

Three main themes flowing through this chronology:

- Purge the beliefs, values, individualism, independence and free enterprise that made this nation unique.
- Promote global beliefs and interdependence, universal values, a managed economy, and controlled human capital--even at the cost of constitutional rights and personal freedom.
- Implement the psycho-social strategies of Mastery Learning to modify beliefs and behavior to match the needs of a global economy.

The massive effort to accomplish these three goals through public education has made a difference. America has changed. We were "a nation under God, indivisible, with liberty and justice for all." We have become a divided nation with many gods and eroding liberties for those who refuse to conform. The seeds for this transformation were planted long ago, but few saw the warning signs. Now that the evidence is too profuse to deny, it may be too late to stop the process. I hope not. Perhaps this chronology will help you persuade others to seek truth and freedom, not myths and illusions.

As you read, notice the powerful people, organizations and foundations that inspire, plan, and fund the transformation. Follow their names and see their links to other groups. By the time you reach the eighties, the names will become more familiar: President Bush, Lamar Alexander, President Clinton, Ted Turner.... Many of the names and titles have been written in bold letters to help you trace their steps and influence through the years. Significant statements have been emphasized with italics.

I want to thank Dennis Laurence Cuddy, Ph.D., former Senior Associate in the U.S. Department of Education, for providing most of the following quotations from his extensive *Chronology of Education*.^[1] I also thank Charlotte Iserbyt, former official with the U.S. Department of Education, for her many contributions and her concluding summary. These two discerning educators noticed the trend toward internationalism long before most of us sensed the danger.

1905. The **Carnegie Foundation for the Advancement of Teaching (CFAT)** was founded. Together with other Carnegie Foundations, it has been a major promoter and funder of socialistic, global education projects.

1908. While the patriotic President Teddy Roosevelt was finishing his White House term, John **Dewey** was laying the foundations for a revolutionary transformation of America and the rest of the world. In "Religion and our Schools" (published in July's *The Hibbert Journal*), he wrote, "**Our schools** ... are performing an infinitely significant religious work. They are **promoting the social unity** out of which in the end **genuine religious unity must grow**. ...dogmatic beliefs... we see.. disappearing.... It is the part of men to... work for the **transformation** of all practical instrumentalities of education till they are in harmony with these ideas." ^[1] Cuddy, page 11.

1919. The **Institute of International Education** was established with a grant from the **Carnegie** Endowment for International Peace. Edward R. Murrow became the **IIE's** Assistant Director and **John Dewey** served on its National Advisory Council.^[2]

1933. John Dewey, "father of progressive education" and honorary president of the **National Education Association (NEA)**, co-authored the Humanist Manifesto I. Its introduction warned against identifying "religion" with existing doctrines which "are powerless to solve the problems of human living in the Twentieth Century... Any religion that can hope to be a synthesizing and dynamic force for day, must be shaped for the needs of this age."[\[3\]](#)

1934. National Education Association (NEA) Former Executive Secretary Willard Givens warned that "...all of us, including the 'owners', must be subjected to a large degree of social control... An equitable distribution of income will be sought... *the major function of the school is the social orientation of the individual. It must seek to give him understanding of the transition to a new social order.*"[\[4\]](#)

1934. The **Carnegie Corporation** funded the American Historical Association's *Report of the Commission on the Social Studies*. Like most of today's social studies curricula, the report called for a shift from free enterprise to collectivism:

"...the age of individualism and laissez faire in economy and government is closing and... a new age of collectivism is emerging... It may involve the limiting or supplanting of private property by public property or it may entail the preservation of private property, extended and distributed among the masses... Almost certainly it will involve a larger measure of compulsory as well as voluntary cooperation of citizens in the context of the complex national economy, a corresponding enlargement of the functions of government, and an increasing state intervention in fundamental branches of economy previously left to individual discretion and initiative...."[\[5\]](#)

1942. The editor of the **NEA** Journal, J. Elmer Morgan, wrote an editorial titled "The United Peoples of the World." In it, he explained a world government's need for an educational branch, a world system of money and credit, a world police force, "a world bill of rights and duties."[\[6\]](#)

1946. In his **NEA** editorial, "The teacher and World Government," J. Elmer Morgan, wrote, "In the struggle to establish an adequate world government, the teacher... can do much to prepare the hearts and minds of children.... At the very top of all the agencies which will assure the coming of world government must stand the school, the teacher, and the organized profession."[\[7\]](#)

1946 (February). Five decades ago, Canadian psychiatrist and World War II General Brock Chisholm, M.D. head of the **World Health Organization (WHO)**, promoted the behavior modification processes now mandated through Goals 2000. Compare *his* vision with today's Mastery Learning (Chapter 3) and planned control of the family (Chapter 7):

We have swallowed all manner of poisonous certainties fed us by our parents, our Sunday and day school teachers... The results are frustration, inferiority, neurosis and inability to... make the world fit to live in.

