

P.O. Box 3090  
Decorah, IA 52101  
319-382-3090

**EDUCATION  
REFORM  
WILL CONTROL  
YOU**

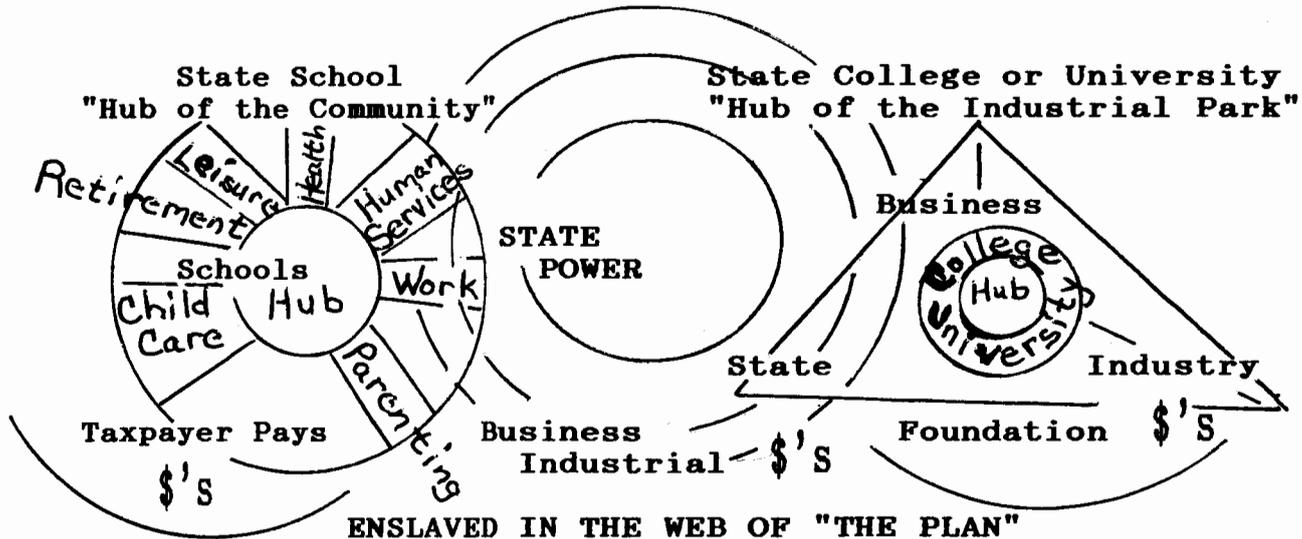
**666 4 U**

By Marilyn L. Reicks

# EDUCATION REFORM WILL CONTROL YOU

Unelected Rulers Hidden Behind Elected Government Officials

CFR NML ACIR 10 Federal Regions "1313" Trilateralists  
Tax-free Foundations Quasi-public agencies ECS NEA AFT



**EDUCATION REFORM**

**WILL CONTROL**

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## **WARNINGS AGAINST FALSE TEACHERS**

**Colossians 2:8**

**See to it that no one takes you captive through philosophy and empty deception, according to the tradition of men, according to the elementary principles of the world, rather than according to Christ.**

**New American Standard Bible**

**Printed in the United States of America**

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## Preface

During the Fall of 1989, I received an excellent teacher evaluation. Yet, that same school year, 1989-1990, I lost my teaching job on February 13!

The Marshalltown Community School District was chosen by the National Education Association to be the first experimental learning laboratory in the United States. I exposed that the lab was no great honor! In actuality, it is the model to show how to take control of the schools away from the local district and place decision-making in the hands of the local hierarchy of the NEA. Twice, we put out flyers throughout Marshalltown warning the citizens. At board meetings, protesters spoke.

On February 12, the school board of the Marshalltown Community School District unanimously voted to give away the public trust by turning powers to control teacher performance over to the reins of the NEA lead teachers. Before the vote, I explained in detail how the board was about to give government powers away that is not theirs to give.

At the time, I was teaching fourteen miles from Marshalltown in another school district. After being on the playground for morning recess duty, February 13, I was called to my administrator's office and asked, "Do you want to have a leave of absence?" I knew that I had lost my job! Within two months I lost my five year marriage.

### Marshalltown Model

Decisionmaking powers have been placed in the hands of the local power structure of the NEA.

A model for community education is being put in place: A model to show other schools in the nation how the school can become "the hub of the community". Human services, health specialists, social services, law enforcement personnel, the world of work professionals, child care workers, and other social organizations and government agencies will work with the school. Services including primary health care, social services, counseling, child care, job training, employment, leisure activities, retirement, parenting, and et cetera will be controlled through the school. Global control at the local level. Control over every aspect of your life - womb to tomb.

