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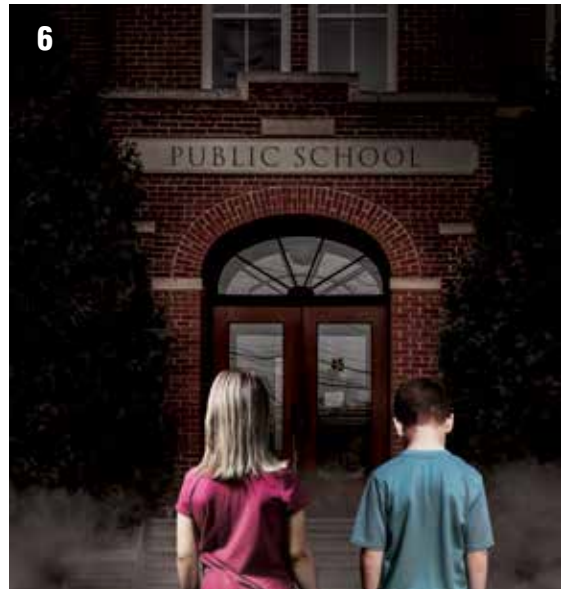


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Cleveland Ave. (Rt. 41) • Ft. Myers, Florida • Stamra Inc.

Publisher
Dennis Behreandt

Editor-in-Chief
Gary Benoit

Senior Editors
William F. Jasper • Alex Newman

Managing Editor
John T. Larabell

Associate Editor
Annalisa Pesek

Contributors
Bob Adelman • Steve Byas
Raven Clabough
Selwyn Duke • Brian Farmer
Christian Gomez • Larry Greenley
Gregory A. Hession, J.D.
Ed Hiserodt • William P. Hoar
R. Cort Kirkwood • Patrick Krey, J.D.
John F. McManus
James Murphy • Dr. Duke Pesta
Llewellyn H. Rockwell, Jr.
C. Mitchell Shaw • Michael Tennant
Rebecca Terrell • Fr. James Thornton
Laurence M. Vance • Joe Wolverton II, J.D.

Creative Director
Joseph W. Kelly

Senior Graphic Designer
Katie Bradley

Graphic Designers
Lindsey McConnell
Nilai Lee

Research
Bonnie M. Gillis

Advertising/Circulation Manager
Julie DuFrane

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The Time to Save Our Children Is Now!

“If the public-school building were on fire, and your children or grandchildren were inside, what would be the appropriate response?” Senior Editor Alex Newman poses this question in this Special Report in his article entitled “Get Them Out!” (page 50). Framed this way, the answer is self-evident: “Any parent knows that the correct response to the fire would be to run into the burning building as quickly as possible, regardless of the risk, rescue the children, and then run back out and get as far as possible from the deadly blaze. The lives of children are on the line!”

Is the situation that dire? Are Mr. Newman and this Special Report sounding a much-needed alarm — or being alarmist? To those unfamiliar with the state of public (read: government) education today, those are reasonable questions. After all, the school buildings are not physically burning down. But what is happening inside their walls is endangering children and scarring many of them for life in a very real sense. Consider:

Academic Arson

- Critical Race Theory, the latest rage in education, is indoctrinating children to believe that being white means being racist. CRT not only creates more racial turmoil in the name of racial justice, but has also been particularly devastating to white children, who are conditioned to hate their own skin color (page 23).

- The LGBTQ agenda that, like CRT, permeates the curriculum is having such a devastating effect on impressionable children who have not yet gone through puberty and whose brains have not yet been fully formed that it is causing many girls to decide that they are boys trapped in girls’ bodies and vice-versa. Some are so traumatized by this sexual subversion that they undergo

hormonal and surgical procedures and mutilate their bodies (page 42).

- The expulsion of God from the public schools, the deification of the Almighty State, and the promotion of anti-Christian beliefs and practices — including even chanting to Aztec gods — is also doing great harm to children, causing many to reject the beliefs they’re being taught at home and in church (page 15).

- The erasing of America’s legacy of freedom and the substitution of the false narrative that America was founded and built on slavery are causing many young people to hate their own country — and in the process further putting at risk the survival of the greatest experiment in human liberty the world has ever known (page 38).

- The decline in test scores, a consequence of the decline in genuine education, is yet another manifestation of the crippling of children who, when they reach adulthood, will be expected to act as responsible, thoughtful citizens in a free society (page 13).

Yes, It’s That Dire

A summary of the immense conflagration now engulfing our children in the public schools is provided by the opening article by FreedomProject Academy Academic Director Dr. Duke Pesta (page 6). To answer the question prompted by Mr. Newman’s fire analogy — “Is the situation that dire?” — we recommend starting here.

After reading this Special Report, which was planned by the Newman-Pesta dynamic duo and written by them and others, we believe you will conclude, as we have, that the public schools are not reformable — the education arsonists made sure of that! — and the time to save our children is *now!*

— GARY BENOIT

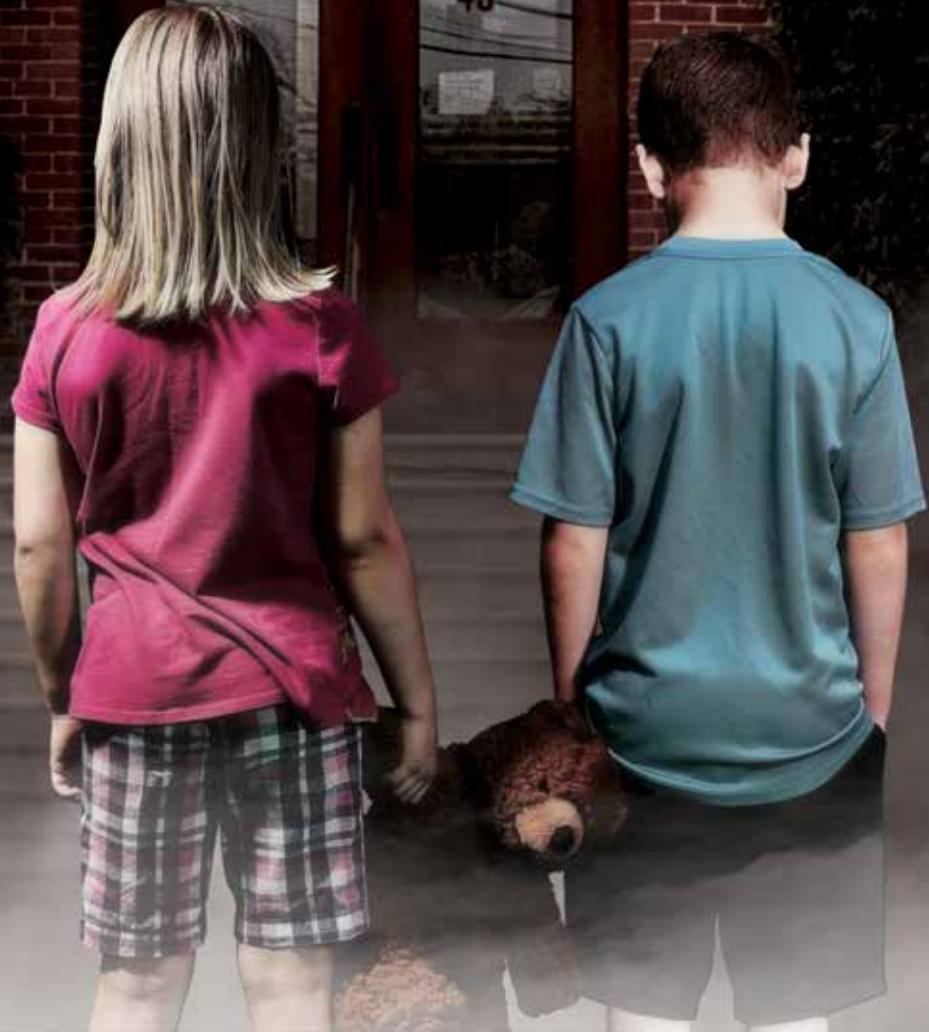


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PUBLIC SCHOOL

OUR SAVE CHILDREN



The well-being of America's children is being sacrificed on the altar of globalism and social justice. It's time to get them out of the public schools.

by Dr. Duke Pesta

Time is running out.

The progressive resetting of American public schools is about to be unleashed with full force on drowsy, preoccupied, and COVID-weary families from coast to coast and from preschool through high school. What we've seen accelerating for months now — rolled out in experimental and ham-fisted ways on virtual platforms and behind the fog of masked and socially distanced chaos — is about to become the primary way to “teach” our children and oversee “education” in government schools. New, transformative education mandates will also redirect the learning policies of the majority of private and so-called religious schools that take their pedagogical cues not from classical education or scriptural models, but from ideologically driven university departments of education, with their tenured armies of social justice-drunk educators and administrators.

It's no longer possible to deflect by denial, insisting that radical, left-wing education reform won't happen in your schools or to your secure suburbs. It's not enough anymore to rationalize that you know a few teachers, and they would never do that to your school children. It's no longer sufficient for Republican-controlled legislatures and red-state governors to lob vague commitments to “school choice” at the problem. It's no longer acceptable for timid and 501(c)(3)-cowed pastors and priests to ban the issue from pulpits because the handful of parishioners who teach in public schools might get offended. And it's no use anymore staring down indifferent and condescending school boards 90 seconds at a time before being buzzed away from the podium and escorted, without response, back to your seat.

For a solid decade going back to 2011, I and thousands of other activists across the nation expended much time and effort warning about the Common Core initiative. For me, that meant over a thousand talks in 46 states and seemingly endless radio spots and interviews trying to translate intentionally wonkish educrat gib-

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

It's no longer possible to deflect by denial, insisting that radical, left-wing education reform won't happen in your schools or to your secure suburbs.



Figure this one out: The new Common Core math curriculum is virtually guaranteed to lower America's international standing when it comes to academic performance.

berish into language comprehensible to average citizens. Newly concerned moms and dads were completely unaware that Common Core was merely an extension of a long-simmering plan to transfer real control of American public schools to the federal government — the one entity that could claim no constitutional right to meddle in public schooling — and away from local communities and the parent stakeholders whose taxes fund them. In fact, much of this new trailblazing in American education aligns directly with United Nations mandates and Agenda 2030 propaganda. Thus, in a very real sense, American education is already much more recognizable and accessible to UN bureaucrats than it is to the local moms and dads who fund the scheme.

It was never difficult predicting and explaining to these families why Common

Core (and its many precursors, from Goals 2000 to No Child Left Behind) was not going to improve American public-school education. The ubiquitous examples of Common Core math, for instance, were so appallingly and obviously labored, inefficient, and “non-mathematical” (routinely substituting symbols for numbers and spending more time writing about math than doing it) that even the most math-phobic of parents could see that this was math geared to those students who could not do math, a slanted way of enforcing “equity” on arithmetic: You'll never be able to drag poor math students up to the level of math-savvy students, the argument goes, so why not create a math program designed especially to confuse and derail math-gifted kids?

And the warped Common-Core approach to English Language Arts was al-

most as transparent. Stop reading actual books cover to cover. Radically diminish both the amount of reading and the reading of literature, poetry, and figurative language. Not only did all those classics of Western Culture require increasingly visible and accelerated reading comprehension skills from grade to grade — improvements that not all children were able to make — but those books also celebrated Western Civilization and underscored such “undesirable” virtues as liberty, individuality, and biblical notions of personal responsibility, hard work, and self-sufficiency. Indeed, most of Common Core’s reading is so-called informational texts: political tracts (all left-wing), social justice-themed propaganda, and unnecessarily sexualized coming-of-age books designed to normalize homosexuality and transgenderism.

The effect of these changes, designed to reduce overall literacy and reimagine reading as a purely utilitarian skill (as opposed to a window opening to an endless world of knowledge and growth for each individual), was finally revealed in the university English classes that I teach. Two years ago, I had my very first class of college freshmen tell me that they had

never read a single book cover to cover, but read instead snippets culled from novels and plays. No one had read *Macbeth* (it’s only about 35 pages long), but instead all 25 of them had read two quotes pulled from the play, stripped of context, and a brief summary of the plot. Every freshman class since relates similar experiences.

We activists turned out to be absolutely correct in our assessments of Common Core as an educational tool. It simply was not designed to improve education (to make kids better at their ABCs and 123s). It was designed to eradicate educational differences, to enforce a one-size-fits-all schooling experience that artificially eliminates learning and knowledge gaps among children by consciously dumbing down classroom expectations and stifling the ability of talented students to get ahead of their peers.

It was much harder convincing parents that beyond weakened educational expectations, Common Core was also a Trojan Horse that ushered into American schools outside influencers such as Planned Parenthood and eventually Black Lives Matter, the 1619 Project, and even Antifa. We warned that the transfer of oversight of public schools from local communities to

federal entities would result in the greater politicization of American classrooms and a concerted effort to remove parents from every aspect of their children’s schooling. When you look around at today’s educational landscape, with its radical sexualization of children, its racist immersion in Critical Race Theory, and its commitment to erasing sexual reality in favor of transgenderism, it is impossible not to see how the poisoned seeds of Common Core and its predecessors gave rise to such toxic educational weeds. This special edition of *THE NEW AMERICAN* focuses in detail on these most recent and extreme perversions of public-school education, and offers a full-throated and urgent plea that parents remove their children permanently. There is no longer time to wait.

Subversion in the Classroom

For those who still hope that the public schools can be reformed from within, the presidency of Joe Biden is like a blast of cold water in the face on a bitterly frozen Wisconsin morning. The new administration has overturned by executive fiat every meaningful correction implemented by the prior administration. Not only is Biden pushing for Critical Race Theory to become ascendant across American schooling — without possessing any real power to enforce it himself — he is also backing up that proposal with billions of dollars earmarked for schools and districts to create new ways of teaching and implementing Critical Race Theory in their classrooms. In a move that mirrors Barack Obama’s Race to the Top grants from 2009 — which enticed 46 states to sign on to the Common Core standards in exchange for hundreds of millions of taxpayer dollars — Biden is effectively bribing states and schools with taxpayers’ money, trading one-time government payouts for control of public-school curriculum and pedagogy.

More than any time in our nation’s history, American public schools in the fall of 2021 will operate under the aegis of federally underwritten and exceedingly left-wing programs that minimize education in favor of ideological reprogramming and overt racial discrimination and segregation. Such behavior is one of the reasons that the Founding Fathers made no provision for public schools in the U.S.



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No help from Sleepy Joe: President Joe Biden is bribing schools with federal funds to implement Critical Race theory. This will do nothing to improve American education, but will serve to further tear apart the cultural foundations of the country.

Constitution and supporting documents. They realized the dangers to liberty and individual freedom from a federal government capable of controlling and manipulating public education through the power of the purse.

Under Biden, the U.S. Department of Education is also offering federal tax dollars for schools that replace traditional education with “culturally responsive teaching and learning,” a thinly veiled euphemism for Critical Race Theory. Race to the Top simply required states to adopt the Common Core standards in English and math, and did not overtly prioritize any curriculum or pedagogical approach. The Biden administration’s tactics, by comparison, are the most intrusive attempt in American history to reframe and redirect the teaching and curriculum of the public schools. It is quite Orwellian to consider that a sitting American president is providing billions for public schools to become dramatically less academically rigorous and markedly more political and intolerant.

Our federal government is sending a loud-and-clear message to America’s public schools: If you want significantly more money from Washington, you must adopt and teach Critical Race Theory. Schools that might resist the implementation of anti-educational approaches such as Critical Race Theory (there will not be many) now find themselves in a lose-lose situation. And the rare school or district that refuses will not simply be left alone. They will lose out on these new funding streams, and more ominously, find their budgets reduced at the federal and state levels for failure to “conform” to new “standards” of education and testing regimes. The echoes from Obama’s destructive 2009 educational vision are ringing loudly down the corridors of American schools.

As we shall see in the articles that follow, Critical Race Theory is the imposition of ideology over subject matter. Students do not study history or literature or math or science as discrete bodies of knowledge with their own prescribed methods, boundaries, and pedagogies. Instead, every subject is subordinated to an overriding sociological framework. The biases that determine how books and numbers and scientific formulae are to be presented, framed, and tested are all driven



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Look familiar? The Biden administration’s education policy is looking more and more like that of his old boss. Shown are former Education Secretary Arne Duncan and President Barack Obama.

by a very narrow and discriminatory set of assumptions, starting with the assertion that Western Culture is irredeemably and systemically racist. White people alone — and white men in particular — bear the entire responsibility for thousands of years of genocide, slavery, and colonialism all around the world. Where non-white-driven slavery, genocide, and warmongering are found, the root causes must stem ultimately from Western meddling and interventionism, or from Western models and treatises promoting such behavior. Every Western scientific achievement, legislative accomplishment, and work of art is therefore complicit in creating, upholding, and promoting the racial oppression of all non-white peoples and cultures (both for minorities living in Western nations and, curiously, for non-white cultures around the world).

As such, in the realm of schooling, academic subject matter becomes ultimately irrelevant. The better a student becomes at math, the more the implicit biases in Western math manipulate and demean non-white students, and the more undeserved privilege accrues to white learners. In Common Core, we “learned” that simple addition and subtraction were relative. In a favorite trope of Common Core pedagogues, $2 + 2 = 5$ is an answer that was

not necessarily incorrect. Indeed, it might be absolutely correct based on a student’s perceptions or feelings.

In Critical Race Theory, the very belief in right answers and the pursuit of correctness in math and science are vicious relics of white supremacy. The only way to smash this anti-minority bias and unearned white privilege is to divorce math and science from their moorings in empiricism and objectivism. Turning math and science into subjective pursuits — rejecting correctness in favor of simple effort and jettisoning the harsh rigors of proof for the soft bigotry of low expectations — is now a heroic example of deconstructing whiteness. Thus, the minority child who doesn’t understand fractions or can’t solve a geometry proof is in reality the superior math student, the one who is decolonizing math and liberating it from the white burden of accuracy. What used to be deemed failure or poor math skills is now a brave assertion of intellectual emancipation and “critical thinking” by woke students.

Even though in the pages following you will encounter a more detailed discussion of Critical Race Theory, it is absolutely necessary to recognize here at the outset that this way of feeling (not thinking) — this warped, anti-truth, anti-logic, purely ideological, contradictory, and reductively

For those who still hope that the public schools can be reformed from within, the presidency of Joe Biden is like a blast of cold water in the face on a bitterly frozen Wisconsin morning.



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More than just “the birds and the bees”: Far from just learning “the basics,” school kids are now given graphic instruction on various sexual practices. Homosexuality, transgenderism, and abortion are encouraged, and parents are kept in the dark.

racist form of rhetoric and activism — is just another manifestation of socialist dialectic reaching back in time to the very pages of Marx and his most early extrapolators. In fact, almost every element of the new public-school paradigm discussed in these pages owes much to the arguments of thinkers such as Hegel, Marx, Gramsci, Dewey, and others dedicated to the eradication of God (and Christianity in particular) from culture, the collectivization of the populace, and the coopting of education in the name of materialism, class struggle, and, inevitably, revolution.

Critical Race Theory

Revolution. It assaults us in our streets and detours our vehicles; it glows in the arson-illuminated faces triumphing outside of burning police buildings; it mocks gelded

Border Patrol agents who watch impotently as America surrenders her borders; it sneers complacently as it is no longer possible to distinguish between verifying the identities of people who vote from the scourge of Jim Crow voter intimidation and suppression; and it yawns contentedly as blacks gun down blacks in staggering numbers in places such as Chicago, and then roars with media-amplified fury at every statistically rare instance where white cops kill “innocent” and unarmed African-Americans.

And in the minds of the progressive ideologues, the woke educrats, and the venal politicians and union bosses who control American public-school education, revolution is at the very heart of the new education paradigm. In fact, it is fair to say that there is nothing in the entire

American landscape that is more connected, more uniformly ubiquitous, more singularly familiar and omnipresent as the coast-to-coast network of interrelated public school buildings and campuses. Given their sheer numbers and the need for multiple sites in almost every community (elementary, middle, and high school), they can without hyperbole be considered the nation’s central nervous system, branching out broadly across every limb and extremity, and registering the most sensitive impulses of our civilization, for better and for worse.

In the early months of Barack Obama’s first term as president, Secretary of Education Arne Duncan made it clear that he wanted to see an America in which the local public school — not the site of local government or police, not the community churches, and not even the private homes of families — becomes the central hub of public and civic life. He even dared to dream that one day soon the government would set up a similar network of federal boarding schools, where struggling students could be housed, fed, and educated after their removal from the family domicile. The Founding Fathers and those of us who understand the collectivist and anti-American sentiments of many of the creators of our public-school system warned early and often what might happen if such a broad and numerous collection of “educational” institutions fell completely into the hands of a federal government bent on radical change. Or even revolution.