The re-interpretation and eventually eradication of the concept of right and wrong which has been the basis of child training... these are the belated objectives of practically all effective psychotherapy....

[Psychology and sociology... the sciences of living, should be... taught to all children in primary and secondary schools, while the study of such things as trigonometry, Latin, religions and others of specialist concern should be left to universities. Only so... can we help our children carry their responsibilities as world citizens....

...it has long been generally accepted that parents have perfect right to impose any points of view, any lies or fears, superstitions, prejudices, hates, or faith on their defenseless children. It is, however, only recently

that it has become a matter of certain knowledge that these things cause neuroses....

Surely the training of children in homes and schools should be of at least as great public concern as are their vaccination... for their own protection and that of other people.... [Individuals with] guilts, fears, inferiorities, are certain to project their hates on to others.... Any such reaction now becomes a dangerous threat to the whole world. For the very survival of the human race, world understanding, tolerance and forbearance have become absolutely essential. We must be prepared to sacrifice much.... Whatever the cost, we must learn to live in friendliness and peace... . putting aside the mistaken old ways of our elders if that is possible. If it cannot be done gently, it may have to be done roughly or even violently.... [8]

1948. The **NEA**, funded in part by the **Carnegie Corporation**, produced a set of international guidelines called *Education for International Understanding in American Schools - Suggestions and Recommendations*. It included this statement:

The idea has become established that the preservation of international peace and order may require that *force be used to compel a nation to conduct its affairs within the framework of an established world system*. The most modern expression of this doctrine of collective security is in the **United Nations Charter**... Many persons believe that enduring peace cannot be achieved so long as the nation-state system continues as at present constituted. It is a system of international anarchy.[9]

1962. An editorial in the Chicago Sun-Times gave an insightful glimpse into the **NEA's** plan and power: "For control--real control over the Nation's children--is being shifted rapidly to the NEA. That organization has about completed the job of cartelizing public school education under its own cartel... It is extending that control over colleges and universities. In the NEA scheme of things it will be a simple matter to extend control over whatever Washington agency handles the funds." [10]

1965. The U.S. Congress passed the federal Elementary and Secondary Education Act (ESEA). Months later, it decided to fund *Citizens for the 21st Century*, a book by UCLA Professor **John Goodlad**, who wrote,

Although the conduct of education and especially the clientele have changed.... the school is perceived very much as it was then: a partitioned box where boys and girls come to sit still for six hours a day and to be told about some fragmentary pieces of "knowledge" thought to reflect the rudiments of their "culture." *This image must be shattered, violently if necessary -- and forever. The future of mankind may rest upon it.*[11]

1968. Professor **John Goodlad** reported that Professor **Benjamin Bloom** [called Father of OBE] "was invited by UNESCO in 1968 to submit a proposal for a six to nine week training program which would partially fulfill recommendations made at **UNESCO's Moscow meeting** dealing with the formation of national centers for curriculum development and research...." Bloom's "program was ultimately approved by the UNESCO General Council..." [12]

1970. The **Association for Supervision and Curriculum Development (ASCD)**, the curriculum arm of the **NEA**, published *To Nurture Humaneness: Commitment for the '70's*. The visionary statements of its authors are coming true in our times:

The old order is passing.... The controls of the past were sacred.... Social controls cannot be left to blind chance and unplanned change -- usually attributed to God. Man must be the builder of new forms of social organizations.... Here education must play a stellar role.[13] (Dan W. Dodson, Professor of Educational Sociology at N. Y. University)

The school will need to be supplemented by neighborhood family centers which provide infant care and developmental activity.... Education may well begin at birth in cooperative family centers.[14] (Francis Chase, Professor Emeritus of the University of Chicago)

Many daily decisions and value judgments now made by the individual will soon be made for him... How to plan for one's children's education will be partially taken out of his hands.[15] (John Loughary, Professor of Education at the University of Oregon.