Control over every aspect of your life - womb to tomb.

## **EDUCATION REFORM**

### **WILL CONTROL**

### **YOU**

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**Part 1 Education Reform Will Control You**

**"The Plan"**

**Part 2 Schools Aren't Public Anymore!**

**Who is in control?**

**Methods of control.**

**We Must Come of the System.**

We must come out from among them.  
The biggest share--of local and state tax dollars--goes for education. Our own money is buying us into the schemes of satan!

## **Education Reform Will Control YOU**

### **Part 1**

#### **"The Plan"**

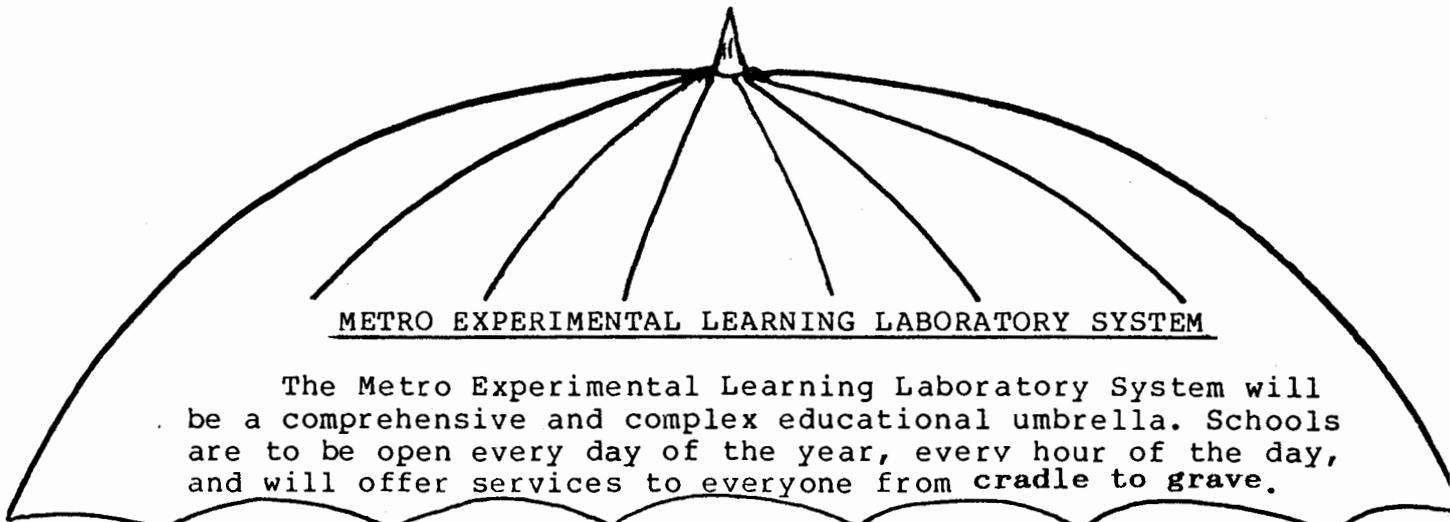
**By the year 2000, Elite World Planners intend to control every aspect of your life.**

This booklet will attempt to show you beyond any doubt of the truth of the above statement.

#### **An Umbrella Over YOU**

Can you visualize a large umbrella that extends over your entire community. Now imagine that under that protection you will be entitled to: life-long learning including education at all levels from about two years of age to retirement, primary health care including psychological, social services, parenting skills, child care to provide services any time of day during the entire year, counseling services, leisure time amusement, physical activities, and the world of work promotions will provide job-training, employment and re-training.

Sounds like an ideal community or does it?