There is no tool in the progressive toolbox more critical to transforming our onetime constitutional republic into a utopian socialist enclave as complete control of the public schools. And as mentioned above, it appears that Critical Race Theory is the straw that will finally break the camel’s back. Race has always been the soft and vulnerable underbelly of our national consciousness. The undermining of the churches with liberation theology in the 1960s and the hijacking of the environmental movement by displaced communists after the fall of the Berlin Wall in the 1980s certainly advanced the cause of the left-wing revolutionaries, but not enough to trigger the type of broad and reflexive demand for social change that would finally tip the scales toward socialism.

A main reason for those earlier progres-

sive failures, of course, is that their focus was on already-educated adults. From the late 1960s until the mid-1990s, American public-school children were undoubtedly pushed left by modish and politicized curriculum and pedagogical shifts. Nevertheless, many of the students from these generations made it through high school without being utterly transformed and indoctrinated by relentlessly left-wing perspectives. That type of immersion in radical leftism would only come when those students enrolled in the universities.

Since the mid-1990s, and especially since the turn of the century, the Left has successfully doubled down on that long-standing dream, which harkens all the way back to public-school trailblazers Horace Mann and John Dewey, of coopting and politicizing the classrooms of our youngest and most credulous pupils in the public elementary schools. By applying to primary schools the same type of propaganda and indoctrination that turned the universities into their minions, the progressives guaranteed that future generations of students coming to college would already be pre-baked in pro-socialist and anti-American worldviews. All the professors would have to do was ice the cake. And that is where we find ourselves now. And the methodology that is making it all possible is Critical Race Theory, which pits minority children against whites; sexualizes little kids to break them from Judeo-Christian notions of modesty, chastity, and temperance; drives wedges between the authority of parents and the entitlement of children; and which lies viciously to children about the history and character of our nation, refining cultural ignorance and manufactured outrage into highly combustible street-soldier revolutionaries, the very ones burning down cities in the name of peace and demanding the removal of constitutional protections for speech, religion, and gun ownership in the name of liberty and equality.

Whose Children Are They?

Whatever utility, success, and opportunity the public-school system has provided over the last 170 years, the fact is that American parents fell into a dangerous and potentially fatal trap. We got way too comfortable, allowing complete strangers to have full authority to educate our

children. It's been so long that most of us are now convinced that we cannot educate our children ourselves. It was as far back as the early 1960s — and after decades of rising performance — that the academic achievement of American public-school kids began to slip *vis à vis* the other first-world industrialized nations. Ironically, or prophetically, the turn came at almost the exact moment that prayer was yanked from public schools. From the late 1970s (and the ominous and unnecessary creation of the federal Department of Education) to today, scholastic performance has bottomed out across disciplines.

Over these decades, while our students were falling further and further behind academically, a strange thing happened. Rather than hold the educators' feet to the fire and threaten to defund failing schools — and to demand improvements in every aspect of the scholastic curriculum — we instead started ceding more and more of our non-academic parental responsibilities to public-school teachers. As early as the mid-1960s, school teachers were empowered to teach sex to our children. In just the last few decades, schools and teachers have decided that they alone are entitled to instruct your children about transgenderism, the physical performance

of homosexual relations, and how to forge alliances with Planned Parenthood for abortions that will be kept secret from parental knowledge and consent.

School lunches for underprivileged students morphed in some districts to three meals a day, and even meal service for students while they are away on summer break. Across many public schools and classrooms, teachers and administrators used class time to disparage President Trump and advocate for Biden. And now, they are labelling your children racist exclusively on the color of their skin, putting them through shame therapy, and holding them accountable for the evils of slavery. They are bullying your children into the penance of self-loathing and forcing them to become partners in the destruction of “whiteness.”

It is now policy. American public schools have simply appropriated to themselves the God-given right of parents to shape and guide the social, emotional, sexual, political, and spiritual development of their kids, regardless of what parents think or believe. The objective is to create generations of progressive social-justice warriors, young people so politicized and so ignorant about our history and culture that they will demand the radical restruc-



White is wrong: With the advent of Critical Race Theory and other social-justice dogma, white students are now taught that they are irredeemably racist and that their mere existence is oppressive to minority students. Will this really serve to improve race relations in America?

More than any time in our nation's history, American public schools in the fall of 2021 will operate under the aegis of federally underwritten and exceedingly left-wing programs that minimize education in favor of ideological reprogramming and overt racial discrimination and segregation.



A bad environment for learning: Government schools now are prioritizing social justice, Critical Race Theory, and environmental activism over real education. Is it any wonder that so many young people in America have seemingly become radicalized?

turing of every aspect of our government and our economy along socialist lines. Among the demands we now see from our 30-year-old and younger citizens are open borders, immediate amnesty, the cancelling of capitalism and free markets in the name of economic and environmental justice, socialized medicine, the waiving of all student debt, and the implementation of free education for all, from preschool through college.

It is shocking to say and impossible to deny that the one thing we need the public schools to do — educate our children in academic pursuits — is the one thing that they have decided is not a priority. They feel morally and ideologically empowered to stunt your children's education, to artificially retard their ability to excel, and to minimize their competencies in all

subject areas if such educational malpractice promotes “equity” and “inclusion.” Educational “justice” now means that it is better that all students underperform dramatically — even to the point of illiteracy — as long as every student comes out of the process knowing merely what everyone else knows. The newly cancelled Abraham Lincoln was correct: The philosophy of the classroom in one generation will indeed become the philosophy of government in the next.

We are their parents. When it is all said and done, it doesn't matter how many jobs we work to provide them with leather sneakers and cellphones and video-game consoles. The time dutifully spent chauffeuring them between soccer league and piano lessons and dance class shows your commitment to their extracurricular

development, and the vacations are nice diversions every summer. But are they really our children if we do not secure, before all else except their immediate health and welfare, their ability to know their God and preserve their faith, or their future ability to provide for themselves and their families? Can we call them our own when we send them to public schools that demean them, scapegoat them, and, worst of all, sell short their potentials and their futures all in the name of furthering the socialist dismantling of American culture and government?

In the pages that follow, you will be given much more information about how socialist dialectics — aka Critical Race Theory — are going to be the primary experiences your children have in public school this fall. There are many tentacles to Critical Race Theory, including the political agendas of the LGBTQ movement. You will read about the coming public-school war on Christianity — now called Christian Nationalism by social-justice teachers. The dishonest and anti-American way our history and civics are being taught to children is another major concern, and informative articles will explain how this CRT corruption arose first in the universities. The Special Report concludes with an important article about the growing pushback against the left-wing radicals coopting our public schools. People are starting to wake up.

Please let this be your wake-up call as well. We were absolutely correct a few years ago when we produced our Special Report titled “Rescuing Our Children.” We anticipated what was coming, and what is now here. If there was one small upside to the COVID catastrophe, it's that parents finally got to see the lack of readiness and the stubborn selfishness of many of our public-school personnel. Your kids were not their primary concern. Their distance learning was half-hearted and ineffective. They had no time for your input and concerns. And many of you got to see firsthand in those virtual Zoom classes just how much of your children's time at school is dominated by ideology, politics, and left-wing virtue signaling.

Use this running head start to pull your kids out of public schools. It's now or never. ■

ACTUAL “EDUCATION” NOT TAKING PLACE IN GOVERNMENT SCHOOLS

by Alex Newman

When it comes to educating children and teaching them the basics, government schools are a total failure by their own admission. Don't take our word for it — the government's own numbers show that the overwhelming majority of America's students are not even “proficient” in *any* core subject.

Of course, the main reason parents ostensibly hand their children over to government for five days a week is so those children will learn the basics: history, science, reading, writing, and mathematics. And yet according to the government itself, not even one-third of children are reaching basic proficiency on the most dumbed-down “education” standards ever to be used in America.

According to the latest results from the U.S. Department of Education's National Assessment of Educational Progress (NAEP), also known as the “Nation's Report Card,” only about one-third of children in grades four, eight, and 12 are even “proficient” in reading. Just six percent of

12th graders were “advanced.” Well over a third are “below basic,” which means they are functionally illiterate.

Of course, some school districts are worse than others. In the city of Harrisburg, Pennsylvania, for example, 90 percent of students could not reach basic proficiency in any core subject. In other words, despite spending around \$20,000 per pupil per year, for 10 full years, the children are about as ignorant as can be.

In Providence, Rhode Island, less than 20 percent of children are even “proficient” in reading, while in Detroit, not even 10 percent of students are proficient in reading. Some inner-city schools do not have a *single student* who is proficient in anything. And the trend continues downward, as Americans get dumber and dumber despite the ever-larger sums of money spent on “education.”

According to the results of ACT standardized tests, college-bound students are doing worse than they have ever done in the examination's history. SAT scores have been declining ever since the test began, with the architects being forced

to “re-center” it every few years to conceal the plunging scores. On every metric, America's children are getting worse, and the trend is accelerating.

Imagine such numbers in any other field. Imagine, for instance, a plumber who left more than two-thirds of his clients with leaking pipes — and then charged *more* money! Or imagine a fast-food restaurant where less than one-third of customers actually received the meal they paid for, with many getting spoiled food instead.

Not only would such businesses be shut down and sued out of existence, those responsible would likely be prosecuted and jailed for fraud. And yet, this is exactly what is happening in the government schools. But instead of prosecutions for fraud and embezzlement, Americans continue forking over more than \$1 trillion in local, state, and federal tax money each year to pay for “education.”

Contrast this abominable situation with the incredible levels of literacy and education that existed in America prior to the advent of government schooling. In his 1812 study *National Education in the United States of America*, for instance, Dupont De Nemours found almost universal literacy. “Not more than four in a thousand [young Americans] are unable to write legibly — even neatly,” he wrote. In other words, 99.6 percent of young Americans were highly literate in 1812!

In modern-day America, however, students are being increasingly dumbed down, and their parents, who themselves were victimized by inferior public-school “education,” are paying more than ever for this “privilege.” If parents are hoping to obtain an actual education for their children, there is now no alternative but to ditch the dumbed-down indoctrination centers posing as “schools” immediately. Practically guaranteed ignorance should not be an option. ■



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GOVERNMENT SCHOOLS VS. CHRISTIANITY

Government indoctrination masquerading as “education” has deliberately waged war on biblical religion, and the fruits are devastating America and its children.

by Alex Newman

From chanting to the Aztec deities of cannibalism and human sacrifice in California to forcing children to denounce their “Christian privilege” in front of the class in North Carolina, government schools across America have become hotbeds of anti-Christian extremism. Highly controversial religious views and rituals from Hinduism, Islam, Buddhism, humanism, and even human-sacrificing paganism are now ubiquitous. Christianity, meanwhile, when it is mentioned at all, is denigrated and mocked. Welcome to America’s 21st-century public schools,

Alex Newman is senior editor of THE NEW AMERICAN, author of the new book Deep State: The Invisible Government Behind the Scenes, and co-author (with the late Sam Blumenfeld) of Crimes of the Educators.

where a full-on war against Christianity is the order of the day.

Despite the myth of religious “neutrality” and “secular” schooling perpetuated by the government-school establishment and its apologists, all education is fundamentally religious in nature. That is just as true in government schools across the United States as it is in Islamic madrasas of Pakistan. The only question is what religion and what worldview is being taught. Parents and even pastors would be shocked to know the truth. But the facts are there for all to see, unless one chooses to look the other way.

Education in America for the first 250 years was mostly private and home-based, and it was thoroughly saturated with Christianity. In fact, the very first education act ever passed in North America, the 1647 Old Deluder Satan Act in the Massachusetts Bay Colony, warned that one chief project

of Satan was to keep men from knowledge of the Scriptures. Families and churches were largely responsible for schooling in those days, and everything typically revolved around the Bible. That foundation led to the freest and most prosperous nation in human history — a “shining city on a hill” where biblical principles reigned.

Even though non-Christians and anti-Christians with communist leanings were primarily responsible for the government takeover of education in America beginning in the mid-1800s, there was a time when even government schools in America arguably could have been described as “Christian.” Children in public schools nationwide prayed, read the Bible, learned the Ten Commandments, used books that were heavy on Scripture, and were generally educated by teachers in a biblical worldview. Those days are long gone, though, with the final nails in the coffin

Despite the myth of religious “neutrality” and “secular” schooling perpetuated by the government-school establishment and its apologists, all education is fundamentally religious in nature.

coming from the Supreme Court in the early 1960s. More on that in a moment.

But if the schools are not Christian, what religion are they actually teaching? The short answer is anything and everything *except* biblical religion.

How Christianity Was Ousted

The gradual replacement of Christianity in the public schools began early on in the history of government-run education. It started with Communist Utopian Robert Owen, the first serious advocate of a total government takeover of education in America. In Owen’s view, only government training of children in collectivism from a young age could produce people ready to dispense with private property and live for what he viewed as the greater good of the collective. After the failure of his communist “New Harmony” commune in Indiana, Owen formed what whistleblower Orestes Brownson described as a “secret society” modeled on the Carbonari, an early 19th-century Italian secret revolutionary society, to work toward that goal.

On the surface, Brownson revealed (after repenting of his involvement in Owen’s secret society and trying to blow the whistle) that there were two primary objectives for this society. The first was convincing the public to support a government takeover of education. The second was to get men elected to the legislatures who would help advance that mission. But there was an even more ambitious goal: setting up a national system of compulsory government schools that would exclude all religion. “The great object was to get rid of Christianity,” Brownson warned.

Owen’s then-radical ideas, some of them similar to Plato’s ramblings thousands of years earlier, did not take root in the United States at first. But according to Owen’s autobiography, the Prussian ambassador to the United States took Owen’s essays advocating for government schools back to Prussia. From there, the Prussian ruler “so much approved” of these ideas that he ordered them adopted in his realm. Eventually, this statist Prussian education system would inspire Horace Mann, a Massachusetts Utopian who also rejected Christianity, to import it back into the United States.

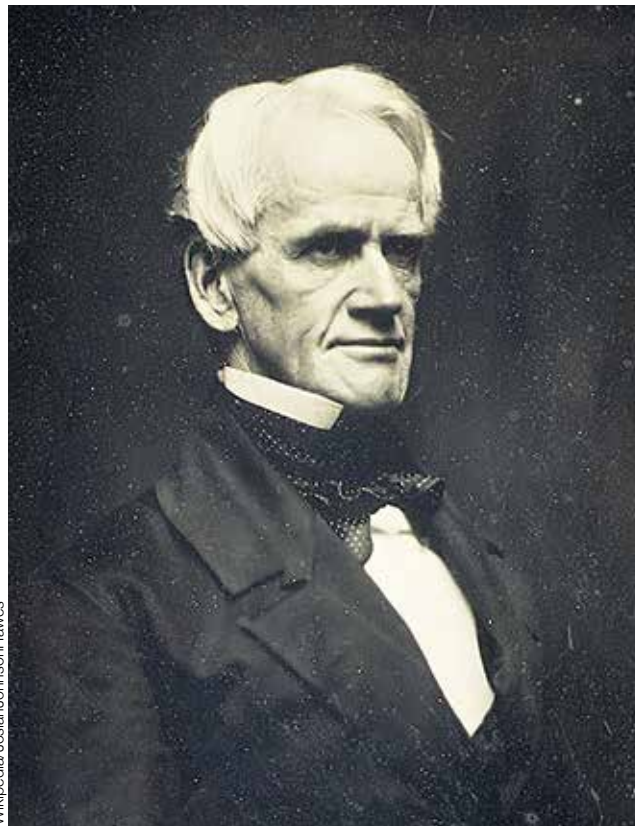
Among other goals, Mann wanted to get

the Bible out of education under the guise of stopping “sectarianism.” By turning the training of teachers over to government as well, he began introducing pseudo-science and quackery such as “phrenology” into classrooms across Massachusetts in place of biblical truths. He believed training children in government schools — rather than biblical religion — would “equalize all men” and render obsolete “nine tenths of the crimes in the penal code.” Of course, he could not have been more wrong.

Although Mann was unsuccessful in completely excising the Scriptures from education in a nation that was so thoroughly Christian, his effort did lay the foundation for secular government “education” to eventually make great progress. After finishing his work in Massachusetts, he toured America like a traveling evangelist, preaching the alleged good news of government education controlled by the state, for the benefit of the state.

By the end of the 1800s, another anti-Christian Utopian, John Dewey, would land on the scene with a goal of taking over the educational architecture that Mann had helped put in place. Dewey, who visited the Soviet Union and wrote glowing reports about the supposed wonders of communism, is today almost universally regarded as the founding father of America’s government-school system. Aside from his political and economic views, his “religious” views were at the center of his efforts.

Backed by Rockefeller money, Dewey was an avid foe of Christianity. In fact, he was one of the authors and signers of one of the most brazen public attacks on the Bible of the early 20th century. Dubbed the *Humanist Manifesto*, it was a total assault on Scripture, starting with the very first words. “Religious humanists regard the universe as self-existing and not created,” Dewey and his cohorts wrote in the first tenet of the manifesto. Contrast that with the first words in the Bible, Genesis 1:1: “In the beginning God created the heavens and the earth.” Both cannot be true.



Playing God: Massachusetts Education Secretary Horace Mann wanted government schools to “equalize all men” and wanted the Bible out of education.

Humanism is basically a re-tread of the satanic lie found in Genesis 3:5 — “For God knows that in the day you eat of it your eyes will be opened, and you will be like God, knowing good and evil.” — that man can be his own god. But even for the non-religious, Dewey’s religious views have profound implications. Consider that America’s Founding Fathers viewed as “self-evident” the truth that all men were “created equal” and “endowed by their *Creator* with certain unalienable rights.” That was not just a religious statement, but a summation of a self-evident truth. And yet, if children are indoctrinated to believe in Dewey’s humanist religion, there can be no God-given rights, because there is no God to grant any rights. There are also no objective and eternal moral standards.

Beyond that, much of Dewey’s manifesto reads like warmed-over Communist Party propaganda, blasting the “profit motive” while calling for a “radical change in methods, controls, and motives.” “A socialized and cooperative economic order must be established to the end that the equitable distribution of the means of life be possible,” the manifesto continues, sounding just like the endless parade of mass-murdering monsters who butchered tens of millions of innocent people in the 20th century.

Another Dewey cohort involved with the manifesto was Charles Francis Potter. Like Dewey, Potter recognized the critical role government “education” would play in propagating the new religion. “Education is thus a most powerful ally of humanism, and every American school is a school of humanism,” Potter wrote in his 1930 book *Humanism: A New Religion*. “What can a theistic Sunday school’s meeting for an hour once a week and teaching only a fraction of the children do to stem the tide of the five-day program of humanistic teaching?”

Contemporary humanists hold the same view of education. Writing in *The Humanist* magazine in the January-February 1983 issue, John Dunphy echoed Potter.



PublicDomain

Humanist hubris: John Dewey, the founding father of America’s contemporary “education” system, was a collectivist who loved the Soviet Union and was a key figure behind the anti-Christian *Humanist Manifesto*.

“The battle for humankind’s future must be waged and won in the public school classroom by teachers who correctly perceive their role as the proselytizers of a new faith,” he argued. “The classroom must and will become an arena of conflict between the old and the new — the rotting corpse of Christianity, together with its adjacent evils and misery, and the new faith of humanism.”

Humanists were proudly declaring that their views were a religion, and the Supreme Court practically established humanism as the national religion of the United States in 1962, when the high court ruled against a non-denominational prayer used in New York in the infamous *Engel v. Vitale* case. The prayer simply acknowledged dependence on God and asked His blessings on parents, teachers, and America. The following year, the Warren court went even further, banning the Bible itself in *Abington School District v. Schempp*.

According to the Court, the First Amendment, which prohibited *Congress* from passing laws respecting

an establishment of religion, required the bans on prayer and the Bible. The fact that such a nonsensical argument could even be made offers valuable evidence about how far the dumbing down had already proceeded by the early 1960s. In reality, when the First Amendment was written and ratified, numerous states had established churches. The idea that it was meant to prevent prayer or Bible reading at school is simply preposterous.

At least one judge, Justice Potter Stewart, had the foresight to warn about what was really happening. “A refusal to permit religious exercises thus is seen, not as the realization of state neutrality, but rather as the establishment of a religion of secularism,” warned Justice Stewart in his 1963 dissent against the majority opinion holding that Bible reading in school was somehow “unconstitutional.” He also noted how ironic it was that the First Amendment, intended to protect states’ rights to “go their own way” on religion, “should now have become a restriction upon their autonomy.”

In short, the Supreme Court did exactly what Congress was banned by the First Amendment from doing — it established Dewey’s humanism as the national religion. By doing that, it forced parents to pay taxes to indoctrinate their children in compulsory government “schools” with this dangerous false religion, a belief system that is completely at odds with every founding principle of America. The fruit is now obvious. Interestingly, in his first speech after leaving the Justice Department, former U.S. Attorney General William Barr raised constitutional concerns surrounding government funding of “militantly secularist” indoctrination masquerading as “public education” that is not compatible with Christianity.

