinea pigs for experimental drugs.

That is why Congressman Ron Paul (R-Tex.) introduced an amendment in Congress against “mental health screening.” Unfortunately, it failed by a vote of 95-315. Paul, an

OB/GYN physician for over 30 years, in a letter to his congressional colleagues wrote: “As you know, psychotropic drugs are increasingly prescribed for children who show nothing more than children's typical rambunctious behavior. Many children have suffered harmful effects from these drugs. Yet some parents have been charged with child abuse for refusing to drug their children. The federal government should not promote national mental health screening programs that will force the use of these psychotropic drugs such as Ritalin.”

Already this year, approximately six million school children—roughly one out of every eight—will take Ritalin for what is termed “attention-deficit/hyperactive disorder” (ADHD), a condition that was once labeled hyperactivity. However, the drugs that are prescribed for ADHD are cocaine-like stimulants. And according to the U.S. Drug Enforcement Administration, the human nervous system cannot differentiate between cocaine, amphetamines and methylphenidate (Ritalin).

Recent evidence indicates a multitude of side effects for children who take

Ritalin. Ritalin has also been tied in with abnormally violent behavior in young people, which is detailed in my article *Ritalin Nation: Are We Killing Our Children* (www.rutherford.org).

Despite such evidence, the proponents of mental health science keep the pressure on. There is even an attempt at an end-run around federal law. The Protection of Pupil Rights Amendment (PPRA), for example, is a federal law that was intended to protect the rights of parents and students. The PPRA allows parents to inspect their children's instructional materials and requires that schools obtain "written parental consent" before schools engage in such programs as mental health screening. However, under a program developed by some Columbia University physicians called Teen Screen, the protections of the PPRA would be completely undermined. As one of their publications proclaims: "If the screening will be given to all students, as opposed to some, it becomes part of the curriculum and no longer requires active parental consent (i.e., if all ninth graders will be screened as a matter of policy, it is considered part of the curriculum)."

The wolf, so to speak, is at the door, and it is a government/pharmaceutical conglomerate of immense proportions. This is not science fiction; it is happening now. And although we stand to lose our constitutional rights in the name of mental health screening, we could lose much, much more. As the clear evidence shows, the side effects of psychotropic drugs are severe, with some even leading to suicide.

Thus, we are a nation at risk. Our rights, our children and their future could very well be lost in a haze of forced drugging by our government in conjunction with the powerful drug companies.

There are some immediate steps that can be taken to combat the problem. First, learn your rights as a parent under the PPRA. Also, contact your local school officials and demand that you be notified immediately if they are conducting mental health screening on your children. And contact your representatives in Congress and protest these invasive activities that are being foisted on the American people by the government/drug cartel.

Constitutional attorney and author John W. Whitehead is founder and president of The Rutherford Institute. He can be contacted at johnw@rutherford.org. Information about the Institute is available at www.rutherford.org.

Illegal Immigration Committee vs Mexican Invasion

by Robert Willims, Chair of the Illegal Immigration Committee

Through the combined efforts of the entire Illegal Immigration Committee, the first NFC tri-fold on the Mexican Invasion has been completed. A link will soon be placed on the NFC website that will allow visitors the opportunity to download and print this tri-fold... and they can do so as they desire, and at no cost.

The tri-fold is very well done, and a compliment to the entire Illegal Immigration Committee. Areas covered in this tri-fold include: a "Statement of Purpose" (which explains why the NFC pursues this friendly invasion), fifteen shocking examples of "The Cost of Illegal Aliens to YOU, The U.S. Taxpayer". Another section called, "Extremist and Terrorist Agendas" lists the radical groups, La Raza and La Voz de Aztlan along with their web site URLs. "Report Illegal Aliens" gives the stepped method of the proper way to report an illegal alien/s to ICE. Finally, the last page displays "The New Frontier Coalition Proclamation On Illegal Aliens", and contact information for the Minuteman, and other groups that work to stop this invasion.

As Chairman of this committee I want to say that I am proud of all that have participated in this project and thank them for a job, well done.

Next, the IIC is also involved in a letter-writing campaign that is specifically geared to convince contributors to the radical terrorist organization known as La Raza (and it's affiliate, La Voz de Aztlan) to withdraw their support. Approximately one-third of the 114 scheduled to be sent have already been mailed. This project is nearing completion.

To anyone that may doubt the effects of such confrontational actions, I would like to summarize recent events between IIC member/ NFC vice-Chairman, David Denny and the Attorney General of Illinois. As requested, David supplied the Attorney General with proof that his office had made a contribution to La Raza. When confronted with the truth, the Illinois Attorney General was not angry with David Denny. Instead, his in-depth investigation revealed that the donation was actually made as part of a Court Settlement. Realizing this impropriety, and knowing that public monies should never be donated to a private organization, the Attorney General assured David that as long as he was in office, no such a donation by the Illinois Attorney General's Office would ever reoccur.

Yes, this may appear to be a small victory, but actually, as a result of this action there are many government agencies in Illinois that will think twice before contributing tax dollars towards private organizations such as La Raza and it's affiliate, La Voz de Aztlan.

Now that the IIC has a tri-fold, and is winding down this segment of our letter-writing campaign, it is time to focus our attention on the Citizen's Handbook. The handbook will be one of our most valuable tools. It will have interesting articles, contact information, actual laws that are not being enforced, ways of effectively fighting employers that hire illegal aliens... and much more. There are many organizations (and some legislators) that are very interest in this handbook and the progress of the NFC as we fight against illegal immigration in the US. Come and join the most patriotic struggle of your life. www.newfrontiercoalition.com

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