Vital questions of values, beliefs, feelings, emotions and human interrelationships in all forms must be integral parts of the curriculum.[16] (Arthur Combs, Professor of Education at the University of Florida)

1973. Global Education Associates is founded. A publicity brochure for its 1989 conference at Wichita State University describes it as "an international network of men and women in over 70 countries who collaborate in research and educational programs aimed at advancing world peace and security, cooperative economic development, human rights and ecological sustainability." That may sound good, but the book, *Toward a Human World Order*, written by GEA founders Gerald and Patricia Mische a few years later, puts their noble intentions into the new-paradigm context of a world government and global socialism. "It examines the strait-jacket of the present nation-state system and... explores world order alternatives...." [17]

1974. Alvin Toffler (Newt Gingrich's mentor), Willard Wirtz and other futurists wrote a report issued **Institute for Chief State School Officers** titled "Man, Education, and Society in the Year 2000." Other CSSO participants were **George Bush, James Baker**, and Edmund de Rothschild. Funded by HEW's Office of Education, the report concluded that "the 50 states should organize a commission to *establish the values* that are significant in approaching problems (e.g., population) that must be faced in the future." The summary explained that

The home, the church and the school cannot be effective maintainers [of society] since the future cannot be predicted... The traditional cluster of knowledge, skills, values and concepts will not help our young face the future in their private life, the international situation.... Perhaps there is a need for the *clarification of new values* needed to solve future problems.[18]

1976. Phi Delta Kappan printed "America's Next 25 Years: Some implications for Education" by Harold Shane, Project Director for the NEA Bicentennial Committee. Notice that Shane used the same buzzwords that characterize Outcome-based Education today:

Rather than adding my voice to those who urge us to go "back to the basics," I would argue that we need to move ahead to *new basics*... Certainly, cross-cultural understanding and empathy have become fundamental skills of human relations and intercultural rapport... the arts of compromise and reconciliation, of consensus building, and of planning for interdependence, a command of these talents becomes "basics"... As young people mature, we must help them develop... a service ethic which is geared toward the real world... the global servant concept in which we will educate our young for planetary service and eventually for some form of world citizenship.[19]

1976. The Russian book, *The Scientific and Technological Revolution and the Revolution in Education*, translated and imported to the U.S.A., helped lay the foundation for the philosophy behind Outcome-based Education. Its cover jacket explains that the book "examines the fundamental directions that the revolution in education will take: introduction of teaching machines, instruction from a younger age, linking instruction with productive labor, continuous education... Under socialism, education has become not only the

personal affair of every individual, but also a concern of society as a whole." In the book, Vladimir Turchenko wrote that

One of the most important functions of education today is... the preparation of a skilled labor force for the national economy.... A second task... is to ensure the socialization of the younger generation.... A child at the moment of birth is but a biological organism that turns into a person... [through] socialization. Actualization [of education] involves shifting the focus of instruction from memorization to teaching how to think.... In many countries practical steps are being taken to begin education from earliest childhood... The upbringing of the younger generation will become the affair of all.[20]

1978. According to *Project Global 2000: Planning for a New Century*, "**Robert Muller** and **Margaret Mead** challenged the people of the world to prepare for the year 2000 by a 'worldwide collaborative process of unparalleled thinking, education and planning for a just and sustainable human world order.'" [21]

1981. Together, the **UNESCO**, the **World Bank**, and the Office of Economic Cooperation and Development (OECD) were researching *Critical Thinking Skills*. (You may want to review the true meaning of Critical Thinking.) The World Bank planned to "increase the Bank's lending for education and training to about \$900 million a year." [22]

1981. professor Benjamin Bloom explained that the **International Association for Evaluation of Educational Achievement (IAEEA)** "is an organization of 22 national research centers which are engaged in the study of education. This group has been concerned with the use of *international tests*.... The evaluation instruments also represent an *international consensus on the knowledge and objectives most worth learning*." [23]

1983. **The Institute for 21st Century Studies** was founded by Dr. Gerald O. Barney, ex-director of the U.S. government's The Global 2000 Report (President Carter, 1980) and **funded by the Rockefellers**, the **World Bank**, **UNESCO**... Its mission is "to provide support for the growing international network of 21st Century Study teams," and to "engage participation of communities of education and others.. in *exploring alternative national futures*... examining education and other key areas... adopting a global perspective." [24]