At the same time the Supreme Court and the U.S. education establishment were transforming America’s cultural landscape, the United Nations Educational, Scientific, and Cultural Organization (UNESCO) was similarly promoting

humanism in education at the global level. This was simply following the lead of its first director, Julian Huxley, who served as the first president of the British Humanist Association. Huxley was also a proud globalist and eugenicist, even serving as the president of the British Eugenics Society from 1959-1962. The UN continues proudly to advocate that government schools shape the “spirituality” of children — against biblical views.

Assault on the Church

Polling data show the anti-Christian indoctrination of government schools has been incredibly successful. As recently as the 1970s, well over 90 percent of Americans still described themselves as Protestant or Catholic Christians. According to a survey by Pew Research, however, millennials have now become the first generation in American history where self-described Christians are officially in the minority. Today, less than two-thirds of Americans describe themselves as Christian when asked, and the numbers are still plummeting. An astonishing 70 percent of millennials also revealed in a poll commissioned by the Victims of Communism Memorial Foundation that they would vote for socialists going forward.

Arizona Christian University Cultural Research Center chief George Barna just released a study that found that only six percent of Americans hold a biblical worldview. About 88 percent hold views described as “syncretism,” which Barna defined as a “disparate, irreconcilable collection of beliefs and behaviors that define people’s lives.” Other worldviews identified by Barna include secular humanism, post-modernism, moralistic therapeutic deism, nihilism, Eastern Mysticism, and Marxism (and the related “Critical Race Theory”).

Absent major changes in the way Americans are educated, or direct intervention by God, the proportion of Christians in the U.S. population will continue to dwindle further.

The reason for this rapid decline in Christianity, which dominated American life for centuries, is simple: Parents handed their children over to anti-Christian indoctrination centers run by government. Indeed, a relatively recent report from the American Enterprise Institute (AEI) confirms this. The report, headlined “Promise and Peril: The History of American Religiosity and Its Recent Decline,” examines the other oft-cited culprits such as urbanization, more education, the progress of “science,” more wel-

fare spending, and so on. But it concludes that those were not to blame. Instead, the thorough de-Christianization of America and the rest of the Western world is due almost entirely to public education.

The historical record shows that the more tax money a secular government spends on “education,” the more quickly and completely the public turns away from God. “Childhood religiosity was heavily affected by government spending on education,” wrote AEI researcher Lyman Stone in his report, perhaps stating the obvious. “Thus, while more educated people were not less religious, societies that spent more public money on education were less religious.... It is not educational attainment per se that reduces religiosity, but government control of education.”

According to Stone, who cites many other researchers and studies in the report, secularized education provided by government that banishes any mention of God “can explain nearly the totality of change in religiosity.” As he put it, “increasingly secularized government control of education ... can account for virtually the entire increase in secularization around the developed world.”

This is exactly what Scripture warns of repeatedly. “Train up a child in the way he should go; even when he is old he will not depart from it,” reads Proverbs 22:6. Jesus warned in Luke 6:40, “A disciple is not above his teacher, but everyone when he is fully trained will be like his teacher.” Yet American Christians continue to send their children to anti-Christian government schools where they know that even Christian teachers are under a total gag order when it comes to mentioning God. Under the guise of having their children be “salt and light,” they are sending their untrained boys and girls to be disciplined by haters of God as child soldiers in a raging spiritual war.

Anything but Biblical Religion

Today, religious humanism still permeates the schools. But so do occultism, Islam, Hinduism, Buddhism, and many other alien religions that are being forced on students nationwide. Only biblical moral principles, it seems, are not welcome in government classrooms.

In April, for instance, the California State Board of Education voted unani-



FatCamera/E+/GettyImagesPlus

Banned behavior: When the Supreme Court usurped power over schools by banning school-led prayer and Bible reading, a new religion was established.

mously to approve a new “ethnic studies model curriculum.” Among other abominations, elementary-school children are ordered to chant to the demonic Aztec deities of human sacrifice, cannibalism, and war. As part of the “In Lak Ech Affirmation,” the program instructs teachers to lead young children in a “community chant” to the Aztec gods Tezkatlipoka and Huitzilopochtli, the “god of war” to whom hundreds of thousands of human sacrifices were offered.

The chanting allegedly will give the youngsters the power to become “warriors for social justice,” as well as “healing epistemologies,” “critical consciousness,” and a “revolutionary spirit,” the text promises. One of the key authors behind the program argued in a book that after decolonization of the Americas there should be a “counter-genocide” against “white Christians” who supposedly perpetrated “deicide” against the Aztec gods.

Paganism is increasingly being normalized nationwide. In keeping with the religious views of Black Lives Matter co-founders such as Alicia Garza and Patrisse Cullors, who claim to communicate with and even offer sacrifices to “ancestor spirits,” BLM education programs have promoted similar rituals. A BLM training course for teachers caught on video from Howard University, for instance, featured the trainers telling the teachers to have children chant to their “ancestors.” After the chanting, the BLM trainers even asked participants to summon the “spirits” of their ancestors into the classroom. The Bible vehemently condemns such practices and even warns that those “spirits” are actually demons.

Eastern paganism is also becoming increasingly popular in government schools. All over America, children are being forced to participate in yoga rituals and “transcendental meditation.” Both of those activities come from Hinduism, a religion known for worshiping an enormous array of deities and even for offering human sacrifices to those supposed gods. And both are “gateways” to even more alarming New Age practices, experts say. Aside from Alabama, which banned yoga and Hinduism in schools, such religious rituals have become commonplace in government “education.”

In July of 2019, the *Chicago Tribune* highlighted some of these practices taking

What is taking place in government schools today is a radical departure from the ubiquitous Christian education that reigned in America from the early 1600s until the mid-1800s.



AP Images

Minority religion: Despite church gimmicks such as “seeker friendly” services to attract young people, millennials are the first generation in U.S. history in which self-described Christians are a minority.

place in Chicago public schools. According to students subjected and forced to participate in the rituals, candles and incense were lit, the windows were closed, everybody was given flowers, instructors “chanted in a foreign language,” and then “threw rice, seasonings, and oranges in a pan in front of a picture of a man.” Students were also told to place flowers in a pan. The ritual even involved a “secret mantra,” students were quoted as saying.

New Age Buddhism has also invaded classrooms nationwide under the guise of “meditation” techniques and “mindfulness” education. In fact, peddlers of these programs openly boast of teaching this supposedly “secularized” Buddhism to government-schooled children across America. In a video on “Mindfulness in Education” by expert Amy Burke, the very first quote comes from the late Indian guru and so-called World Teacher Jiddu Krish-

namurti, from his 1953 book *Education and the Significance of Life*.

The decision to quote this particular guru offers significant insight into what this is all about. Krishnamurti, who was adopted and trained by the head of a Luciferian cult known as the Theosophical Society in the early 1900s, was blunt about his pagan agenda. “You want to have your own gods — new gods instead of the old, new religions instead of the old, new forms instead of the old — all equally valueless, all barriers, all limitations, all crutches,” Krishnamurti explained.

Islam is very popular in government classrooms too. All over the country, including some of the most conservative states in the union such as West Virginia and Tennessee, government schools have been caught forcing children in middle school or before to declare their submission to the Islamic deity Allah. It is part of

an exercise that has surfaced nationwide in which students are instructed to write and speak the Islamic conversion prayer known as the “shahada,” in which they declare that Allah is the true deity and that Mohammed is his messenger. As far back as 2015, thousands of Tennessee parents complained that their children were forced to write that Allah was the only true deity.

A document funded by the U.S. Department of Education on how to excise alleged “Christian privilege” from America’s public schools while “Empowering Muslim Identities,” titled “Islamaphobia and Christian Privilege,” offers some troubling insight. One recommendation: “Infuse curriculum and school activities with intellectual traditions that originate in the Muslim World.” The document also calls for “annual equity audits” to ensure compliance. As part of these efforts, teachers from Michigan to Texas have been forced by their districts to sit through days of Islamic indoctrination from highly paid Muslim activists during which Islam is praised and Christianity demonized, lawsuits show.

Interestingly, at least several of the key creators of education “standards” and curricula in the United States and worldwide have been deeply involved with the occult. For instance, Dr. Shirley McCune, who helped begin the process of formal federalization of education under the George H.W. Bush administration, was a co-author of the book *The Light Shall Set You Free*. Among other elements, the book includes insight from supposed spiritual entities dubbed “Ascended Masters.” Supposedly all “beings” will need this insight to eventually enter what is referred to as the “Fifth Dimension.”

In a speech to the nation’s governors at a 1989 education summit convened by President Bush, McCune, who was under contract with the U.S. Department of Education, noted that there was an ongoing “total restructuring of our society.” At the forefront of bringing in the changes, she said, were public schools, boasting of the “social change function of schools” through what she described as “anticipatory socialization.”

Another key occultist whose ramblings inspired some of the “spiritual” developments being manifested in education today was the late Alice Bailey, who

founded the Lucifer Publishing Company (later renamed Lucis Trust) in 1922. UN Assistant Secretary-General Robert Muller, who wrote the “World Core Curriculum” for UNESCO that he said should be taught in every school on the planet, was a fervent disciple of Bailey. In fact, in the forward to the teachers’ manual of the World Core Curriculum, Muller admitted that his educational philosophy was based on the teaching of Bailey and her “Ascended Master” Djwal Khul, also known as “the Tibetan.”

Despite being almost entirely unknown to the average person, Bailey and her “Ascended Masters” come up again and again in the world of education. Consider, for instance, the “Social-Emotional Learning” (SEL) craze — basically a new toolkit for indoctrinating children with radical left-wing ideology — that has infected every public school and even many private schools in recent years.

According to the Collaborative for Academic, Social, and Emotional Learning (CASEL), the leading outfit promoting SEL, the very idea for SEL came out of meetings at the Fetzer Institute. That shadowy “New Age” organization was created by John Fetzer, a fervent devotee of Bailey who regularly hosted groups at his insti-

tute to recite Bailey’s “Great Invocation” prayer supposedly given to her by her Ascended Masters.

Added to this mix of paganism and false religion are strategies specifically designed to break down children’s existing views. One of the key tools on this front, known as “Values Clarification,” has been used by government schools since the 1960s to undermine children’s belief in right and wrong. Imagine, the children are told, being on a sinking ship, and then 11 people climb into a life raft meant for 10: a doctor, a lawyer, a teacher, and so on. “Which one would you throw overboard to save the rest of the passengers?” the children are asked.

The obvious answer would be that instead of killing somebody, each capable person could take a turn swimming alongside the raft until rescuers arrive. But naïve children, trapped in the exercise, begin to think — because they are led to do so — that their parents, their pastor, and their Bible must all be wrong. Morality and ethics, they conclude, depend on the situation. This shatters a child’s worldview and drives them into moral relativism almost immediately, while discrediting their parents and the Bible forever.



About more than black lives: BLM, founded by ancestor worshipers and self-described Marxists, has invaded virtually every public school in America with anti-Christian extremism.



AP Images

What the Bible and Church Leaders Have Said

What is taking place in government schools today is a radical departure from the ubiquitous Christian education that reigned in America from the early 1600s until the mid-1800s. In fact, America's descent into full-blown paganism and even child sacrifice (abortion) has eerie parallels with ancient Israel, a nation that knew God but then regularly went "whoring" after other gods and even began sacrificing its children to demons. Inevitably, it was a precursor to judgment and disaster for ancient Israel. A similar fate awaits America absent a dramatic course correction.

Data compiled by the Nehemiah Institute since the late 1980s on the worldview of children from Christian homes is astounding. Using the "PEERS" test, which measures worldview in "Politics, Economics, Education, Religion and Social Issues," the institute classifies people into one of four categories. These include Biblical Theism, Moderate Christian, Secularism, and Socialism. The test has been taken by around 125,000 youth from Christian families who attend either Christian or government schools, or are educated at home.

Homeschoolers and those attending Christian schools often emerge with a biblical worldview. However, more than 90 percent of those in government schools end up in the lower end of secularism or

even full-blown socialism — despite being involved in church and youth groups. "The great danger for Christian families in choosing to send their children to state-run secular-based schools is having their youth graduate with statist views which will make the Christian faith seem irrelevant if not hostile, to 'proper' policies regarding the five PEERS spheres of life," warned Dan Smithwick, president of the Nehemiah Institute.

"It is my contention that it is precisely the statist education system which has resulted in over two-thirds of youth from Christian homes leaving church within one year of graduating from high school," he told THE NEW AMERICAN magazine. "Church is simply not valued. It is time for church leaders and Christian parents to make decisions for assuming full responsibility and control of education for k-12 education of their children."

Indeed, the Bible places the responsibility over the education of children squarely on parents — not the government. In Deuteronomy, for instance, parents are instructed to teach God's law to their children all the time. In Ephesians 6:4, the Apostle Paul tells fathers to bring up their children in the discipline and admonition of the Lord. And in Mark 12:17, Jesus says that people should give to Caesar the things that are Caesar's, and to God the things that are God's. Do your children belong to Caesar, or to God?

Opening their young minds: Children in government schools across America are being forced to engage in Hindu and Buddhist rituals.

From various popes to Martin Luther and other religious leaders going all the way back to the early church fathers, all have emphasized clearly the role of parents and the church in education. Luther warned that schools that did not diligently teach the Scriptures would be "great gates of hell." Pope Pius XI, meanwhile, warned that any "education" that rejects or neglects the right formation of the Christian life was "false and full of error."

The Bible also speaks clearly on what education should look like. For instance, Proverbs informs readers that the fear of the Lord is the beginning of knowledge, and the beginning of wisdom. And yet, the Lord cannot even be mentioned in a government school. Put simply, if one believes the Bible, it follows that there will be no genuine knowledge or wisdom in a government school.

Ultimately, there are only two options for those who believe in the Bible: True education or false education. In fact, in two of the Gospel accounts, Jesus puts an even finer point on it: "He that is not with me is against me" (Matt. 12:30). Nobody today would or could seriously argue that the schools today are with God. That leaves only one option. Parents and pastors: You can only have one master. Decide this day whom you will serve. ■

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CRITICAL RACE THEORY

Under the guise of eradicating racism and division, Critical Race Theory does the opposite.



AP Images

Keeping everything about race: Just as Black Lives Matter has kept racial issues at the forefront of American consciousness for the last several years, Critical Race Theory is now putting race at the center of education in America.

by Dr. Duke Pesta

On April 13, Andrew Gutmann pulled his daughter out of New York City's elite Brearley School for girls. Evidently \$54,000 a year does not guarantee an education free of progressive privilege, manipulation, racism, and white-shaming. On the way out, he mailed a letter to all 600 or so remaining families, urging them to speak out against the inhumane "anti-racism" initiatives that were tearing the school apart:

It cannot be stated strongly enough that Brearley's obsession with race must stop. It should be abundantly clear to any thinking parent that Brearley has completely lost its way.

The administration and the Board of Trustees have displayed a cowardly and appalling lack of leadership by appeasing an anti-intellectual, illiberal mob, and then allowing the school to be captured by that same mob.

The letter went viral, and Gutmann understood from the overwhelming responses of other frustrated families that fighting off the imperatives of Critical Race Theory was not just a "conservative" issue anymore. He heard from liberals, conservatives, moderates, and people who considered themselves apolitical. He even received heartbreaking replies from parents who immigrated to the United States from Eastern Europe, people whose families had fled the former Soviet Union

decades ago, only to find Critical Race Theory consuming the administration and faculty of Brearley and warping the curriculum with race-baiting, political purity pledges, ideological litmus tests, and purges. It was communism all over again.

Reflecting on the consequences of Brearley's anti-education betrayal of the students, Gutmann lamented:

I have received emails from parents expressing devastation that their kids, as young as five years old, are coming home from school after being taught to feel guilty solely because of the color of their skin. I have received messages from grandparents feeling hopeless that their grandchildren are being brainwashed and turned against their own families. And I have received notes from teachers brought to tears because they are being required, day after day, to teach fundamentally divisive, racist doctrines and being forced to demonize their own students.

This is the legacy of Critical Race Theory, which has completely transformed the nation's schools into sites of Marxist conflict, pitting whites against minorities, the wealthy against the poor, and the "heteronormative" against the "gay" and transgendered. Simply put, Critical Race Theory is an offshoot of the socialist dialectic that has evolved in universities over the last 50 years or so. It employs rhetorical strategies designed to sow decisive conflict between America's inveterately "racist and capitalistic" past and its anticipated utopian socialist future. According to its progressive proponents, it is only after every aspect of our systemically racist and irredeemably white supremacist culture, history, art, econom-

ics, and politics has been rewritten or cancelled that we can move on to a benevolent socialist paradise devoid of “whiteness,” a secular and materialist Eden that fully empowers minorities, women, LGBTQ, and non-Western peoples to live, govern, and rule in harmony, free from the scourge of the white supremacy that is uniquely responsible for all social evils and disparity from the beginning of time. But this definition just scratches the surface.

So, yes, everybody is talking about Critical Race Theory. That’s a good thing. Unlike past attempts to hijack American public schools with left-wing ideology and anti-educational indoctrination, this time parents, activist groups, and educational watchdog organizations are fighting before it’s too late. When Common Core was covertly slipped into the schools a little more than a decade ago, no one was prepared for it, let alone aware of it, or even sure who created it. Forty-six states adopted the standards because the Obama administration offered them billions of dollars in grants. The only serious stipulation was that to get the cash, they had to adopt Common Core *sight unseen*, and in some cases even before the standards were even completed.

Critical Race Theory is the next step in the collectivization of the American public-school system. As my cover story to this Special Report makes clear, Common Core

helped establish a direct pipeline between local schools and the federal government and guaranteed that the federal tax money that flowed from Washington through the states and ultimately to the district schools was dependent not only on *what* the schools were teaching, but *how* they were teaching it. For the first time in American history, the federal government had a controlling interest in forcing all public schools to align and standardize curriculum, and to regularize (and politicize) pedagogy. This is the “common” in Common Core.

Once this pipeline was delivering the equivalent of educational petrodollars directly from D.C. to schools across the nation, the wheels were greased. The entire extensive system of public schools — elementary, middle, and high schools — could now be further “unified” and controlled by a not-so-new pedagogy and curriculum whose primary purpose was to subordinate achievement and academic success to ideological conformity and collectivist reprogramming. Education that once aspired to produce individualistic and patriotic students and make them the best they can be through study and hard work is now effectively dead.

In its place comes a form of education — indoctrination, really — that treats your children not as individuals but as cogs in a collectivist machine designed to manipulate

entire generations of American students. This new push toward socialism, under the guise of Critical Race Theory, is bent on turning students into utilitarian wards of the state, socially, emotionally, and sociologically programmed to promote and zealously demand a social justice transformation of the United States that will erase our history, compromise our liberty, reject free markets, and replace our constitutional republic with a socialist welfare state.

CRT’s Shock-and-awe Assault

There is a blitzkrieg in American public schools being waged upon families. Almost overnight, it seems, Democrat politicians, teachers unions, school administrators, faculty, and left-wing activist groups have launched a coordinated attack on the traditional purposes and methods of education. The trigger for this war to decide the future purpose of education — and by extension the future of Western Culture itself — was the death of George Floyd, a seemingly local tragedy that was destined to shock the world.

Immediately after the complicated and by no-means cut-and-dry “murder” of Floyd, cities were burning and school officials across the country were pledging radical reform of classrooms to avenge the latest outlaw martyr of the streets. Schools must become sites of anti-racism pedagogy, we were told, and combatting “white supremacy” meant rejecting even the basics of reading, writing, and arithmetic in favor of Black Lives Matter talking points, Antifa class warfare, and a cancel-culture offensive against Western Civilization.

Consider the following selective examples of how the schools have been, in short order, entirely coopted by a Critical Race Theory-inspired surrender to socialist dialectic and a total break with American history and culture.

Poster Propaganda

Not only has President Joe Biden committed billions of dollars for public schools willing to create new ways of incorporating Critical Race Theory in their classrooms, but Miguel Cardona, the new secretary of education, is gathering support for overriding current curricular programs with Critical Race Theory initiatives. While education commissioner for Connecticut, Cardona pioneered America’s first state-



Friends in high places: New Secretary of Education Miguel Cardona is a big proponent of corrupting American schools with Critical Race Theory. He pushed blatantly anti-white and pro-Muslim curricula as education commissioner for Connecticut.

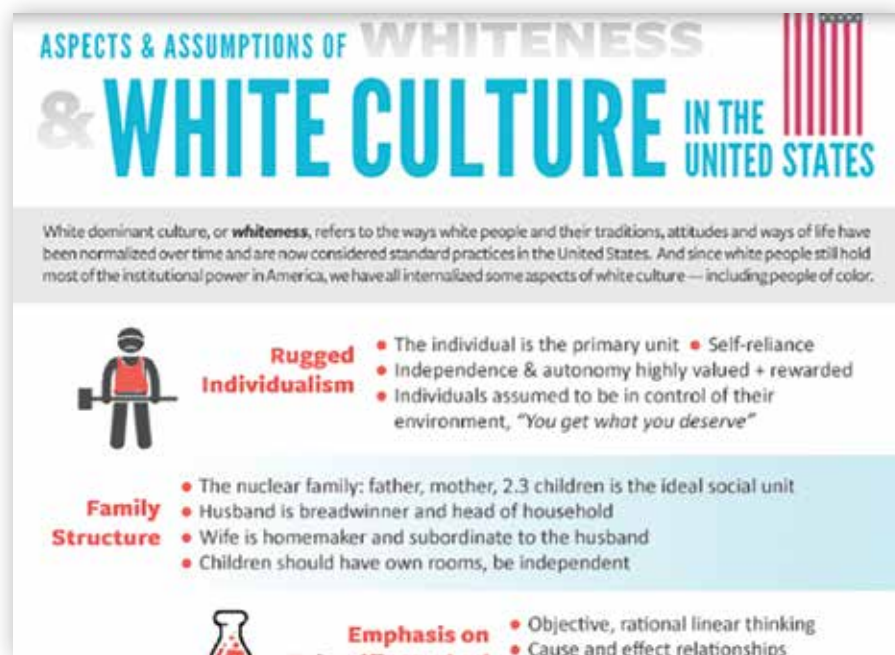
AP Images

mandated ethnic studies course for high-school students, a class completely immersed in Critical Race Theory and deeply critical of “white” culture while shamelessly lauding non-white cultures such as the Islamic Moors, despite their troublesome history of slavery, warmongering, and colonialism.

And what are the American people getting for their confiscated money, doled out to spread Critical Race Theory across the educational horizon? An ideology so intellectually shabby that, once you understand its basic principles, you are less tempted to laugh at its absurdities than to rage at its lies. Perhaps the most comically dishonest aspect of Critical Race Theory is its outrageous, reductive, and racist assumptions about white culture. These assumptions are never challenged or contextualized by proponents of Critical Race Theory. If you don’t understand how altogether duplicitous these foundational ideas are, then you might very well be swept away on a manipulative tide of empathy for a movement whose stated intention is to heal a wounded culture. But like any ideology, the dialectic is only as sound as its foundational ideas. And for Critical Race Theory, the foundational assumptions are made up of nothing but straw, as in the ludicrous straw-man caricatures of whites that pass for progressive thought.

All good propaganda campaigns need visual aids to make them accessible to the masses who imbibe the lies and distortion. Consider the poster formerly on display at the National Museum of African-American History and Culture, one of the prestigious Smithsonian Institutions. Titled “Aspects & Assumptions of Whiteness & White Culture in the United States,” the poster proclaims that the nuclear family — father, mother, and children — is a form white supremacy, as is the notion of “rugged individualism,” which instills in white drones such dangerous qualities as “self-reliance,” “individuality,” and the radical belief “that one gets what one deserves.”

The poster also condemns the Protestant work ethic, which dares to suggest that “hard work might lead to success,” and the idea that one should “work before play.” And don’t forget the scientific method, which believes that objective thinking is actually possible and that “cause and effect relationships” are real things. We find that



Smithsonian/National Museum of African-American History and Culture

Western Culture offers the unforgivable hope that “tomorrow will be a better day.”

Under the categories “Religion” and “Status, Power and Authority,” we learn that Christianity has “no tolerance for deviation from the single god concept.” For white people, “wealth = worth,” “your job is who you are,” and you “respect authority.” Aesthetically, white people are about “steak and potatoes.” When it comes to food, “bland is best.” Clearly, Critical Race Theory does not combat stereotypes and generalizations — it embraces them. This is key to understanding Critical Race Theory: It fights imagined bigotry and generalized racism with racism and bigoted generalizations of its own.

Shame and Ostracism

What differentiates Critical Race Theory from other forms of social-justice reform is that, far from rejecting racist labeling, discriminatory stereotyping, and bigoted generalization, Critical Race Theory is predicated on them. It’s the grist that turns their lucrative mill. When you study the founders and leaders of the 1619 Project, Black Lives Matter, and other related movements, you do not find rigorous thinkers or philosophically profound minds. The movements are considered a “people’s” revolution of self-trained admirers of Marx and Mao, grade-school teachers, and journalists. Consider Patrisse

Cullors, co-founder of Black Lives Matter. Her bio admits that she is a “trained Marxist,” educated in social agitation by Eric Mann, a former Weather Underground domestic terrorist. An inveterate critic of capitalism, Cullors recently made news for purchasing four new homes, including an expensive residence in an overwhelmingly white neighborhood. After receiving blowback for her hypocrisy, she accused home ownership in America of being complicit in systemic racism: a brazen grift that would make the likes of Al Sharpton and Jesse Jackson blush.

The more you interact with the Critical Race Theory crowd, the more you realize that there is no epoch-changing idea at the heart of it, no once-in-a-generation epiphany that illuminates our problems or offers an undiscovered pathway to racial enlightenment. The exclusive purpose of Critical Race Theory is the disparaging of Western Culture; the canceling of Western creators, thinkers, and achievers; and the projecting onto maudlin white people the racist burden of inescapable guilt for all the evils of the world going back to the beginning of time.

The genius of the Critical Race Theory con is its success in convincing gullible white people to cower before their unoriginal scapegoating and racist culture-shaming. And its puzzling success at getting public school teachers to sob out their racist

What differentiates Critical Race Theory from other forms of social-justice reform is that, far from rejecting racist labeling, discriminatory stereotyping, and bigoted generalization, Critical Race Theory is predicated on them. It's the grist that turns their lucrative mill.



Getting rich off race: Black Lives Matter co-founder Patrisse Cullors recently came under criticism for purchasing several expensive homes with money donated to BLM, while local BLM chapters got next to nothing. Cullors resigned from the organization.

AP Images

white guilt during mandatory training sessions while vowing to take it out on their elementary students by making them spend endless class time repenting. And the creepy way Critical Race Theory shakedown artists are adept at terrorizing corporate CEOs worth hundreds of millions of dollars into bartering away the guilt for their unearned wealth by demanding that all their employees undergo racial-awareness brainwashing. And even the dangerous way that Critical Race Theory scolds move a sitting president and commander in chief of the U.S. Armed Forces to force battle-hardened veteran soldiers of 20 years — and the raw cadets at West Point alike — to wallow in lectures about white guilt.

Pornography in the Classroom

Race hucksterism is but one prong of the overall Critical Race Theory juggernaut to exploit American education, canceling actual education for emotionally cruel exercises in ritualistic race-baiting and

exploitation. Another prong is to expose children to pornography, ostensibly to fix “systemic racism.”

You read that correctly. American public schools purged English classrooms of the classic books of Western Culture. In their place, activist organizations are flooding the schools with recently created “young adult literature,” books laden with extremely graphic sex scenes, violence, and even incest. For Critical Race Theorists, this also undermines our racist and sexist culture. First, banishing the classics means that students are no longer exposed to arguments that champion individuality, self-sufficiency, and personal liberty. Nor are they made familiar with the cultural cohesion of an evolving Western Culture, where the steady march of civilization created greater freedoms for greater numbers of people from century to century, and for black Americans as well.

Secondly, graphic and pornographic literature breaks down Christian notions of chastity, modesty, and innocence, de-

stroying family values instilled in home and church, and the racially and sexually charged stories promoted in classrooms where Critical Race Theory and its socialist solutions are offered as the answer to these unilaterally broken homes and communities. It is ironic and telling that when woke writers of young-adult literature and white Critical Race Theory teachers in public schools imagine minority culture in books and class assignments, it is always in the context of poverty, despair, family violence, crime, and drugs. Leave it to the progressive Left to fetishize the squalor and sexual chaos of inner-city life while simultaneously projecting the blame for these conditions on white supremacy.

In late May 2021, The United Nations Children’s Fund (UNICEF) released a report right out of the Critical Race Theory playbook, titled “Digital Age Assurance Tools and Children’s Rights Online.” The report concluded that pornography may not always be harmful for children who consume it, and that many children are unaffected by viewing sexually explicit material. The report initially suggested that children could access sexually explicit material depending on their age and “maturity,” and that children have a human right to access pornography online on the pretext of sex education: “From a rights perspective, extreme care would be needed to avoid excluding children from sexual and reproductive health information online: sexuality education, including resources for LGBTQ education, may be categorized as pornography in some contexts.”

Almost immediately, the original report was pulled down by UNICEF; it was restored days later after careful editing and revision. Spokespersons for UNICEF refused to comment directly about the shocking conclusions of the initial document, which were based on a recent EU study that surveyed children’s online habits and found some children felt “happy” after seeing sexually explicit images.

In the fall of 2020, a group of Leander Independent School District administrators in Austin, Texas, replaced the traditional canon of literature with more “diverse” books from contemporary young-adult literature. Many of the readings contained pornographic passages, including graphic depictions of gang rape and references to

strap-on sex toys, masturbation, and ejaculation. The most shocking scenes involved sex and violence, focusing on incest and the sexual abuse of minors, including pre-pubescent children.

A book targeted for high-school freshmen, *Out of Darkness* by Ashley Hope Perez, contains a scene in which boys make plans to gang rape a girl: “Take her out back, we boys figured, then: hand on the f*****; put it in her coin b*x; put it in her corn****; grab a hold of that braid; rub that calico,” one passage reads. Carmen Maria Machado’s *In the Dream House* chronicles an abusive relationship between two lesbians that contains graphic scenes of BDSM. Parental complaints were countered by threats from activist teachers, who accused the families of racism, religious bigotry, and homophobia for questioning the age-appropriateness of the books.

In Virginia, parents were mortified after learning that their children’s freshman English class read a book that described young adults performing oral sex. According to the parent group Parents Against Critical Theory, the book *Monday’s Not Coming* by Tiffany Jackson includes 30-plus phrases that include the word “f*****” as well as numerous passages like the following:

“‘Me and Monday... We did do something.’ He took a deep breath. ‘She... sucked my d***. I didn’t really want it to happen, it just kinda... did,’” the presentation reads. “‘Her top lip curled up. ‘Wait a minute, is that what was really going on? She did your homework and you [ate] her c*****! Is that why you crying? ‘Cause Monday’s not around to do your homework no more?’”

Even private schools are rushing to conform to the sexualization of curriculum favored by Critical Race Theory activists. Consider New York City’s Columbia Grammar and Preparatory School, an elite private school founded in 1764 and costing \$47,000 a year. Under the guise of a health and sexuality workshop for juniors, the school subjected students to a class on “Pornography Literacy: An Intersectional Focus on Mainstream Porn.” According to the *New York Post*: “The often-explicit slide presentation and lecture ... included lessons on how porn takes care of ‘three big male vulnerabilities’; statistics on the ‘orgasm gap’ showing straight women have far fewer orgasms with their partners than gay men or women; and photos of

partially-nude women, some in bondage, to analyze ‘what is porn and what is art.’”

Parents were not notified about the program beforehand, and no opt-outs were offered. Some parents would only speak to the press on condition of anonymity for fear of “being canceled” and having their reputations ruined by school administrators. The *Post* also noted that the presentation “included a list of the most searched pornographic terms of 2019, including ‘anal,’ ‘gangbang,’ ‘stepmom’ and more. One slide cited various porn genres such as ‘incest-themed,’ consensual or ‘vanilla,’ ‘barely legal,’ and ‘kink and BDSM’ (which included ‘waterboard electro’ torture porn as an example).”

Threatening Teachers to Conform

One of the more problematic aspects of Common Core that has been intensified by Critical Race Theory is the threatening attitude toward teachers. Under Common Core, teachers were required almost overnight to completely adjust their teaching to meet vague and poorly explained standards. Senior teachers recognized both the anti-teacher nature of the pedagogy and the erosion of rigor and common sense in the presentation of subject matter. While resisting teachers were pushed, and in some instances pressured, to retire, most teachers found a way to accommodate themselves to the new system wherever they could, and still found ways to quietly work around Common Core to the degree that it was possible.

From the outset, Critical Race Theory targeted teachers first, in part because COVID kept children at home and all but removed contact between teachers and students. But more importantly, school administrators had learned from Common Core that the implementation of Critical Race Theory could only be accomplished if teachers bought into the program completely and with zeal. Better to remove teachers altogether than to proceed without instructors who did not conform to the program 100 percent. Numerous stories have been written about the intensity, severity, and racial intolerance built into the anti-racism training sessions forced on teachers and staff. Teachers are being bullied to reject the outmoded role of educator and become activists instead. Those who resist are excommunicated.

These required “anti-racism” training programs force teachers to openly promote in their classrooms Black Lives Matter propaganda, as well as such discredited approaches as the 1619 Project and the Southern Poverty Law Center’s “Learning for Justice” lessons. In a Zoom meeting in January, Dan Grotting, superintendent of the Beaverton, Oregon, school district, suggested that teachers who disagree with Critical Race Theory should look for work elsewhere: “I do want the message to get out there that [anti-racism training] isn’t optional anymore.... We’ve waited for the willing, and if you’re not willing then maybe this isn’t the right place for you to work.”



The arrogant Grotting went further, threatening teachers who aren't 100-percent on board with the ideological hijacking of Oregon schools: "Maybe we can free up your future, because if we're going to become an anti-racist school district, it can't just be a few people, it needs to be everybody, to include our staff, our students, our community, eventually everyone." Grotting is undeterred that his coercive virtue signaling is most likely a violation of teachers' First Amendment-protected rights.

An eighth-grade humanities teacher at Cedar Park Middle School, also in Grotting's Beaverton district, recorded a Zoom video session warning fellow teachers that they will be fired if they don't "come to the light" and become "anti-racist." Katherine Watkins, who introduced herself with the pronouns "she, her, we, and us," then threatened:

If you're not evolving into an anti-racist educator, you're making yourself obsolete.... Our district is only getting browner and browner.... Obviously, you can't change your melanin, all right? But you can change your mind so that you can actually function in a district that is full of BIPOC [black,

indigenous, and people of color] children. So if you're being resistant, I understand that. But you're gonna have to eventually come to the light. Because if you're going to keep with those old views of colonialism, it's gonna lead to being fired. Because you're going to be doing damage to our children — trauma. And so as we fire the teachers who sexually abuse our children, we will be firing the teachers who do racist things to our children and traumatize them.... And so it's just a matter of time; so it's like you either evolve or dissolve.

Also in Oregon, the state legislature passed a resolution allowing newer teachers to be retained over senior ones if the newer teachers have more diversity training. The bill requires that public schools use merit-based systems when making staff reductions, unless the system interferes with the school's "diversity ratio." School districts who plan education staff reductions must retain employees with less seniority if they have more "merit" than senior employees. Merit is defined as having taken anti-bias and other forms of diversity training.

In a move that demonstrates the quasi-fascist nature of Critical Race Theory, the

Rochester Public Schools system in Minnesota voted unanimously that the phrase "Black Lives Matter" and other slogans dear to the Critical Race Theory movement are privileged "official government speech," which means they are exempt from challenge by dissenting opinion ordinarily protected under the First Amendment. Among the other phrases so designated are "All Are Welcome Here," "Indigenous Lives Matter," "Stop Asian Hate," and "Brown Lives Matter." Simply decreeing speech to be government speech and therefore speech that cannot be criticized or challenged is Orwellian, and not likely to pass constitutional muster in a court of law. Another resolution was passed to exclude messaging deemed "undesirable" by Rochester Public Schools.

Parents: First and Last Lines of Defense

After documenting the origins, methods, and threats to education and liberty posed by Critical Race Theory, it is clear that the comparisons to communism are not only fair, but accurate and appropriate. From the president of the United States, to the secretary of the U.S. Department of Education, to the leadership of the teachers' unions, to public-school administrators at the federal and state levels, to the college departments of education that train and accredit future teachers, and to many working teachers in our classrooms, this transformation of public-school education away from the pursuit of knowledge, subject mastery, and academic achievement and toward radical, left-wing, activist, and ideological reprogramming of our children is completely acceptable, necessary, and inevitable.

If you are a parent, now is the time to ask yourself what you will do. Will you protect your children and grandchildren from the coming storm? And how will you do so? To leave them in these schools is to offer them up as sacrificial lambs to the slaughter. In spite of everything rehearsed here, you can still take them out and educate them yourself, or have them educated by responsible and student-centered teachers and curriculum. There is still enough "America" left to allow you and your family to simply opt out. There is no greater act of parental love and responsibility left to us with regard to education in this dark time. Walk away now for the sake of your children, your nation, and your faith. ■

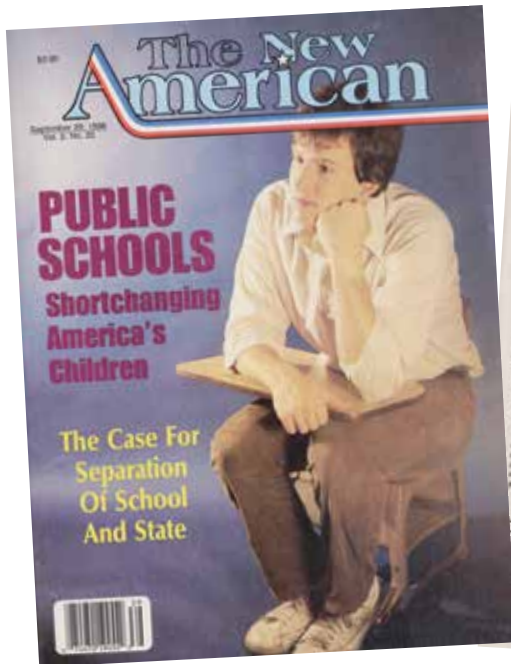


Is there no escape? Even big multinational corporations have groveled at the altar of Critical Race Theory. Here a Starbucks employee locks the doors before an anti-bias training session.

AP Images

SEPARATION OF SCHOOL AND STATE

The government has no business directing any aspect of education. Public schools should be phased out in favor of private alternatives.



by William F. Jasper and Dr. Duke Pesta

Since 1985, THE NEW AMERICAN has covered important issues that affect Americans and the American Republic. The magazine's motto is "That Freedom Shall Not Perish." In September of 1986, longtime contributor and senior editor of THE NEW AMERICAN William F. Jasper wrote the following deeply perceptive article about the success of American education prior to the creation of public schools, the corrupt motives of the architects and engineers who forged the public-school system, and the accelerating failures of government schools. Although 35 years have come and gone, we are reprinting an abridged version of this article to document both the prescience of Mr. Jasper and the forward-thinking nature of THE NEW AMERICAN re-

garding the long, fraught history of public education in America. Then, as now, not only does the federal government have no business directing or overseeing any aspect of the so-called public-school system, but that governmental system should be phased out in favor of private alternatives.

The American faith in education," write professors David Tyack and Elizabeth Hansot, "did not originate with the common-school movement of the mid-nineteenth century, nor did widespread popular schooling begin with what we would now recognize as public education."

In *Managers of Virtue: Public School Leadership in America, 1820-1980*, Tyack and Hansot describe education in our young Republic quite favorably:

One sign of the effectiveness of the many forms of education in the United States was that Americans were among the most literate people in the world. In the 1840 census, about 90 percent of white adults were listed as literate. A recent study of a sample of the 1860 census shows that 94 percent of free males were literate, and among these the older men were only slightly less literate than the younger ones, indicating that instruction had been widespread even early in the nineteenth century.

What was the pattern of education that produced such results? It was highly diverse. In the early nineteenth century citizens tended to have an attitude toward education that Americans today have toward religion: attend the school of your choice. The choices largely reflected differences of class, religion, ethnicity, race, sex, and regional tastes and needs.... Benevolent societies and churches, sometimes aided by governments, established charity schools for children whose families were too poor to afford schooling.

Earlier still, John Adams remarked in 1765, regarding our educational attainment: "[A] native of America who cannot read or write is as rare an appearance ... as a comet or an earthquake."

By all the available evidence, early Americans did quite well without government schools. In Massachusetts, government-sponsored "common schools" ex-

Basic principles have not changed since America's founding era, and any objective comparison between private and public education today would weigh heavily in favor of private education.



Another failed utopia: The New Harmony commune is envisioned here by an artist. Launched by wealthy industrialist and education “reformer” Robert Owen (the “Father of Socialism”) in Indiana in 1825, the socialist experiment quickly turned chaotic, and dissolved two years later.

isted primarily as a legacy of the Puritan colonists’ concern for promoting Bible study, but they bore little resemblance to our current expansive system. At any rate, by the early 1800s most parents had abandoned them for the diverse, flourishing private schools.