1984. The Robert Muller School in Texas, which uses Muller's **World Core Curriculum**, was accredited by the Southern Association of Colleges, despite Muller's acknowledgment that his philosophy is based on "*the teachings set forth in the books of Alice Bailey by [her spirit guide] the Tibetan teacher, Djwhal Khul*." The review team "was so impressed with the Robert Muller School that they thought the educational process and the general curriculum would be *most valuable as a model for teacher education*... [T]he committee has recommended that information of the school's educational processes *be shared with educators everywhere as much as possible*." [25]

1985. The New Age/globalist book, ***New Genesis: Shaping a Global Spirituality*** by **Robert Muller** who directed the U.N.'s powerful Economic and Social Council, was published. Within a year, it would influence leading educators around the world. (Chapter 2)

1985. The U.S. Department of State gave the **Carnegie Corporation** "authority to negotiate with the Soviet Academy of Sciences, which is known to be an intelligence-gathering arm of the KGB, regarding 'curriculum development and the restructuring of American education.'" [26] (See the full report by Charlotte Iserbyt)

1985 (November). At a 12-nation international-curriculum symposium held in the Netherlands, Dr. Gordon Cawelti, President of the **Association for Supervision and Curriculum Development (ASCD)**, the curriculum arm of the powerful **NEA**, urged representatives of 10 other Western nations and Japan to develop a "world core curriculum" built on knowledge that will ensure "peaceful and cooperative existence among the human species on this planet." It would be based on "proposals put forth by Robert Muller, assistant secretary-general of the United Nations, in his recent book *New Genesis: Shaping a Global Spirituality*." [27]

1987 (March 21-24). **Robert Muller** was one of the "distinguished lecturers" at **ASCD's** 42nd Annual Conference and Exhibit Show, "COLLABORATION." Muller's topic: "Government and Global Influences on Educational Policy." [28]

****1987**. In a Washington Post article titled "Experts Say Too Much is Read Into Illiteracy Crisis," Willis Harman and Thomas Sticht (Senior Scientist, Applied Behavioral and Cognitive Sciences, Inc., San Diego and a member of **SCANS**: Secretary's Commission on Achieving Necessary Skills) explain that

Many companies have moved operations to places with cheap, relatively poorly educated labor. What may be crucial, they say, is the dependability of a labor force and how well it can be managed and trained -- not its general educational level, although a small cadre of highly educated creative people are essential to innovation and growth. Ending discrimination and changing values are probably more important than reading in moving low income families into the middle class. [29]

1987. Among the notable members of the Study Commission on Global Education were (then) Governor **Bill Clinton**, AFT president **Albert Shanker**, Professor **John Goodlad**, **CFAT (Carnegie Foundation for the Advancement of Teaching)** president **Ernest Boyer**, and **Frank Newman**, president of the **Education Commission of the States**. (In 1995, Newman's commission plays a central role in the implementation of outcome-based education.) Together, they prepared a report titled *The United States Prepares for Its Future: Global Perspectives in Education*. In the Foreword to the Report, New Age networker Harlan Cleveland, author of *The Third Try at World Order*, wrote:

A dozen years ago... teaching and learning "in global perspective" was still exotic doctrine, threatening the orthodoxies of those who still thought of American citizenship as an amalgam of American history, American geography, American lifestyles and American ideas.... It now seems almost conventional to speak of American citizenship in the same breath with international interdependence and the planetary environment. [30]

1988 (February 1-5). At a **Soviet-American Citizens' Summit**, the education task force recommended that the **NEA** "guide a global computer program." New Ager **Barbara Marx Hubbard** was one of the summit organizers. [31]

1988 (April 21). **Ted Turner** and **Robert Muller** shared a platform at Peace Through Education Conference in Arlington, Texas, sponsored by United Nations University for Peace and the Robert Muller School. [32]

1989 (March 10-14). **Robert Muller** spoke at the **ASCD's** 44th Annual Conference in Florida. Title: "*Educating the Global Citizen: Illuminating the Issues*." [33]

1989 (July). Eugene, Oregon, School District 4J published its "Integrated Curriculum K-5." Page eleven in this public school curriculum acknowledged that "The three curriculum strands are adapted from the **World**

Core Curriculum by Robert Muller..."

1989 (August 7). **UNESCO's** Peace Education Prize is awarded to **Robert Muller**.