When a small group of “reformers” in 1817 petitioned the Boston town meeting to extend the common schools to the primary level, a subcommittee was appointed, chaired by distinguished architect Charles Bulfinch, to survey the city’s educational needs. The Bulfinch report, says education historian Samuel Blumenfeld, revealed that “an astonishing 96 percent of the town’s children were attending school, and the 4 percent who did not, had charity schools to attend if their parents wanted them to. Thus there was no justification at all for the creation of a system of public primary schools, and Bulfinch reported as much to the School Committee, which ac-

cepted the sub-committee’s recommendation” (*Is Public Education Necessary?*).

Since “public education” was obviously not necessary, it is logical to ask how and why it came about. The answer to that has more to do with politics than education. By and large, the individuals most instrumental in establishing government control over schooling were socialists and secular humanists who were more imbued with the ideas of Robert Owen (the “Father of Socialism”) and German philosopher Georg Wilhelm Hegel (Karl Marx’s major mentor) than with the constitutional principles and Biblical morality that held sway during our founding period.

Origins of Public Education

When Robert Owen came to the United States in 1825 to set up his utopian commune at New Harmony, he found a significant following among the American intelligentsia. One of those was the influ-

ential writer and editor Orestes Brownson, who later converted to Christianity and exposed the devious and conspiratorial methods by which the Owenites had fastened statist schooling upon America. For the Owenites, wrote Brownson:

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

Horace Mann, writing to his friend Henry Barnard, spoke of state education as a “beautiful and glorious development,” and “the greatest of earthly causes. It is part of my religion to believe that it must prevail.” Mann opined that the common schools would “create a more far-seeing intelligence and a purer morality than has ever existed among communities of men.”

Dewey’s Dismal System

This same messianic view of the school carried into the 20th Century. John Dewey, commonly referred to as the “father of progressive education,” and the most celebrated of American educators, was a humanist-atheist; yet he spoke of education in reverential tones. “The teacher,” he declared, “is engaged not simply in the training of individuals, but in the formation of the proper social life”; and “in this way the teacher always is the prophet of the true God and the usherer in of the true kingdom of God.”

The public school movement was motivated by the notion that the State — and not God — is the “savior” of mankind. According to historian Lawrence Cremin, these zealous missionaries for a new social order believed that, “once public schools were established, no evil could resist their salutary influence. Universal education could be the ‘great equalizer’ of human conditions, the ‘balance wheel of the so-

cial machinery,’ and the ‘creator of wealth undreamed of.’” Historian Henry Steele Commager, a firm supporter of public education, wrote: “To our schools went the momentous responsibility of inspiring a people to pledge and hold allegiance to the principles of democracy, nationalism, Americanism, egalitarianism.”

The Case for Private Schools

Basic principles have not changed since America’s founding era, and any objective comparison between private and public education today would weigh heavily in favor of private education. The most extensive such comparison to date is the much-discussed “Coleman Report” (High School Achievement: Public, Catholic and Private Schools Compared by James S. Coleman, Thomas Hoffer and Sally Kilgore) that came out of the 1980 survey of 1,015 high schools by the National Opinion Research Center at the University of Chicago. Among its conclusions:

There are at least two important ways in which private schools produce higher achievement outcomes than public schools. First, given the same type of student (that is, with background standardized), private schools create higher rates of engagement in academic activities. School attendance is better, students do more homework, and students generally take more rigorous subjects (for instance, more advanced mathematics). The indication is that more extensive academic demands are made in the private schools, leading to more advanced courses and thus to greater achievement. This is a somewhat obvious conclusion, and the statistical evidence supports it. Second, student behavior in a school has strong and consistent effects on student achievement. Apart from mathematics coursework for seniors, the greatest differences in achievement between private and public schools are accounted for by school-level behavior variables (that is, the incidence of fights, students threatening teachers, and so forth). The disciplinary climate of a school, such as the effectiveness and fairness of discipline and teacher interest, affect

achievement at least in part through their effect on these school-level behavior variables.

The Coleman study, which was based on a broad representative sampling of schools made up of students from diverse ethnic, religious and income backgrounds, indicates that private schools probably are also better at achieving some of the stated “social” goals of the public schools — for example, integration among different racial and income groups. The researchers found that overall “blacks and whites are less segregated within Catholic schools than are blacks and whites in public schools.” The study reported that “the other private sector (non-Catholic) is least racially segregated and the public sector by far the most segregated.” The survey also found “the public sector showing slightly higher income segregation than either the Catholic or other private sectors.”

Further, the private sector was far more successful in closing the academic achievement gap between students from “advantaged” and “disadvantaged” backgrounds. According to the study: “Altogether, the evidence is strong that the Catholic schools function much closer to the American ideal of the ‘common school,’ educating children from different backgrounds alike, than do the public

schools.” Finally, the authors write, “The greatest difference found in any aspect of school functioning between public and private schools was the degree of discipline and order in the schools.”

Honest Competition

The 19th Century English philosopher Herbert Spencer wisely observed, “In education as in everything else, the principle of honourable competition is the only one that can give present satisfaction or hold out promise of future perfections.” A more contemporary scholar, professor Dwight R. Lee, explained another important political-economic aspect of government schooling:

As long as education is provided publicly, it will be controlled by, and for the benefit of, public education professionals. The reason for this is straightforward.

As opposed to market decisions where each consumer exerts direct and decisive control over the services he chooses to purchase, no one individual has decisive control over the political decisions which determine the publicly provided services all consumers are required to “purchase.” Seeing no advantage in becoming informed and active in pur-



Private performance: Private schools — religious and non-religious — have consistently outperformed government schools in virtually all categories of achievement, at a fraction of the cost of government schools.

suit of objectives over which he has no direct control, the typical citizen-consumer quite rationally devotes little effort to influence public education policy. In contrast, suppliers of public education have significant political influence over public education policy by virtue of the fact that they are organized through professional associations, have a concentrated interest in decisions affecting public education, and are widely perceived as education experts....

As long as education is funded publicly, decisions on educational policy will be made politically, the interests of consumers will remain diffused and unorganized, and dominated by the focused and organized interests of the public school professionals [*The Freeman*, July 1986].

Mind Control

English philosopher John Stuart Mill, in his famous treatise *On Liberty*, written in 1859, saw the dangers all too clearly:

A general state education is a mere contrivance for moulding people to be exactly like one another; and as the mould in which it casts them is that

which pleases the predominant power in the government, whether this be a monarch, a priesthood or an aristocracy, or the majority of the existing generation, in proportion as it is efficient and successful, it establishes a despotism over the mind, leading by natural tendency to one over the body.

Mill’s warning seems particularly prescient when one reads the occasional candid confessions of collectivist educators who lust after young minds to mold. Dr. Fred Gates, in charge of the Rockefeller Foundation’s General Education Board in the early 1900s, wrote in the Board’s *Occasional Paper No. 1*: “In our dreams we have limitless resources and the people yield themselves with perfect docility to our moulding hands. The present educational conventions fade from our minds, and unhampered by tradition, we work our own good will upon a grateful and responsive rural folk.”

Another leading educator of the “progressive” era, sociologist Edward A. Ross, gave this vision of the state’s role in education: “To collect little plastic lumps of human dough from private households and shape them on the social kneadingboard....” Yes, we are mere lumpen proletariat, to be molded by omniscient commissars.

Similarly the National Education Association stated in the January 1969 issue of the *NEA Journal*: “Schools [are to become] ‘clinics’ whose purpose is to provide individualized psycho-social ‘treatment’ for the student, thus increasing his value both to himself and to society.”

Compulsory attendance laws, teacher certification requirements, accrediting regulations, health and safety codes, and a myriad of other restrictions are being used to intimidate parents, clergymen, and educators whose only “crime” is to seek a decent education for their children. Many of these fine, conscientious people are now suffering prosecution or are serving jail sentences with common criminals. This resort to coercion is a final admission of failure and a ringing indictment of the public “education” system.

Why Not Freedom?

What then is the answer to these problems? Twenty years ago, constitutional scholar and commentator Dan Smoot spelled it out. In the *Dan Smoot Report* for October 10, 1966 he wrote:

By substituting private financing for federal aid and school taxes, we would eliminate government compulsion which is not only unjust and (as concerns the federal government) unconstitutional, but is also the source of our major educational problems.

Then, people with no children in school would not be forced to pay for educating other people’s children. Parents with school-age children could patronize the kinds of schools they want. Those who want church schools could support church schools. Those who want non-sectarian private schools, or trade schools, or special-purpose schools, or schools of classic instruction, or segregated schools, or integrated schools — could do likewise....

How about children whose parents could not pay tuition? The people of America voluntarily contribute enough money to maintain churches for millions of members; and they voluntarily support religious, educational, charitable, artistic, and scientific institutions all over the world. It is absurd



Endless taxpayer cash: Americans continue forking over more than \$1 trillion in local, state, and federal tax money each year to pay for alleged education that cripples their children intellectually, socially, morally, and spiritually.

alexsl/E+/GettyImagesPlus

to say they would not educate children of the poor without the force of law.

If the billions now confiscated in taxes for our extravagantly expensive government schools were left in the hands of the people, there would be enough money in every community to build and operate all necessary educational institutions. [Public education expenditures for the 1985-86 school year were estimated at \$214.2 billion by the U.S. Government's National Center for Education Statistics.]

And how will this come about? Smoot continued:

We will solve our major education problems when the people elect governors, state legislators, U.S. Congressmen, and a President who have the courage and good sense to say:

How dare a government, professing to be free, lay violent hands on children and force them to attend particular schools, study particular books, under particular teachers?

Whence does government derive the right to take advantage of my children and say when, where, what, and by whom they shall be taught? Whence does government derive the right to seize another man's money for the education of my children?

How dare a government, professing to be free, invade the domain of private duty and private right that God assigned to parents?

Afterword (2021): From every possible angle, and across all pedagogical and economic comparisons, the arguments (and the well-documented history of the American public-school system) demonstrate clearly that the federal government is incapable of overseeing and directing public schools, which should be phased out in favor of private education. The red tape, funding contradictions, political divides, and sheer stagnation and gridlock of our system of government guarantee that the more the federal government is in control, the less serious education will occur, and the more

issues of politics and control will warp the system. Beyond the issue of capacity, the federal government is not permitted by the U.S. Constitution to play any role in public education. In spite of such successful assaults on the constitutional order as the creation of a federal Department of Education, the feds still have an extremely weak argument for the control that they have already usurped, and absolutely no mandate at all for the kind of control for which they are ultimately aiming.

After reading the intentions of the educators mentioned in this article (and hosts of others unnamed here), it is abundantly clear that the creation of a public-school system was a matter of control, not education, one in which compulsory government schools ripped children from families, divorced them from their faith and their local communities, and remolded them in the image of materialists, atheists, and socialists. ■

To read the unabridged version of Mr. Jasper's article, follow this link: <https://thenewamerican.com/separation-of-school-and-state/>

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Former Public Education Reformer Speaks Out ...

AGAINST THE FUTILITY OF SAVING PUBLIC EDUCATION

Interview with Diane Douglas by Dr. Duke Pesta and Alex Newman

As the leader of the Arizona Department of Education, former Superintendent Diane Douglas was devoted to improving education in Arizona so that all of Arizona's children could have the opportunity to achieve their goals in life and contribute as successful American citizens. She believes the only way to accomplish this goal is to return education to its original purpose — the acquisition of knowledge. To this end, she attempted during her 2015-2019 tenure to bring the Hillsdale Barney Charter School standards to all the schools in Arizona. She has now turned her efforts to sounding the alarm about the government-controlled, politically correct indoctrination of public schools and helping parents find true educational alternatives for their children. To that end, Douglas now serves on the educational advisory board of Public School Exit.



Diane Douglas

policymakers. In a nutshell, the SPI implements SBE adopted policies and any direct statutory mandates. The SPI does have executive authority over the operations of the Arizona Department of Education (ADE), which oversees the allocation of over \$10 billion of funding. Finally, the SPI has a bully pulpit.

Nevertheless, I fully expected that the Republican candidates of 2014 who campaigned as “conservatives” — the governor, the attorney general, and legislative candidates — would help me rid the state of Common Core. But once elected — not so much. The governor had his own agenda. When legal battles began between me and the SBE, the attorney general recused his office. And the legislators were afraid to challenge the governor on Common Core lest he refuse to sign their (useless) bills. I was told this was “knowing how the game is played.”

THE NEW AMERICAN: *You were elected Arizona superintendent of public instruction with the desire to make a difference in the public schools. What did you realize about public education after being in this position?*

Diane Douglas: In Arizona, the superintendent of public instruction (SPI) is an *elected* office (and one of five executive officers in the state) but not in charge of education by any stretch of the imagination. The Arizona State Board of Education (SBE) is an *appointed* constitutional board. They are the education

Ultimately, all obstacles to my efforts to repeal and replace the Common Core Standards with true classical education standards were created by our “Republican” governor, his Chamber of Commerce cronies, and the SBE.

While I was in Washington, D.C., attending the Council of Chief State School Officers meeting to secure a release from the Common Core copyright on behalf of Arizona, the governor attended the March 2015 meeting of the State Board of Education. He mandated that the SBE not replace, but rather only

“review and revise,” the Common Core standards. With very few exceptions, Governor Ducey never discussed his education “policies” or budget recommendations with me. As a matter of fact, if I am not mistaken, we only met in person three times in four years.

TNA: *What were some of the most concerning things you saw as superintendent?*

Douglas: The single most disconcerting thing I learned as superintendent is that neither side of the aisle truly wants to change the government system of education. The “Left” clearly wants to use the system to indoctrinate our children against Christianity, free markets, and Western Civilization, forcing secular humanism on them and introducing them to dangerous sexual practices at very young ages, thus turning them against their very own families and nation.

Meanwhile the “Right” has abandoned classical education — logic, critical thinking, and individualized learning — replac-

ing it with what amounts to little more than soulless and mindless exercises in “career readiness,” a fancy way of saying “drone work” and utilitarian job training to fit the needs of industry. Many on the Right believe in longer school hours and extended calendars to “help” the working parents they’ve sent into the workforce to pay taxes to fund the government schools.

Naïvely, I once thought that when educators used the term “lifelong learning,” they meant it as a noble goal: to instill in our young a desire for greater and greater knowledge. I have since come to realize the true meaning of the term. The “system” will give our children just enough job training to meet the needs of industry and our corporate oligarchies. And then, when the demand for particular skills and professions wanes, they will return to the classroom for more government-issued certification. It is an endless, cynical, self-perpetuating model of futility.

TNA: *What finally convinced you that re-*

forming public schools was no longer a serious option?

Douglas: That conclusion was 30 years in the making. I had three epiphany moments very early in my daughter’s public education. The first was before she started kindergarten when a friend reached out to me, wondering if I could help her understand why her daughter, who earned “B’s” and “C’s” all year, was being held back. This was my first encounter with Outcome Based Education. After hearing the district administrator’s justification, I still recall blurting out “that’s the stupidest thing I’ve ever heard!” I had a lot to learn.

The next moment of clarity occurred as a volunteer in my daughter’s kindergarten class observing phonics instruction, which was still being taught at the time. I immediately understood why I, who had been taught to read with sight words, struggled with reading throughout my own K-12 schooling. That day I became an unrelenting advocate for explicit phonics instruction, something still not practiced in our government schools.

The final epiphany came during a Parent-Teacher-Student Association (PTSA) meeting when my daughter was in second grade. The principal was bragging that 80 percent or so of all students between grades 5 and 8 received a “Certificate of Merit” for that marking period. This certificate was awarded for receiving all “B’s” or higher on report cards. As a former finance person, my immediate thought was “holy cow, they’re cooking the books!” I knew it was very unlikely that so many students could be getting A’s and B’s. From that day forward I never paid any attention to my daughter’s grades, but focused on what she could demonstrate to me about what she had learned.

Those incidents motivated me to study the history of what we now refer to as public education. I volunteered in my daughter’s schools throughout her education: in the classroom, on the PTSA, on the Site Councils of her schools, and ultimately as a two-term member (and two-year president) of the local governing board, before serving as Arizona SPI. I served from the bottom rung to the top of the ladder in Arizona education, but never as an employee of the system in any capacity. All this experience gave me understanding and a very close look at the philosophies undermining the



Grading on a curve: Public-school students are now being graded on things such as their attitudes and how well they conform. Academic performance is often averaged to give the illusion of better grades for more kids.

I knew in my heart there was no fixing the system. It was doing exactly what it was designed to do, and it served exactly those it was designed to serve: government employees.



AP Images

Cheaper isn't always better: Florida Governor Ron DeSantis signs a bill into law that launches a taxpayer-funded voucher program for students to attend private and religious schools. Such programs save parents money, but come with government strings attached.

education of our children. I studied Horace Mann, sight reading, compulsory attendance, John Dewey, the Frankfurt School, Alfred Kinsey, Planned Parenthood, and the Sexuality Information and Education Council of the United States (SIECUS). I became familiar with their agendas to use education as the means to change our country and our culture.

I witnessed the downward spiral of our children's performance in all core subject areas. I observed the implementation of radical, anti-science, comprehensive sex education and the scourge that is Critical Race Theory. I've watched the government education system become more

radical with each passing year. I've heard firsthand the nasty, behind-the-scenes attacks from teachers and administrators who demean parents and their rightful role in the education of their children. So many of them believe that parents should butt out and leave all education decisions to them. As long as we continue to train our teachers according to Dewey's system, there is no hope of change. If I had been given the proverbial magic wand, and was only allowed to change one thing about government education, there is no doubt in my mind it would be to abolish the Colleges of Education.

Many believe if we just close down

the (unconstitutional) Department of Education and get the Feds out of education, all will be fixed. And while that is certainly a step in the right direction, people must realize that the system is controlled top to bottom by the government. I've seen as much, if not more, damage done to children's education at the state and local levels. I once worked toward "fixing" the system, if for no other reason than the sheer number of students within "public education." But I think the final straw for me came in 2018 when Arizona teachers conducted an illegal strike, even after our governor had promised them a 20-percent wage increase! I knew in my heart there was no fixing the system. It was doing exactly what it was designed to do, and it served exactly those it was designed to serve: government employees.

TNA: *Do you think it is still worthwhile for people to run for school board?*

Douglas: As long as the government education monopoly is capable of confiscating tax dollars to fund itself, it is imperative that parents and taxpayers continue to run for positions on their local school boards. That being said, what I have found over the years is that even some of the most conservative school-board members, once elected, fall into the clutches of the educrats and blindly support the system rather than ask the tough questions they were put on the board to ask.

It is equally important that community members attend school-board meetings. When I was on the school board, it seemed the only time we got any significant number of parents to attend was if we had large-scale student recognitions and awards to distribute, or if budget cuts threatened extracurricular activities. And even then, parents never stayed for the actual meeting. Ours is a representative form of government, but that doesn't mean "elect them, then forget them." We always need to be watching our elected officials very closely. Parents need to ensure that administrators and teachers aren't the only voices and opinions that school board members hear.

TNA: *What are your views on charter schools and vouchers?*

Douglas: Charter schools *may* be a step

in the right direction for parents wanting out of government schools. But parents must remember that charter schools *are* government schools nonetheless — just playing under different rules. The latitude that legislatures give charter schools can just as easily be taken away as a result of one election.

Conceptually, I love vouchers. Give parents funding and allow them to use it for the school of their choice, or to buy education resources that are best for their children. In Arizona, we have Empowerment Scholarship Accounts (ESAs) for qualifying students: students with disabilities, children of active military, or kids who attend failing schools. Parents are awarded 90 percent of the funding that the student’s attendance district would have received for that child. Parents can use those funds to pay tuition to a private school, purchase education services, or homeschool. We also have School Tuition Organizations (STOs) to which people can donate their tax liability. From this money, scholarships are awarded for private-school tuition.

The downside is that the ESAs and, to a lesser degree STOs, are still controlled by government, and therein lies the rub with voucher programs.

The reason there is so much money in education is because government confiscates the funding for its system through property, sales, and other kinds of taxes at the local, county, state, and federal levels. If somehow our elected officials had the fortitude to defund the government education system, and the accompanying taxes that support the system no longer existed, would people — all the retirees, all those without children, all those with more children than their personal tax liability would pay to educate — still voluntarily provide that money for children’s private education? How do we get adequate funding — this is the *only* time I will use the term “adequate funding” with regard to education — directly to the parents without government collecting and controlling those funds? Those are the critical questions of education funding. If we can resolve that conundrum, I believe we can break the

back of the government schooling monopoly. Then, we won’t have to save our precious children one by one.

I pray for the sake of our children, our parents, our country, and our God that we find an answer to these questions.

TNA: *Given your extensive experience in education and educational reform, what do you recommend for parents who want an actual education for their children?*

Douglas: It’s simple. Parents must get their children out of the government school monopoly. I realize that many parents can’t imagine life without public schools, but if this past year and the arbitrary and self-serving closure of the schools teaches us anything, it is that we can survive and our kids can thrive outside the public-school complex.

Meanwhile, I was honored to join the advisory board of Public School Exit (PSE). For parents who don’t know how to begin accessing non-public school options, PSE is the resource you have been praying to find! Please take time *today* and visit PublicSchoolExit.com. ■

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REWRITING HISTORY TO REMAKE AMERICA

Students are being taught a fraudulent version of American history that is transforming their understanding of the past.



DmitriSimakov/Stock/GettyImagesPlus

by Steve Byas

In his classic dystopian novel *Nineteen Eighty-Four*, George Orwell wrote, “Those who control the past, control the future. Those who control the present, control the past.” Mass-murdering dictator Mao Tse-tung of Communist China understood this well, which is why he worked relentlessly to erase Chinese history and replace it with a fraudulent version taught to children in indoctrination centers masquerading as schools.

While America has not reached the point at which a totalitarian, oligarchical government can simply send all contrary views down a “memory hole,” as in Orwell’s book, or rewrite history out of whole cloth, as Mao did, the United States is indeed witnessing an effort to alter Americans’ understanding of the past.

This indoctrination begins in America’s

Steve Byas is a university history and government instructor and author of History’s Greatest Libels.

public-school classrooms in kindergarten and continues through graduate school, and poses an existential threat to the nation and its freedoms.

The purpose is clear, whether it is the late Howard Zinn’s radical *A People’s History of the United States*, the 1619 Project promoted by the *New York Times*, or even most textbooks used in American schools and colleges. These projects have in common a version of American history in which the Founders are fatally flawed, and their “accomplishments,” such as the Declaration of Independence and the Constitution, were designed to oppress groups such as the poor and minorities. Such teaching leaves America’s public-school children susceptible to alternative forms of government, and dangerously Marxist forms of government in particular.

If this seems harsh, it should be noted that Howard Zinn was an instructor for the American Communist Party. It is not surprising that Zinn could write a book that distorts the true history of America.

Back to the basics: A proper education should include students reading a wide variety of books in order to draw upon the collective wisdom of the human race.

Yet, Zinn’s book is taught in many public schools across the country as true history.

Reading Zinn, the 1619 Project, or even most American history textbooks produced today, a student could get the impression that the United States is one of the most corrupt and evil places imaginable. Yet, millions of people around the world have come, and continue to come, to this country seeking a better life. In contrast, relatively few sneak into the communist hells of Cuba, North Korea, China, and Zimbabwe.

If students are subjected to a steady diet of leftist American history, they are likely to conclude that their country was rotten from the beginning, and they will be open to abandoning our present constitutional republic for some form of socialistic government. That is the goal, of course.

True Lessons From American History

Picture how different America would be if history was told as it was in the 1945 textbook *History of Our Country for Higher Grades* by Reuben P. Halleck. In his discussion of events in Plymouth Colony, Halleck wrote a section entitled “Experiment in Communism.” Halleck noted that the Pilgrims “were often in danger of starving because they were trying an experiment in communism, somewhat similar to the one which had failed at Jamestown.”

He explained:

The Pilgrims cultivated the land in common and put the crop into one storehouse for all. The lazy had as much corn as the hard workers. The colony would have starved if it had continued to till the ground for the common store, so Governor [William] Bradford permitted each family to receive the full returns from its allotted piece of ground. After this change (1623), many who had complained that they were sick went to the fields to plant corn. The danger from starving passed when each family had all the food that its members produced.

Halleck cited Bradford’s *History of Plymouth Plantation* about this “communistic experiment,” suggesting it would be “valuable for twentieth-century lawmakers.” He wrote that Bradford saw the error of the experiment, even among “godly and sober men.” Bradford, Halleck added, wrote that “‘the taking away of property and bringing community into a commonwealth’ had a fair trial amongst those godly and sober men, and the result ‘would have been worse if they had been men of another condition.’”

Halleck concluded, “This experience of the Pilgrims shows that our early history is not dead matter, but that a knowledge of it may help solve present problems.”

When this writer was a fifth-grader in 1965, his American history textbook showed a graphic of “America’s Freedoms.” The textbook cited freedom of religion, freedom of speech, freedom of the press, and free enterprise. It is almost inconceivable that any American history textbook published today would praise free enterprise.

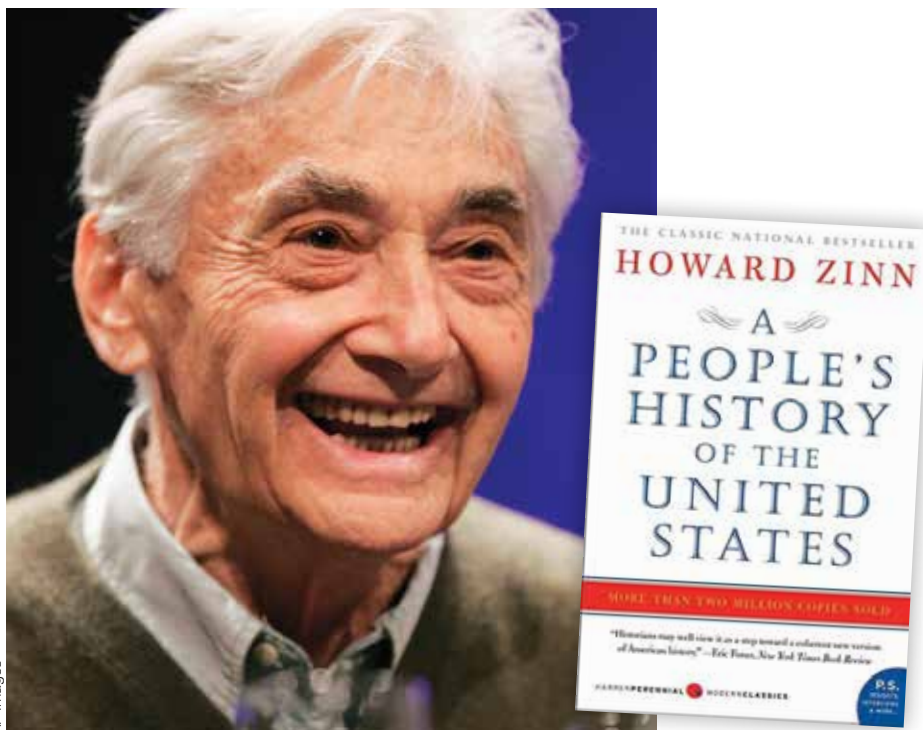
It is sad but true that students today are offered almost nothing about the failures of socialism, but an abundance of the supposed sins of the Founding Fathers and frequent criticism of the alleged failures of free enterprise.

For example, George Washington is regularly called a deist — a person who believes the creator of the universe is a disinterested deity who does not intervene in human affairs. But the historical evidence is overwhelming that Washington was a conventional believer in God, Jesus Christ, and the afterlife. On his tomb at Mount Vernon are inscribed words from

Scripture, quoting Jesus, “I am the way, the truth, and the life: he that believeth in me, though he were dead, yet shall he live.” To the extent that America’s Christian history and roots are mentioned at all, it is to demonize Christianity.

Another attempt to defame a Founding Father is the contention that Thomas Jefferson had fathered at least one child, and probably multiple children, by his slave Sally Hemings. The supposed “proof” of this contention is that 1998 DNA findings linked Jefferson to descendants of Hemings. What is never — or almost never — quoted in this controversy are the

If students are subjected to a steady diet of leftist American history, they are likely to conclude that their country was rotten from the beginning, and they will be open to abandoning our present constitutional republic for some form of socialistic government. That is the goal, of course.



Rewriting history: Howard Zinn wrote *A People’s History of the United States*, a book that is often cited in America’s classrooms. Unfortunately, this book, which has sold over two million copies, is full of Marxist propaganda, portraying the country as one in which an oppressor group preys upon various oppressed groups.

words of Dr. Eugene Foster, the man who conducted the DNA tests. He specifically rejected the conclusions of a *Nature* magazine article that presented as a fact that Sally’s son, Eston Hemings, was fathered by Jefferson. Foster said he was “embarrassed by the blatant spin of the *Nature* article.” He added that the genetic findings of the DNA study “do not prove that Thomas Jefferson was the father of one of Sally Hemings’ children.... We have never made that claim. My experience with this matter so far tells me that no matter how often I repeat it, it will not stop the media from saying what they want to.... I am angered by it.”

The Lies of the 1619 Project

The leftists who undermine Washington, Jefferson, and the Constitution have an agenda, which is to use a Marxist version of American history in public schools to transform America into a different country. The 1619 Project is, as Richard Land wrote in the *Christian Post*, “revision-

ist historical fiction by Marxist cultural theory and political ideology attempting to show that America was an evil and racist society from the beginning.” According to the 1619 Project, America’s true founding was not in 1776 with the Declaration of Independence, in 1607 with the first English settlers in Jamestown, or in 1620 when the Pilgrims landed at Plymouth, but rather when the first black Africans landed at Jamestown in 1619.

According to this theory, now being taught as a fact to millions of America’s public-school students, America was founded upon slavery and the first black Africans who were brought to Jamestown in 1619 were the first slaves in Colonial America. Actually, they were slaves before they were brought to Jamestown by pirates, but they became indentured servants in Virginia, as slavery was not legal in the colony until several years later. The unsupported theory asserts that slavery was somehow America’s “original sin,” but there was nothing “origi-

nal” about slavery in America: Slavery had existed in all cultures and continents throughout human history. Almost all persons brought to the English colonies from Africa were already slaves in Africa, sold to European slave traders by black Africans. On top of that, no mention is made of the first legal slave owner in America, a black man named Anthony Johnson.

The late Walter Williams of George Mason University called the assertions of the 1619 Project that America “created” slavery a “favorite leftist tool.” Williams, who was black, said, “Slavery is by no means peculiar, odd, unusual or unique to the U.S.”

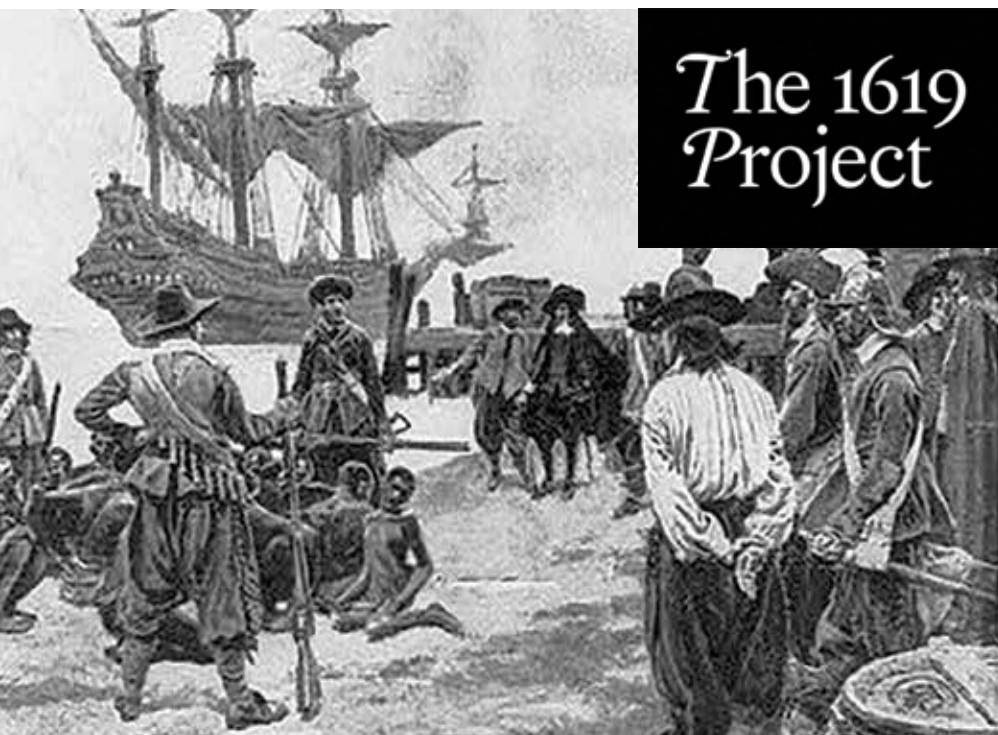
The lies of the 1619 Project are taught in many public schools across the country, but even many liberal historians consider it phony history. The project even argues that the decision to declare independence from the British was for the purpose of preserving and promoting slavery. In fact, the *Times’* own fact-checker identified such flaws, yet the paper published the lies anyway.

Gordon Wood, a Pulitzer Prize-winning professor emeritus at Brown University and one of America’s premier historians on Colonial and early American history, wrote that the idea America was founded upon the institution of slavery is “so wrong in so many ways.” He added, “I think the important point to make about slavery is that it had existed for thousands of years without substantial criticism,” and was “widely prevalent in Africa and Asia.”

Wood noted that it was “the American Revolution that makes [slavery] a problem for the world. And the first real anti-slave movement takes place in North America. So, this is what’s missed by these essays in the 1619 Project.”

The 1619 Project was conceived by a “journalist” working for the *New York Times*, Nikole Hannah-Jones. Her 1995 letter to the editor illustrates her racist ideology. She wrote, “The white race is the biggest murderer, rapist, pillager, and thief of the modern world.”

Paraphrasing Professor Wood, America did not create slavery, but was the principal driving force for its abolition. Several states abolished slavery before Great Britain or France did — and long before African nations. Prior to the Constitution, when



Based on lies: The 1619 Project is based on the false assertion that American history really began when the first black Africans arrived on the shores of Jamestown in 1619. The project also claims that the War for Independence was fought to preserve slavery — an assertion with no historical basis whatsoever.

the United States was governed by the Articles of Confederation, Congress banned slavery in the Northwest Territory (which covers present-day states such as Ohio and Indiana), making it the first nation to ban slavery anywhere within its borders.

All governments and peoples are flawed, and American slavery should not be minimized. But compared to the rest of the world, the United States acquits itself well. It is no accident that other nations were awed by the experiment in self-government, the rule of law, and the respect for individual liberty created by the founding generation of Americans.

The American Revolution inspired peoples in Latin America to revolt against their European colonial masters. Venezuelan patriot Francisco de Miranda, seeing South America begin to throw off Spanish rule, counseled fellow Latin American patriots, "Two examples lie before our eyes: the American Revolution and the French Revolution. Let us discreetly imitate the first; let us most carefully avoid the disastrous effects of the second."

Far too many Americans have been taught history that's not true. When parents express concern about the 1619 Project, the Left simply renames it, as they have done in previous efforts to advance their agenda. That agenda is on full display in Congress with the "Civics Secures Democracy Act." While American children should be taught about our form of government, the very name of this bill reveals the problem: The United States is not a democracy. The purpose of government as the Founders saw it was not to guarantee that the will of the majority prevailed, but to see that liberty prevailed. Another problem with the bill is that the Constitution does not authorize any federal role in education. Allowing educators to dictate how American history and civics are taught will ensure that children grow up either ignorant of or antagonistic to our nation's founding principles.

It will be difficult to reverse the Marxist lies that permeate public-school curricula. There are still some good history teachers, but they are a minority. Every year, new history teachers graduate who have been indoctrinated in the false narrative that America was founded on racism. If parents want children to learn true American history, that's no longer likely to occur in American classrooms. ■

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by Marshall Foster

FOREWORD BY KIRK CAMERON

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Transgender folly: Boys who identify as girls and vice versa are being given access to public-school bathrooms and locker rooms of the opposite sex.

LGBTQ+ EXTREMISM AT SCHOOL IS DESTROYING CHILDREN

From California to New York to Florida, public schools are encouraging children to resist American values and embrace homosexuality, transgenderism, and more.

by Dr. Scott Lively and Alex Newman

When Minnesota mother Anmarie Calgaro found out that her underage son had been taken to get “sex-change” surgery by government school officials without her permission, she was furious and heartbroken at the same time. Calgaro’s outrage resulted in her filing a lawsuit against the St. Louis County School District in 2016.

“Not only was I robbed of the opportunity to help my son make good decisions, but I also feel he was robbed of a key advocate in his life, his mother,” Calgaro told reporters about the horrific ordeal. “I was not consulted or informed about this [transgender transition] in any way.”

Unfortunately for Calgaro and her son,

Dr. Scott Lively is president of Abiding Truth Ministries.

however, all the lawsuits in the world will never undo the surgical castration and hormone “treatments” the child was subjected to by government “educators” and quack “doctors.” Studies show almost all children tricked into believing they are “transgender” end up perfectly normal in adulthood. Calgaro’s sterilized and mutilated son will not get the chance to find out.

The Calgaro family is hardly alone. Government schools all across America — even in conservative states and districts — are teaching children as early as pre-K that they may have been born in the wrong body. The American College of Pediatricians calls that “child abuse,” but the practice is now ubiquitous.

Incredibly, government schools are facilitating irreversible hormone “treatments,” mastectomies for little girls, and even genital mutilation, all without parental consent. From California to Florida and

everywhere in between, public schools are even offering “gender transition plans” that promise to keep parents in the dark while encouraging children to embrace homosexuality, transgenderism, and more.

At school, teachers and officials refer to children by their “transgender” names using whatever “pronouns” the children choose. If the children tell school officials that their parents are not “supportive,” the officials will lie to parents about it. This has become so normal that the National Education Association teamed up with the LGBT group Human Rights Campaign to encourage all teachers everywhere to ask children what their “preferred pronouns” are.

Left-wing states such as New Jersey, California, and Illinois are at the forefront of this madness and abuse. And the brainwashing there is working. In California, for example, a study published by UCLA found that by early 2018, 27 percent of all children ages 12-17 were self-identifying as “gender non-conforming.” In other words, more than one in four boys and girls refuse to accept that they are boys and girls.

Even in the most conservative regions of the nation, this horrific abuse of children is rampant. In Utah, state medical databases show an increase of 10,000 percent in just five years in the number of underage girls going through so-called gender transitions. In Spartanburg, South Carolina, radical LGBT propaganda was slipped into Black History Month by the district’s chief di-

versity and inclusion officer. This LGBT mania is now the norm everywhere, with children taught that to disagree is to be a “hater” and a “bigot.”

Efforts to resist — even in states where the legislature and the governor’s office are in solid Republican control — appear to be futile. When lawmakers in Arizona passed a bill to require permission from parents before children could be indoctrinated into homosexual and transgender ideology, unions and education officials went to war, causing squishy Republican Governor Doug Ducey to veto the common-sense measure. Countless similar efforts at the state and local level have met a similar fate. And even when something passes, schools simply ignore it.

The Problem

The biblical Book of Genesis explains the order of God’s creation from the establishment of time, space, and matter (Genesis 1:1-19); to the introduction of living things by the order of their “kind” (1:20-25); to the creation of humankind as a binary male/female pair created in His image (1:27); to the establishment of family from the “one-flesh” paradigm (2:24); to the establishment and refinement of human civilization as an interconnected network of families that in time formed tribes and nations with separate, often conflicting, laws and interests.

After numerous human societal failures, God chose Abraham as his agent to introduce a new, covenant-based civilization in which the descendants of Abraham, Isaac, and Jacob would serve as examples of right and wrong, good and bad, based upon their compliance or noncompliance with His laws, which He issued in stages as civilization was ready for them. This story of the birth of civilization — which American schoolchildren were taught from the founding of our nation until the middle of the 20th century — endured until the humanist religion of Marxism supplanted Christianity and children were taught they descended from monkeys without any involvement from God. (See article on page 15.)

Over just a few decades, the benign social order that comported with the biblical model has become today’s chaos of confusion and human misery known as public schools. The tradition of innocent kinder-

gartners sitting around a beloved teacher to hear her read stories that blessed and inspired them has morphed into the grotesque “Drag Queen Story Hour” in which adult men dressed as clownish caricatures of women encourage children as young as two and three to parrot LGBT political propaganda.

And parrot it they have, all the way into young adulthood, where the newest fad is “transitioning” to a different gender starting with puberty-blocking chemicals and ending with surgery to permanently mutilate their bodies. All of this aims to fulfill the vision of “sexual freedom” they have been taught to cherish as the most important “human right” of all.

It is a social insanity so twisted as to seem like some LSD-induced nightmare — but it is all too real. Just ask parent Rob Hoogland of British Columbia, Canada, who was sentenced to jail for trying to interfere with his minor daughter’s choice to “transition” to the opposite sex after that choice had been endorsed by his government. In Ohio, two parents have already lost custody of their child for refusing to support a “gender transition.”

The diabolical agenda has always been to destroy human beings, individually and collectively, because they are loved by God and made in His image. In the modern age, the sexual revolution and the LGBT agenda have been critical, because the “sexual minorities” coalition has always had the greatest motivation to overthrow what Cultural Marxism pioneer Herbert Marcuse called “the repressive order of procreative sexuality,” as well as Christian civilization.

And so, from the rise of an organized “gay” movement in the late 1940s under Harry Hay’s Mattachine Society, to the sharp turn to hard-core LGBT militancy in the Stonewall Riots of 1969, to the Supreme Court’s establishment of “gay” cultural supremacy over Christianity in the four landmark rulings of Justice Anthony Kennedy (1996-2015), the LGBT movement has driven the “progress” of social change.