1989 (November) - **President Bush** called the nation's governors together. Education secretary **Lamar Alexander**, together with governors **Bill Clinton** and **Richard Riley** and others, plan the six goals of America 2000. Speaking at this Governor's Conference, Shirley McCune, Senior Director with **MCREL** (Mid Continent Regional Educational Laboratory, which develops curriculum), says,

What's happening in America today... is a *total transformation* of our society. We have moved into a *new era*... I'm not sure we have really begun to comprehend... the incredible amount of organizational restructuring and *human resource* development restructuring....

What the revolution has been in curriculum is that we no longer are teaching facts to children...."[34]

1989. **Howard Gardner**, author of the influential, much quoted book, ***Frames of Mind: The Theory of Multiple Intelligences***, wrote *To Open Minds: Chinese Clues to the Dilemma of Contemporary Education*. In the latter book, he gives a glimpse of the restrictions on human freedom that would accompany the managed economy envisioned by global change agents:

Ultimately, the educational plans that are pursued need to be orchestrated across various interest groups of the society so that they can, taken together, help the society to achieve its larger goals. *Individual profiles must be considered in the light of goals pursued by the wider society*; and sometimes, in fact, individuals with gifts in certain directions must nonetheless be guided along other, less favored paths, simply because the needs of the culture are particularly urgent in that realm at that time.[35]

1990 (February 23-24). **Robert Muller** was keynote speaker at a University of North Carolina conference titled *Ensuring the Future: Educating for a World of Changes*, sponsored by **Educators for Social Responsibility** and **The Center for Peace Education**.[36]

1990. In *The Keys of This Blood: The Struggle for World Dominion*, Malachi Martin described the transnationalists' goal that "ideally the *same textbooks should be used all over the world* in both the hard sciences and the soft curricula. And sure enough, a concrete initiative in this direction has been under way for some years now, undertaken by **Informatik, a Moscow-based educational organization**, and the **Carnegie Endowment Fund**...." Martin then explains the new values they will promote:

'Good' will no longer be burdened with a moral or religious coloring. *'Good' will simply be synonymous with 'global.'* Else, what's an education for? ... The emphasis is on homogeneity of minds, on the creation and nourishing of a truly global mentality.... We must all become little Transnationalists.[37]

1990 (March 5-9). The "flagship effort of the new spirit of sharing in education," became reality at the **WCEFA** (The World Conference on Education for All) in Jomtien, Thailand. Organized by **UNESCO, UNICEF, World Bank** and other international agents, it *established six goals that matched the six goals of America 2000*. Echoing promotional literature for America 2000/Goals 2000, the follow-up promotion indicates that the strategies for meeting these goals must be prepared in one package "*by year 2000*", for they "cannot be implemented successfully on a piecemeal basis." [38]

1990. **Project Global 2000** was founded by **Global Education Associates** (see 1973) in response to the 1978 challenge by Robert Muller and Margaret Mead to prepare for year 2000 by "a worldwide

collaborative process of unparalleled thinking, education and planning for a just and sustainable human world order...." It is made up of "sixteen leading international non-governmental organizations and four United Nations Agencies" which work together to establish "Transcultural Dialogue, a Holistic Perspective; A Spiritual Renaissance; Environmental Security; Economic Security and Disarmament."[\[39\]](#)

Linking the U.S. Goals 2000 to the international Global 2000, Dr. Dennis Cuddy explains that

its Education Council works with educators to integrate World Order Perspectives into [American] curriculum and teacher education. **UNESCO** and **UNICEF**, which are Partners with Global 2000, are putting into action the initiatives developed at the World Conference on Education for All [WCEFA], the largest educational conference ever held... It is very evident that *Goals 2000 is only one phase leading to Project Global 2000.*[\[40\]](#)

1990. A cross-section of the educational community gathered in Chicago to explore holistic education, resulting in the formation of **GATE (Global Alliance for Transforming Education)**, with Dr. Phil Gang as Executive Director and Dorothy Maver on the Steering Committee. In 1991, GATE printed **Education 2000: A Holistic Perspective**, which emphasizes multiple intelligences, experiential learning and other facets of Outcome-based Education. The document calls for "Educating for Participatory Democracy... for Global Citizenship... for Earth Literacy and Spirituality..."[\[41\]](#) GATE networks with educators across the country, various **United Nations** organizations, government leaders, citizen groups for social change, the media and others.

1990 (October). Dorothy Maver, a Steering Committee member of GATE, presented a workshop in Sydney, Australia titled, "Creative Esoteric Education." She speaks of "bridging esoteric principles into mainstream education. There's a paradigm shift happening in education.. linking heart and mind... It is *the process and not the content that is most important.*"[\[42\]](#)

Maver is a founder of the Seven Ray Institute, an adjunct faculty member of Kean College in New Jersey. She is Co-Director for the Institute for Visionary Leadership, and is serving on the design team of the U.N.'s Global Education Program for Peace and Universal Responsibility sponsored by Robert Muller's University for Peace.

1991. In his introduction to **America 2000**, **Lamar Alexander** wrote, "On April 18, 1991, **President Bush** announced America 2000: An Education Strategy. It is a bold, comprehensive, and long-range plan to move *every community* in America toward the National Education Goals adopted by the President and the Governors last year." President Bush, who often mentions "new world order," called for "*new schools for a new world*" in his announcement.[\[43\]](#)

1991 (May). "We've got to revolutionize education. The old answers are not good enough anymore,"[\[44\]](#) **President Bush** told students at the Saturn School of Tomorrow in St. Paul, Minnesota, a national model for educational innovation which proved to be a disaster academically.

1991 (July 8) At the request of President Bush, American business leaders form the **New American Schools Development Corporation (NASDC)**, a **private, non-profit, non-partisan** organization. Its Board of Directors includes seven Council of Foreign Relations members and five members of the Committee for Economic Development.[\[45\]](#)

"The **private sector** is charging ahead, helping clear the way for reform,"[\[46\]](#) said Education Secretary **Lamar Alexander** three years later. One of the ways privatization can "clear the way" is by avoiding the

accountability due elected officials. As Dr.Hamburg, chief negotiator for the Soviet exchange admitted, "*privately endowed foundations can operate in areas government may prefer to avoid.*"[47]

1991 (August). Referring to Oregon's controversial School-to-Work legislation, Lamar Alexander said on a visit to the model state, "Oregon has taken a pioneering step, and America will be watching and learning." [48]

What would America be learning? The Oregon Education Act for the 21st Century (HB 3565) decreed that all 10th grade students must pass an outcome-based test to earn their **Certificate of Initial Mastery (CIM)**. [49] Those who fail will move on to special Learning Centers. [50] Since people can neither attend college [51] nor be employed [52] without the CIM, the bill implies that home schoolers and students in Christian schools whose responses fail to reflect new global values would also have to be remediated and tested until they conform to state and national standards. This Oregon law parallels a federal **School-to-Work** bill. [53]

1991 (October 30-November 1) **The U.S. Coalition for Education for All (USCEFA)** held a conference on "Learning for All: Bridging Domestic and International Education," with First Lady Barbara Bush as the "honorary chair." The coalition is part of 156-nation network working to "reform" education worldwide. One of the conference programs is "Education for a New World Order" with keynote speaker Elena Lenskaya, deputy to the Minister of Education of Russia. [54]

1991 (December 4). **UNICEF, UNESCO, UNDP** and **The World Bank** convene the **International Consultative Forum on Education for All** in Paris.

1992. *Teachers as Change Agents* by Allan Glatthorn was printed. The NEA Professional Library advertised it as: "This 'teacher-friendly' handbook uses research to show how you can take the lead in restructuring classroom instruction, school culture and climate, home-school relationships, and collegial relationships." [55]

1993 (January). The **240 international affiliates** of the **NEA** and the **AFT (American Federation of Teachers)** joined in Stockholm to form **Education International (EI)**.

1993 (February 11-14). The third annual conference of the **National Association for Multicultural Education (NAME)** brought together multicultural educators from all 50 states. Keynote speaker Lily Wong Fillmore, a professor of language at the University of California at Berkeley, asserted that the radical curriculum reform they propose will *provoke "definite clashes with the practices, beliefs and attitudes that are taught in many homes...* No matter what students' parents and families think about others or the environment... we are going to have to inculcate in our children the rules that form a credo that will work for a multicultural 21st century...." [56]