Government schools have been instrumental in bringing about these changes. In the early 1990s, before the Supreme Court had even struck down sodomy laws, homosexual activists were using schools to pave



A night to remember: Driving the process of “social change,” the LGBTQ+ movement takes on tradition by organizing alternative school events, such as a queer prom nights.

the way for same-sex “marriage.” To that end, they sought to indoctrinate children with a film called *It’s Elementary: Talking About Gay Issues at School*. Among other key takeaways, children were ordered to think of themselves as “pretend judges” to consider what they might do about the “ban” on “gays” getting “married.” The rest is history.

Sexual Revolution: Assault on Order

To understand the destruction being unleashed on America by public schools and their indoctrination and sexualization campaigns, it helps to know the history. In short, the sexual revolution in America has dismantled civilization in the reverse order to which God established it.

First came the attack on the rule of Bible-influenced law regarding natural-family centered society. That was a multifaceted attack in the 1950s that included Alfred Kinsey’s fraudulent reports wildly exaggerating Americans’ sexual deviance and claiming children were “sexual beings” from birth. Then came the launch of the pornography industry by Hugh Hefner (who called himself “Kinsey’s Pamphle-

teer”). Finally, a new Hollywood genre of movies normalizing adultery and fornication featured “in-the-closet” homosexuals such as Rock Hudson.

Those attacks continued in the 1960s with the push for contraception on demand (to facilitate fornication as a cultural value), the push for abortion on demand (as a back-up to contraception), and the push for no-fault divorce laws (to neutralize the long-standing legal penalties for adultery).

Thus, the rule of God’s law in sexual and family matters was effectively broken by the 1970s, with *Roe v. Wade* in ’73 being the Marxists’ most prized conquest. Although they were largely unseen in this process, LGBT activists provided the army of activists pushing hetero-“sexual freedom” as a necessary precursor to their own “liberation.”

Second came the attack on the foundation of the family itself — the “one-flesh paradigm” made from the two complementary halves of humanity, per Genesis 2:24. This was the “LGB” phase — the normalization of lesbianism (L), male homosexuality (G), and bisexuality (B).

That campaign ran in parallel with the attack on the rule of law but took center stage in 1969 with the Stonewall Riots, when the LGBT activists dropped their pretense of seeking only what Harry Hay’s

partner Dale Jennings had called “the right to be left alone,” and began fighting for total cultural control. It began with 200 of their groups publishing the “Gay Agenda,” a manifesto/platform created by a coalition of homosexual organizations that called for, among other horrors, eliminating all age-of-consent laws, in 1972. Then came the takeover of the American Psychiatric Association (APA) in ’73 to declassify sexual deviance as a mental disorder.

That was followed by the takeover of America’s public education system to shape the future through the indoctrination of children. In the 1980s and ’90s the overt promotion of LGBT propaganda to schoolchildren was formalized in the “Safe Schools” “anti-bullying” campaigns that crushed all faculty and parental resistance like the Blitzkrieg of Nazi tanks rolling into Poland.

Both the school systems and the teachers unions had long been conquered in the deep blue states (and the deep blue cities in the red states) by the time LGBT champion Barack Obama took the White House. He solidified that control by creating the position of “Safe Schools Czar,” manned by the pro-pederasty pioneer Kevin Jennings, founder of the Gay Lesbian Straight Teachers Network (GLSTN), now known as the Gay Lesbian Straight Education

Advancing the “Transgender Agenda”:

LGBTQ+ activists take advantage of learning tools such as Drag Queen Story Hour to help pave the way for early childhood indoctrination.



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If you're confused, join the club: High-schoolers attend a meeting of the Gay-Straight Alliance club, touted as a "safe haven for gay, bisexual, and transgender students," where straight kids are also welcomed as long as they support LGBTQ+ issues.

Network (GLSEN). This name change obscured the activist role of the teachers and broadened the coalition of brainwashers to include school administrators. Jennings also launched the nationwide network of "Gay-Straight Alliance" student clubs to recruit more LGBT activists.

One California teacher, Lisa Avery, was caught on tape boasting that she recruited the most mentally unstable students to lead the clubs to promote the LGBT agenda at school. Incredibly, she even admitted to working with her husband, who worked in the mental-health and counseling department, to help identify and recruit the "least emotionally stable students on campus" to serve as sock puppets for the LGBT movement at her public school.

The third wave of attack, unfolding today, centers on the normalization of transgenderism, which destroys the premise that human beings are created by God male and female. That is the purpose of the "non-binary" canard and the ever-growing list of invented "genders" that children are pushed to adopt. Endless materials have been created to help schools teach the pseudo-scientific idea that "science" supports the existence of no gender and infinite genders at the same time. The book *Who Are You?*, for instance, recommended under California's proposed Health Education Framework for five-year-old children, urges kids to consid-

er that they may be "agender," "bi-gender," "nutrois," "free spirit," and more.

Practically speaking, the rise of transgenderism means the end of the natural family as the foundation of society. Already the English language is being reshaped to accommodate this change, backed by the power of the state to punish dissent for "misgendering" people and banning words such as "mom" and "dad." Every new category of "gender" to which children assign their loyalty becomes a new civil-rights category with its own demands for accommodation. The collective effect will make sexual identity arbitrary and meaningless.

The transgender agenda also carries with it — like the soldiers in the belly of the Trojan Horse — both the elimination of parental rights and the implicit normalization of pedophilia by establishing the legal and cultural "right" of children to "sexual freedom." Consider the euphemisms pedophilia hides behind: "children's rights" (as in the United Nations Convention on the Rights of the Child, which the United States has not signed — yet), and the phrase "intergenerational relationships," which has been a staple of Planned Parenthood's pro-LGBT propaganda to schoolchildren for well over a decade. Another name for "intergenerational relationships" that civilization has known for millennia is "pederasty."

Already, these horrific crimes are being normalized. In California, for instance, under the guise of complying with a statute mandating the teaching of LGBT history in government schools, students were taught about how ancient Greek men regularly pursued sexual relationships with boys — something presented as normal in the curricula. When an outraged mother confronted Brea-Olinda School District Assistant Superintendent of Curricula Kerrie Torres about why her children were being taught pedophilia and pederasty, the official calmly responded that it was simply a "different sexual orientation that has existed in history" and so it's "really important" to teach it to children.

Finally, a second "T" lurks behind Transgenderism: Transhumanism, an attack on the order of creation itself. Transhumanism is the movement to create a new, "higher" form of humans better than "homo-sapiens" through genetic modifications (including the blending of human and animal DNA), computer-based artificial intelligence, and physical augmentation of human bodies with robotic components. Once exclusively the realm of science fiction, it is the emerging next wave of human "evolution" that "transgenderism" is preparing the younger generations to accept as normalcy. Self-proclaimed "transspecies" individuals are already being celebrated. And World Economic Forum boss Klaus Schwab, an advocate for bringing in a "Great Reset" via education, is leading the charge for merging man and machine, even publicly advocating for microchips to be fused to people's brains.

The public-school system has served as the engine of this social transformation from the beginning. And all along it has been the humanist doctrine of "sexual freedom" (in actuality sexual anarchy) that has served as the motivator for schoolchildren to willingly comply and then become enthusiastic agents in its spread. The schools have become, emphatically, temples of humanism and the children acolytes of their anti-biblical doctrines.

Yes, things are bad now in government schools, but they're about to get much worse for those determined to remain faithful to God and His Word. There is only one way to protect your children from the evil that now permeates the "education" system: Get them out now, while you still can. ■

WHICH WAY, AMERICA?

If parents continue sacrificing children on the altar of government schools, the future looks bleak indeed. But if they take back the role of guardians, a glorious future of restoration and healing is possible.



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by E. Ray Moore

“Things reveal themselves passing away,” wrote Irish poet William Butler Yeats, reviving an old folk saying about how changing times bring into sharp focus the dying old ways that were once taken for granted. On another occasion, he wrote in his 1919 “The Second Coming”:

Things fall apart; the centre cannot hold;

Mere anarchy is loosed upon the world ...

The best lack all conviction, while the worst are full of passionate intensity.

Yeats’ analysis describes our world too, but our situation is much worse than in 1919. The culture is in steep decline, and conservatives and Christians suddenly realize that our unique history and constitutional system embody what is good and beautiful about America. Many are battling to reverse the slide into the moral abyss. They know now what is being lost in the transformation of Western Civilization. We grasp desperately for the past the more we see it passing away.

We have been warned. Just as the prophets Isaiah, Jeremiah, and Ezekiel warned the children of Israel and Judah to turn from sin lest they be carried into a Babylonian captivity (Jeremiah 29:10-13), so Christian leaders and theologians

have warned us over the centuries not to accept the imposition of state-sponsored and tax-subsidized public schools in our nation. For the first 220 years of American history, from 1620 to around 1840, we had an entirely private, Christian, parochial, and homeschool model for educating our children. From 1837 to 1840, the state of Massachusetts under Horace Mann set up the first public-school model. The system spread rapidly, and by 1900 was the dominant K-12 education model in America. Churches gradually gave up their “private” or parochial schools.

Presbyterian theologian R. L. Dabney warned the state of Virginia strongly in the 1870s not to accept the state-sponsored model for K-12 education, but he was not heeded. In 1887, Dr. Archibald Hodge, professor at Princeton Seminary, wrote:

I am as sure as I am of the fact of Christ’s reign that a comprehensive and centralized system of national education, separated from religion, as is now commonly proposed, will prove the most appalling engineery for the propagation of anti-Christian and atheistic unbelief, and of anti-social nihilistic ethics, individual, social, and political, which this sin-rent world has ever seen.

In the 1920-1930s, Princeton Professor J. Gresham Machen wrote, taught, preached, and spoke in favor of private Christian

Lieutenant Colonel E. Ray Moore (USAR, Ret.) holds a Th.M. and has served as a chaplain. He is the director of Exodus Mandate and chairman of the board of Public School Exit.

education. In 1926, he testified before the U.S. Senate Committee on Education and Labor against the proposed establishment of a Federal Department of Education. He was effective in stopping the proposal, and the United States did not create a Cabinet-level Department of Education until 1978. Machen was acknowledged in his day as America's leading Protestant theologian. His testimony, sermons, and articles are compiled in *Education, Christianity and the State*, published by The Trinity Foundation. Also, the eminent John Taylor Gatto, New York City and New York State teacher of the year, wrote and lectured extensively on the problems with public education in modern times. His seminal work, *The Underground History of American Education*, was published in 2001. His other works include *Dumbing Us Down* (1992), *A Different Kind of Teacher* (2000), and *Weapons of Mass Instruction* (2008).

Now, 180 years on, all the toxic waste from this failed experiment with government schools is washing up on our shores. Christian families and churches are in shock and confused about what is to be done. The long-term consequences of government schools are ravaging our nation, our culture, and our children. What is to be done in such a desperate time?

Already 70 percent of millennials are self-identified socialists. Higher education is deeply mired in leftist politics, and conservative and Christian faculty are being "cancelled" for speaking out against bias. About 80 percent of Christian and conservative families currently send their children to public schools, though those numbers are starting to fall.

Andrew Breitbart noted that "politics is downstream from culture." It follows that culture is downstream from religion and education. Only a strong religious revival, a spiritual movement with serious moral ambitions, can correct this problem. Until now, both religious and conservative organizations have failed to protect vulnerable children from the anti-God secular schools.

Before he died in 2008, Paul Weyrich, co-founder of the Heritage Foundation and the Free Congress Foundation and political godfather to the Christian Right, told me that "conservatives and Christians had mostly invested in politics to ef-

fect the culture, but the left concentrated on winning the culture: controlling the media, K-12 and higher education, the arts." Thus, even when conservatives won elections, they still lost because "culture always trumps politics." He added, "Ray, you're doing the right thing by growing Christian schools and home schooling."

A great new hope for a fundamental change in our national educational fortunes began in March 2020, when the government shut down public schools in the face of the COVID pandemic. Fifty-five million American children were sent home, a silver lining in an otherwise dark COVID cloud. The shutdown sent 1.37 billion students home from school worldwide. Research done by Dr. Brian Ray of the National Home Education Research Institute indicates that 10-15 percent of children will continue to be homeschooled and never return to public schools.

In one year, homeschooling has nearly doubled, now serving five million students per year nationally. We will only know the final percentage of growth when all public schools reopen, likely in the fall of 2021. A plethora of news articles in the *Wall Street Journal* and other mainstream media report on this astonishing sudden growth. Private and Christian schools have also experienced a substantial growth in numbers.

We call this good news a "kairos" moment, Greek for "an opportune time," because it represents a once-in-100-years opportunity for private, Christian, and home education to gain a significant number of children. If this shutdown of public schools had occurred in 1980, few organizations and ministries at that time could have accommodated such growth. But today, dozens of viable organizations and ministries assist in assimilating millions of new children into K-12 private, Christian, and home education, such as the Home School Legal Defense Association, Foundation for American Christian Education, Renewation, Alpha and Omega, FreedomProject Academy, Classical Conversations, Association of Classical and Christian Schools, Bob Jones University Press, A Beka, Apologia, National Black Home Educators, Public School Exit, and Exodus Mandate.

Should this shift to Christian and homeschooling continue, we could see a "tipping point," a term popularized by Malcolm Gladwell in his eponymous book. Some scholars argue that if a hard-core and committed 10 percent hold to an idea or belief, that idea will eventually overcome and win the battle of ideas in the larger culture. The sudden popularity of the calculator or personal computer, rare devices before the 1970s, are examples.



Is socialism cool again? Already 70 percent of millennials are self-identified socialists. Higher education is deeply mired in leftist politics, and conservative and Christian faculty are being "cancelled" for speaking out against bias.

If a happier future for America exists, it will require conservatives and Christians to awaken to the peril and begin again to train and educate the youth of the land in a new system of private, Christian, and home schools.



AP Images

Homeschooling boom brings new hope: In one year, homeschooling has nearly doubled, now serving five million students nationally. We will only know the final percentage of growth when all public schools reopen, likely in the fall of 2021.

Now, as state-sponsored public schools continue to fail and are rejected by a growing number of families, it is possible that a “tipping point” could occur for private, Christian, and home education.

If a tipping point never comes, and American parents continue sending their children to public schools, the culture will sink into a dark age. The late Marshall Fritz, founder of the Alliance for the Separation of School and State, was known to say, when challenged on such a development, “Impossible things happen every day.” Today, the mass exodus from government schools that once seemed impossible is happening.

One important part of the return to education sanity is the restoration of constitutionalism in education. The Founders and framers of the Constitution made no provision for an education policy at the federal level. Educational policy was left entire-

ly to the states and to the private arena, such as private associations, families, and churches. On the floor debate in the first Congress of 1791, which adopted the Bill of Rights, James Madison addressed the “General Welfare” clause of the Constitution, saying:

If Congress can employ money indefinitely to the general welfare ...they may appoint teachers in every State, county, and parish and pay them out of their public treasury; they may take into their own hands the education of children, establishing in like manner schools throughout the Union.... Were the power of Congress to be established in the latitude contended for, it would subvert the very foundations, and transmute the very nature of the limited Government established by the people of America.

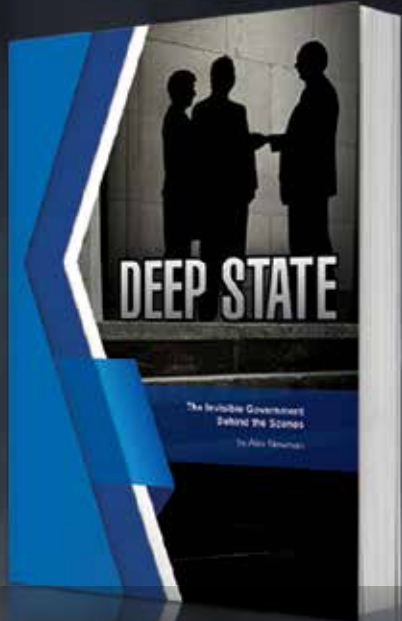
Madison clarified that there should be no education policy at the federal level, because such policy would be harmful to limited government as set up by the Founders. Ultimately, getting the feds out of public education could be a useful precursor to ending state and even local government involvement. One way to accelerate that process is to continue showing parents and pastors why no child should be left to suffer in a government school.

Rod Dreher, in his important book *Live Not by Lies*, quotes social-policy expert Hannah Arendt: “A totalitarian society is one in which an ideology seeks to displace all prior traditions and institutions, with a goal of bringing all aspects of society under control of that ideology.” This has been the strategy of the Left in America since the time of Horace Mann in the 1840s. Mann was eventually superseded in the progressive era by John Dewey, professor of philosophy from 1904-1930 at Teachers College, Columbia University.

Conservatives and Christians have only in recent decades awakened to the reality of the danger of totalitarianism in our country. Like Rip Van Winkle, they are awakening from a deep slumber. But some powerful and hopeful trends are emerging that could lead to a new reformation in education and a fresh great awakening. This awakening about the evils taking place in government schools can and must serve as a precursor to a broader awakening — an awakening to America’s true history, the value of individual liberty, the incredible feats of Christian civilization, and so much more.

If we are to win back this nation, it will require energy, determination, comprehension of the crisis, faith, and fervent prayers not exhibited by many conservatives or Christians in the recent past. The eminent English parliamentarian Edmund Burke said, “When bad men combine, the good must associate; else they will fall, one by one, an unpitied sacrifice in a contemptible struggle.”


Is there a second act for America? Children have always been the future of every nation, for good or ill. If a happier future for America exists, it will require conservatives and Christians to awaken to the peril and begin again to train and educate the youth of the land in a new system of private, Christian, and home schools. ■




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Get Them OUT!



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Really only one choice: There is no reforming the government's indoctrination centers. The only options are leaving them, or allowing children — and by extension the nation and its freedoms — to be destroyed.

by Alex Newman

In case it was not clear yet, there is only one true solution to the mortal threat of government “education” described in this Special Report: Get the children out of the sinking ship, as quickly as possible. Yes, now. Yes, you. Right now. It’s not just your children at stake. The situation is so bad that America, Western Civilization, family, liberty, faith, and all that is good are in existential danger. The “education issue” is the one that transcends all others.

Public-school “reform” has been tried in vain for decades. After spending time and countless millions of dollars in the effort to save the government education system, conservatives and Christians are constantly losing ground. Pretending like

reform works only helps those destroying children. Despite the common refrain about the supposed need to “fix” the government-school system, the truth is that the system is working exactly as intended by dumbing down, sexualizing, and indoctrinating America’s youth.

Polling data show consistently that Americans realize government schools are less than ideal for children. In fact, just a small minority would choose a public school as their first choice, with the overwhelming majority of parents saying they would prefer to homeschool or to send their children to a private school. But unfortunately, a combination of ignorance about how bad the schools are and a desire to live better materially have restrained what would otherwise be a mass exodus.

It needs to be understood that the situa-

The tide is turning! While once seen as “fringe,” the movement to rescue children from government indoctrination is rapidly gaining steam and becoming mainstream.

tion is dire. Perhaps an analogy will help make clear the urgency of the moment — and the absurdity of so many “conservative solutions” offered to Americans. If the public-school building were on fire, and your children or grandchildren were inside, what would be the appropriate response? Start a petition? Run for school board? Lobby your state legislators? Call your congressman? Write a letter to the editor? Organize a protest? File a lawsuit? Perhaps form a new committee to try to inform the town about the fire?

Obviously, those would all be ridiculous — if not criminal — responses to the crisis at hand. Any parent knows that the correct response to the fire would be to run into the burning building as quickly as possible, regardless of the risk, rescue those children, and then run back out and get as far as possible from the deadly blaze. The lives of children are on the line!

And yet, as this Special Report has documented extensively, the evil that has overtaken America’s “education” system is so much worse than a fire. As the Bible teaches, “fear not them which kill the body, but are not able to kill the soul: but rather fear him which is able to destroy both soul and body in hell.”

In the case of the government schools, a fire would merely harm the child physically. As we have shown, government schools are destroying children not just physically, but mentally, academically, emotionally, spiritually, and morally. Leaving your child in the flaming brainwashing camps that identify as “schools” is like playing Russian Roulette with him or her, but with live rounds in five out of the six chambers.

The only true solution, then, is to get the children out immediately. Trying to put out the fire is important — after all,

if left unaddressed, it may burn down the whole town. And there is certainly a time and a place for petitions, protests, lobbying elected officials, and running for school board. But any sensible parent's very first priority *must* be to rescue their individual children, along with the other children trapped inside, by getting them out of the deadly inferno. Worrying about the building and all the rest can come later, once the children you love are in the safe sanctuary of homeschools or vetted private schools.

Public-school Exodus

Fortunately, there is very good news. While in many ways COVID-19 has accelerated the evils of government education in unprecedented ways, there has been an incredible silver lining, too. Over the last year, as parents saw what their children were actually being taught, and as they experimented with alternative arrangements, the nation has seen the most dramatic exodus from public schools in U.S. history — and not a moment too soon!

Polling data from Gallup found that in 2019, about 83 percent of families with school-age children were relying on government schools for “education.” By 2020, just three out of four were — a decline of almost 10 percent in just one year. As part of that, homeschooling and private schools have experienced surging growth during that time, with those trends broadly expected to continue and perhaps even accelerate amid the “new normal.”

Because many schools have not yet fully reopened, precise and current data on plummeting enrollment in public schools does not yet exist. However, by fall of 2020, families were already fleeing government schools in unprecedented numbers. According to news reports, declines nationwide ranged from four or five percent in some school districts, to as much as 15 percent or more for kindergartens and colleges in many areas.

In Massachusetts, for instance, the Massachusetts Association of School Superintendents reported a five-percent decrease in overall enrollment from the start of the COVID-19 scare to the fall of 2020, with some 40,000 children leaving the system. Government bureaucrats tried to blame it on opposition to online learn-

ing. And yet, online private schools such as FreedomProject Academy are seeing record-breaking enrollment.

Private schools with in-person learning saw a surge when government schools announced they were going all-virtual. “When it hit the evening news, our phone started ringing off the hook all across all of our 100 schools,” said Thomas Carroll, the head of Boston’s Catholic schools, in an interview with Boston NPR. “I joke that we should send a thank you note to the school districts, because of their tone deafness, in terms of what the parents were looking for.”

According to the latest public data, California public schools lost more than 160,000 students out of about six million by October of 2020, according to the most recent data available. Los Angeles Unified School District, one of the largest districts in America, lost almost five percent of its victims amid the pandemic by October, according to data from the California Department of Education. Those losses are probably significantly higher by now as more and more parents run for the exits.

In New York, data released in early May revealed that the number of students entering middle school will drop by at least six percent from last year. And the number of students was already way down as families fled government schools last sum-

mer. Similar trends are being observed all across America. And at colleges and universities, the declines in enrollment have been even more pronounced.

The situation is so serious that panic-stricken government-school officials are begging lawmakers to change laws on school funding to prevent a catastrophic cut in their budgets. Because funding is typically allocated based on the number of students, the government education establishment is set to face a massive decline in its financial clout. That is great news in the effort to crush the monopoly system that is destroying America’s children.

Homeschool Explosion

In tandem, America has also experienced the largest and fastest surge in homeschooling ever recorded. Data released on March 22 by the U.S. Census Bureau confirmed previous survey data suggesting that the number of families educating their children at home had more than doubled during the pandemic. According to the “Household Pulse Survey” results, about 5.4 percent of families with school-age children were homeschooling in the spring of 2020. By fall of 2020, that number had mushroomed to over 11 percent and was climbing.

That enormous growth was an increase



Blessing in disguise: The tide is turning in part thanks to the government response to the COVID pandemic, with the number of homeschooling families doubling in a single year.

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Supply and demand: Many Christian schools that stayed open during the pandemic saw huge increases in enrollment as government schools were shut down.

AP Images

of 5.6 percentage points and a doubling in the number of U.S. households that were homeschooling compared with the previous school year. Because homeschool families are often larger on average than government-schooled families, the number of school-age children being educated at home is estimated to now be well over the 11.1 percent — five to six million children, or even more.

According to mathematical statistician Casey Eggleston with the Census Bureau’s Center for Behavioral Science Measurement and senior researcher Jason Fields with the bureau’s Social, Economic, and Housing Statistics Division, the number of homeschooling families grew rapidly from 1999 to 2012. After that initial surge, though, numbers remained relatively steady at around 3.3 percent for years.

“However, the global COVID-19 pandemic has sparked new interest in home-

schooling and the appeal of alternative school arrangements has suddenly exploded,” wrote the bureaucracy’s analysts, who explained that they used a “large, nationally representative sample of U.S. households.”

They also controlled the data to ensure that those doing public or private school at home would not inadvertently be counted as homeschoolers. Experts said that means the surge in homeschooling may have been even larger than reported. No data from the bureau was available from before the pandemic.

Breaking down the data further reveals that the surge in some states was far more significant than in others. In some states, for instance, the population of homeschool families became almost 10 times larger. Massachusetts went from having just 1.5 percent of children being homeschooled to more than 12 percent in that short period. In Alaska, the number went from 10 per-

cent to almost 28 percent. And in Oklahoma, the numbers went from about eight percent to over 20 percent. Florida’s numbers grew to almost 20 percent of families choosing to educate at home. In at least 32 states, homeschoolers now make up at least 10 percent of families with school-age children.

“Possible contributing factors include local homeschooling variation that predated the pandemic, local rates of coronavirus infections, and local decisions about how school is being conducted during the pandemic,” opined Eggleston and Fields in their analysis of the state-level data.

Blowing up the establishment narrative that home education lacks enough “diversity,” homeschooling rates actually surged most extraordinarily among black Americans. According to the Census Bureau data, they were far more likely to pull their children from government schools than any other group. “In households where respondents identified as Black or African American, the proportion homeschooling increased by five times, from 3.3% (April 23-May 5) to 16.1% in the fall (Sept. 30-Oct. 12),” the Census Bureau revealed, meaning black Americans are now more likely than average to be homeschooled. Lower-income Americans were also more likely to pull their children out.

Permanent Changes?

Analysts said more research would be helpful to understand the changes. “Future research will likely reveal what portion of those families who began homeschooling during the past year will continue on with it into the future,” wrote Dr. Brian Ray, a leading scholar in the field who leads the National Home Education Research Institute. “If a significant portion stay with homeschooling, more noticeable changes lie ahead regarding public favor toward homeschooling and parent-led home-based education’s impact on individual children, families, and society.”

Despite claims by bureaucrats that children will eventually return for “free” education, experts and analysts are not so sure. “Many parents are embracing homeschooling and other private education options that are more flexible and responsive to their needs,” noted Senior Education Fellow Kerry McDonald with the Foundation for Economic Education. “With

an assortment of innovative, low-cost, high-quality private education options attracting more families, plummeting public school enrollment during the pandemic may become permanent.”

While it was helpful to have the Census Bureau data, it was already clear before the data were released that home education was growing at an unprecedented rate. In September of 2020, survey data from Gallup also revealed a doubling in homeschool numbers. Polling data from the summer of 2020 compiled by education expert Corey DeAngelis at the libertarian Cato Institute indicated that as many as one in four parents were considering ditching government schools for good.

Of course, government and government-school proponents want Americans to believe that the surge in home education is solely due to COVID-19. The reality is far more complex. One of the many things COVID did was expose for parents the madness and child abuse taking place in government schools, while at the same time showing parents the benefits and possibilities of homeschooling.

As THE NEW AMERICAN documented extensively in the enormously popular “Rescuing Our Children” Special Report

from early 2019, the data on homeschooling is clear: It works, extremely well. In fact, children educated at home score on average between the 80th and 90th percentile on the *government’s own* standardized tests. They accomplish that with about five percent of the money and far less time. And they do better on every metric of “socialization,” too. Colleges and universities have figured this out and are actively recruiting homeschool students.

There are also many wonderful private schools across America that are offering high-quality, God-centered education at affordable prices. For example, as documented in the 2019 “Rescuing Our Children” Special Report, a network of hundreds of “Principle Approach” schools spread out across America are producing excellent results academically and spiritually. FreedomProject Academy offers a top-notch online K-12 classical education for a fraction of what traditional private (and public) schools charge — and it even has a scholarship program for qualifying low-income families.

However, as noted in the original Special Report, parents must do their due diligence before sending their children to private schools, as many have adopted

Common Core, “woke” ideology, and even government-school textbooks. Before trusting anyone with your children, make sure to ask the right questions. There are thousands of wonderful options. But there are many that are hardly better than the government’s indoctrination centers.

Leaders Catching On

There is good reason to believe that, while COVID may have played a key role in accelerating the process, government schools were already on thin ice with the public. Even before COVID hit, many of America’s most prominent and influential Christian and conservative leaders were sounding the alarm and hopping on the “get them out” bandwagon. Expressing concerns about everything from the brainwashing and sexualization to the dumbing down of children, the diverse and growing chorus of leaders has spoken clearly to American parents: It is time to protect your children from government “education.”

Among the most prominent leaders to address the issue was President Donald Trump, ostensibly the most powerful man on planet earth at the time. In his 2020 State of the Union speech, Trump called for Americans to protect children from what he described as “failing government schools.” And on the campaign trail in 2016, he blasted the “indoctrination” of America’s youth by “progressive” bureaucrats at the U.S. Department of Education, which he said should be shut down.

During his 2020 Independence Day speech at Mt. Rushmore, Trump also shed light on the fruit of government brainwashing of children. “The violent mayhem we have seen in the streets of cities that are run by liberal Democrats, in every case, is the predictable result of years of extreme indoctrination and bias in education,” he said. “Against every law of society and nature, our children are taught in school to hate their own country, and to believe that the men and women who built it were not heroes, but that they were villains.”

Trump’s attorney general, William Barr, also blasted government schools and called for breaking the monopoly on education. “The time has come to admit that the approach of giving militantly secularist government schools a monopoly over publicly funded education has become a disaster,” Barr said in his first



Giving families a real option: FreedomProject Academy has seen record growth as families flee government indoctrination centers in favor of true education.

Countless pastors, patriots, constitutionalists, and conservative and Christian leaders have joined the movement to liberate children from government schools. The entire national debate has now shifted in conservative circles from “how to reform” the schools to whether they even can be reformed.

speech since leaving the administration. Noting that government schools were now totally incompatible with Christianity and other major religions in America, he also argued that “it may no longer be fair, practical or even constitutional to provide publicly funded education solely through the vehicle of state-funded schools.”

In the two years before he passed away, talk-radio titan Rush Limbaugh — the top host in America with an estimated 18 million daily listeners — did not mince words. On August 19, 2019, months before COVID would be mentioned, Limbaugh urged parents to get out. “I think it’s becoming very apparent to Millennial parents, parents of Millennial kids,” Limbaugh said. “Their kids are struggling in the wretched, horrible circumstances of the public school system.”

But there is a simple solution for families — and it is not running for school board or signing a petition. “One of the answers to this mess (sobbing) ‘What’s happening to our children?’ is homeschooling,” the late talk-radio legend continued. “It’s not just conservatives and Christian-oriented people who are choosing to pull children out of public schools.”

Less than a year later, Limbaugh was once again sounding the alarm. On July 8 of 2020, for instance, the conservative heavyweight argued that virtually all of the nation’s problems could be traced back to the indoctrination of children (and future journalists) in government schools. About a month later, he was offering similar warnings.

“We’ve lost teachers. We have lost public education, not to mention academe. We have lost higher education,” Limbaugh said, echoing Trump and warning that Americans would have to find a way to reverse the brainwashing of the nation’s youth. “We have a bunch of left-wing ac-

tivists disguised as teachers who have literally been, for almost two generations now, poisoning with hatred and vile racism the innocent, young-skulls-full-of-mush students who show up in their classrooms.”

Another prominent leader who warned parents to get their children out was chief of the Billy Graham Evangelistic Association and Samaritan’s Purse Franklin Graham, son of the late world-renowned evangelist Billy Graham. Denouncing a mandatory LGBT indoctrination statute in New Jersey during an August 18, 2019, interview on Fox’s *Todd Starnes* radio show, Graham said the time had come to properly protect kids.

Starnes asked Graham what advice he

would give Christian moms and dads: “I mean do they pull their kids out of public school or do they homeschool, private school? What should they do?” the Fox host asked. Graham responded without hesitation: “Oh, absolutely,” he said. “I’d pull them out of public school and put them in private school.”

Other leading evangelicals have jumped on the bandwagon, too. Writing in *Charisma News*, David Lane with the American Renewal Project noted that a crucial part of the ongoing spiritual battle would be to develop a plan — “God’s plan — to free Christian children from public education.”

As far back as 2017, Dr. James Dobson, described as “the nation’s most influential evangelical leader” by the *New York Times*, hosted Exodus Mandate leader Lieutenant Colonel E. Ray Moore on his nationally syndicated show for two days in a row. Over two decades ago, Moore became the first contemporary national leader to call on Christians to abandon the “godless, pagan” government-school system. Dr. Dobson appeared to largely agree with Moore’s assessment and solutions.



Talking truth: Before leaving office, Trump repeatedly and boldly called for children to be protected from “failing government schools” that he said were “indoctrinating” children to hate their own nation.

Among Catholics, the tide is turning too. Popular Catholic talk-radio host Mother Miriam said during a 2019 episode of her show that she did not know “of anything more urgent” than getting children out of public schools and into homeschool programs with God at the center of them. “It has to do with you being a proper mom and dad to your children,” she explained on her show. “You, no matter what the situation is, are responsible for the growth of your children in faith.” “Such evil has penetrated those [public] schools,” she added, citing another expert to warn that the system was actually “designed to turn the hearts and minds of the children away from God.”

And this may be just the start. Countless pastors, patriots, constitutionalists, and conservative and Christian leaders have joined the movement to liberate children from government schools. The entire national debate has now shifted in conservative circles from “how to reform” the schools to whether they even can be reformed.

What You Can Do

Totalitarians have also noticed the accelerating exodus from government schools, and they do not like it. Last summer, as the stampede for the exits was accelerating, the Harvard Law School was going to host a conference by two law professors, Elizabeth Bartholet of Harvard and James Dwyer of William & Mary, pushing a ban on homeschooling. COVID forced it to be canceled, but tyrants never rest, and both Bartholet and Dwyer are still hard at work attacking parental rights and educational liberty. Following in the footsteps of National Socialist dictator Adolf Hitler, more and more nations are moving to ban or restrict homeschooling, too.

Attacks on Christian education in general are also escalating. Following the mostly peaceful protest at the U.S. Capitol on January 6 that saw far-left activists and some overzealous Trump supporters break into Congress, left-wing anti-Christian bigots across America started claiming that Christian schools and home education by evangelical Christian families was to blame. *Ms.* magazine, the Huffington Post, the *Washington Post*, and a man impersonating a woman by the name of “Chrissy Stroop” in the online Religion Dispatches, among



Call to action: In response to LGBT indoctrination in New Jersey’s government schools, Franklin Graham, one of America’s most prominent evangelical leaders, urged parents to get their children out.

others, all blasted Christian education in the weeks and months after the protests.

Perhaps more significantly, the United Nations has declared war on education that is not controlled by government, too. As far back as 2015, the UN Human Rights Council issued a resolution demanding that governments worldwide crack down on alternative forms of education under the guise of protecting the “human right” to government-controlled schooling. That should begin by having all governments “monitor” and “regulate” private education, including by imposing “standards” that all education providers must obey.

Of course, the attacks are coming because Americans are waking up. Now is the time to rescue your children and grandchildren by giving them one of the most valuable gifts possible — a decent education. With the Biden administration working to further radicalize the government’s indoctrination centers, and the growing stampede for the exits by American families from all walks of life, there has never been a better time to flee. Get out now! And encourage others to do the same.

After getting your own children and grandchildren out of the indoctrination centers posing as “schools,” there is still plenty of work to do if America’s future and indi-

vidual liberty are going to be saved from the designs of the totalitarians running the government-school system. For those who say it is too late to reverse course: Even if that were true, America will still need properly educated people in the future to rebuild again from the ruins of civilization.

Educating others in your local community is a great place to start after ensuring the children in your life — kids, grandkids, nieces, nephews, and so on — are safe. To help accomplish that, consider ordering extra copies of this Special Report along with the “Rescuing Our Children” issue from 2019. Get copies to your pastor, priest, or rabbi; the elders at your church; local business leaders; opinion molders in your community; and other influential people. Also share with your neighbors.

There are many important battles going on right now: stopping abortion, ensuring election integrity, protecting free speech, defending gun rights, and much more. But if Americans allow the next generation to be brainwashed by the establishment, all of those battles will ultimately be lost. The most important thing an average American can do for God, their children, their church, and their nation is to ensure that future Americans get a real education. Only by saving our children can freedom survive. ■

BY ALEX NEWMAN AND DR. DUKE PESTA

What's Next?

By now it should be more than clear that there is only one realistic solution to the crisis at hand: getting as many children out of the government's indoctrination centers as quickly as possible. Rearranging the deck chairs on the public-school *Titanic* will only produce more misery and ultimately disaster. We must save as many as can be saved before the ship goes down and takes America and liberty into the abyss with it.

When conservatives and Christians say that the government-school system is "broken," they show a fundamental misunderstanding of the problem. In reality, the system is working perfectly. Indeed, it is doing exactly what its architects intended: turning America's children against God, family, country, truth, and liberty. Trying to "fix" something that is functioning flawlessly is absurd.

Would you try to fix or reform a cancer? Of course not. The government-school system is a cancer that will ultimately kill the patient if it is not dealt with. It was a mistake to let government educate children in the first place, and doubling down on a mistake is an even bigger mistake. Parents must be in charge of educating their children just as parents are in charge of feeding their children.

Hopefully, by now, you have decided to do everything possible to protect your children, grandchildren, nieces, nephews, and neighbors from these toxic brainwashing camps. To do otherwise is to play Russian Roulette with your precious progeny, only the data show there are five chambers containing live rounds instead of just one. Don't take that risk.

Where does one start? Step one is simple: Make the right decision. After that, the rest is easy. First, check the legal requirements in your state — some states have few to none, others have fairly significant hurdles to overcome. Next, decide what options are right for you: homeschooling, private school, co-op, curricula, and so on. Finally, act on it!

Don't think you can't do it. Plenty of resources are available to assist you.

Public School Exit, a nonprofit organization dedicated to liberating children from government schools that includes both of us on its board, has created a handy guide to help parents navigate the process. The guide includes helpful links to resources you may need. Go to: publicschoolexit.com/steps-to-leave.



Yoboro10/istock/Getty/magesPlus

One great option is FreedomProject Academy (fpeusa.org), where Dr. Duke Pesta is academic director and Alex Newman teaches an economics course. The online school, which is affiliated with The John Birch Society, the parent organization of *THE NEW AMERICAN*, offers a classical education with real history, traditional math, phonics, biblical moral principles, and more at a fraction of the cost of traditional private schools. FPA has seen record enrollment and serves children across America and beyond.

For those who cannot or prefer not to homeschool, an-

other option is to look for a good private school — and to choose carefully, since many have Common Core, Critical Race Theory, etc. If a good private school is not available, please consider talking to your minister, priest, or rabbi, about starting one. Church buildings used only once or twice weekly could be put to good use throughout the week.

If money seems an insurmountable obstacle, and rearranging your finances to make your children's education a top priority has already been done, know that there are many scholarship programs and other resources available. Americans who may not now have school-age children of their own are often willing to help families in need, and such generous benefactors may be in your own church community. Rescuing your children from government schools is well worth the sacrifice — which, considering the resources available, may be far less than you might now assume.

Even after you have made the decision to save your own children, you could not, in good conscience, allow other children to be destroyed. It is imperative that you help sound the alarm and warn the nation. To that end, consider ordering extra copies of this magazine, getting active at the local level, bringing in speakers, working with your church, and letting your community know that the government schools are on fire! Please also consider joining The John Birch Society (jbs.org), the pro-freedom, anti-totalitarian organization that has chapters throughout the country.

If parents continue allowing their children to be brainwashed and destroyed by government, America, liberty, and countless churches will be decimated in the years ahead. The nation cannot survive another generation of this. But if enough children can be saved in time, it may still be possible — with God's help — to restore all that was once good about America. Act now! ■

FEATURED PRODUCTS



Dangers and Threats: Common Core — DVD

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

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Quest of a Hemisphere — STUDY GUIDE

A companion to the textbook *Quest of a Hemisphere*, this study guide contains study questions and provides space for answers. Lessons vary, but most have lists of persons and organizations to be identified, words to be defined, and places to be located on a map. Some lessons present topics for compositions or class discussions. (1978ed, 76pp, pb, \$1.00) **BKQOAHSSG**

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Crimes of the Educators

Crimes of the Educators reveals how the architects of America's public-school disaster implemented a plan to socialize the United States by knowingly and willingly dumbing down the population, a mission closer to success than ever before as schools are nationalized via Common Core. (2019, 368pp, pb, 1/\$21.95; 2-4/\$20.95ea; 5+/\$18.95ea) **BKCEPB**

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Rescuing Our Children — And Our Nation — DVD

There is a reason the Deep State globalists sound so confident about the success of their agenda: They have a secret weapon. More than 85 percent of American children are being indoctrinated by radicalized government schools. (2019, 68min, 1-10/\$1.00, 11-20/ \$0.90, 21 - 49/ \$0.80, 50 - 99 / \$0.75, 100-999/ \$0.70, 1,000+ / \$0.64) **DVDPPOC**

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