1993 (July 2-5). At the annual **NEA** convention in San Francisco, delegates approved resolutions supporting multicultural/global education, abortion-rights, school-based clinics, legal protection for teachers *against censorship*, and "early childhood education programs in the public schools for children from birth through age eight." **President Clinton** addressed the delegates and assured them that his goals paralleled theirs: "...we have had the *partnership* I promised in the campaign of 1992, and we will continue to have it... *You and I are joined in a common cause*, and I believe we will succeed." [57]

1994. The **Carnegie Foundation for the Advancement of Teaching (CFAT)** along with the **National Association of Secondary School Principals (NASSP)** announced that they will appoint a 13-member

group to study school reforms to develop a "holistic" plan for U.S. high schools.[58]

1994. The State of South Dakota passed House Bill no. 1262, "an act to require that home school *teachers be certified by the year 2000.*" Neither Christian school teachers nor parents will be able to teach without going through the psychological training required to teach children the new beliefs and attitudes. Home schooled children will take "the same tests designated to be used in the public school district..."[59]

1994. Education Secretary Richard Riley announced his "New Initiative to Connect Families and Schools." He used part of his "State of American Education" address to pave the way for a "new Family Involvement campaign... [which] will draw on the lessons learned from *examining parental practices around the world.* ..." [60]

1994 (April 10-13). **The Global Village Schools National Conference** opened in Atlanta to explore educational models for the 21st Century. Its publicity flier stated, "*In the global village... networks will link students around the world to each other and to a vast body of information and human knowledge.*" The conference included a televised cross-Atlantic discussion between Washington and Berlin. Education Secretary Richard Riley and Labor Secretary Robert Reich shared strategies for building the Global Village Schools with their German counterparts. They focused on the "**School-to-Work** transition," which is *vital* not only to global economics but also in enforcing social transformation.[61]

1994 (June 2-6). The 2nd Annual Model Schools Conference in Atlanta, sponsored by the **International Center for Leadership in Education (ICLE)**, featured a Chinese boarding school. Su Lin, the founder of the China International Intellectual Resources Development Center for Children, explained why she recommends her boarding school:

- Most parents are too busy working to pay enough attention to the education of their own children.
- Children from broken homes find comfort. Some prefer not to go home on weekends.
- Uneducated parents know nothing about how to bring up children.
- Children without siblings need to learn a sense of equality, solidarity and independence.

"We have established a school for the parents," said Su Lin, "where people can learn how to educate their own children." [62] (Sounds like a change agent's dream, doesn't it? No wonder American educators were impressed.)

1994 (December 11-14). Educators from around the world gathered in Baltimore for a four-day **USCEFA (United States Coalition for Education for All)** conference titled *Revolution in World Education: "Toward Systemic Change."* The theme highlighted the move toward global as well as community partnerships: "The traditional African belief that *'it takes an entire village to raise a child'* is proving increasingly true. As we enter the next century, *it may well take an entire nation--or world--to educate our children.*"

The brochure announcing the conference stated: "Nearly five years ago the world came together at the **World Conference on Education for All** in Jomtien, Thailand to ensure the right to education for all people. Since then, *education systems around the world have embarked on significantly different programs of systemic reforms....*" [63]

"So where are we?" asks Charlotte Iserbyt. "All is in place except for 'universal' education. That means that

home schoolers, independent, private, religious schools must somehow be coerced into the international system. How to accomplish that? Heat up the debate over OBE, publish outrageous outcomes, get the controlled media to beat the drums about how bad public education is, send home obscene surveys for elementary school children to fill out, turn parents against teachers, teachers against administrators, administrators against State Superintendents, State Superintendents against Congress; and saddest of all, parents against parents.

In other words, create the problem, impose the solution....

The soil has been tilled; the seeds have been planted. We now await the blossoming of what John Dewey and his followers have mightily striven for since the early nineteen hundreds: universal socialist/internationalist education for the world government's planned economy.

Without the peace and hope which God offers every person who will trusts Him, we might be tempted to give up. Please don't. We are on the winning team, for our God reigns! He has already won the war. To put this disturbing information into a biblical perspective, remember Psalm 2:

"Why do the heathen rage, and the people imagine a vain thing? The kings of the earth set themselves, and the rulers take counsel together, against the LORD, and against his anointed, saying, *Let us break their bands asunder, and cast away their cords from us.*

"He that sits in the heavens shall laugh: the Lord shall have them in derision. Then shall he speak to them in his wrath... "I have set my king upon my holy hill.... **Blessed are *all they that put their trust in him.***" (Psalm 2:1-6, 12)