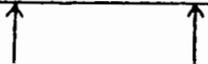


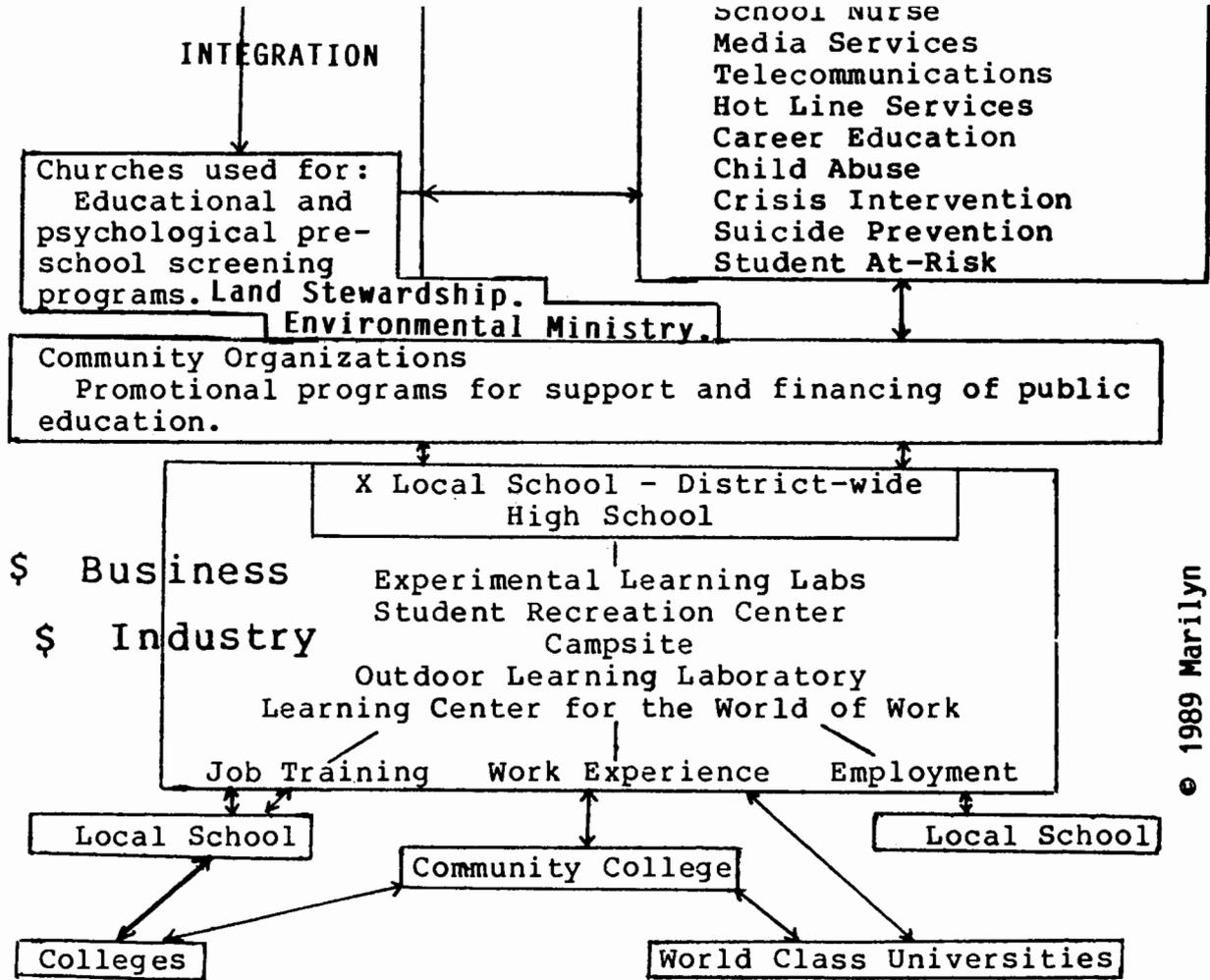
METRO EXPERIMENTAL LEARNING LABORATORY SYSTEM

The Metro Experimental Learning Laboratory System will be a comprehensive and complex educational umbrella. Schools are to be open every day of the year, every hour of the day, and will offer services to everyone from cradle to grave.

Local School - Neighborhood  
 Elementary School  
 Use of School Building:  
 Wellness Clinics  
 Pre-parenting classes  
 Well Baby Clinic  
 Child Day Care  
 Pre-school  
 Kindergarten  
 Primary Grades  
 Night Classes  
 Recreation

Local School - Community  
 Middle School  
 Use of the School Building:  
 Substance Abuse Programs  
 Student Lock In  
 All night educational and  
 recreational programs on  
 substance abuse and New Age  
 teachings.  
 Special Services  
 Social Services  
 Psychological  
 Counseling  
 Educational Consultant





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## *Education Reform Will Control YOU*

What if you have no say in what happens to you? What if you have to do what you are told because you have been taught you must comply for the good of the community? The ideal community would not be much fun under totalitarianism.

You think that total control over every aspect of your life can't happen in America. But it is happening right now!

In 1984, William M. Bowen, Jr., a teacher for 34 years, warned in his book, *Globalism: America's Demise*:

"When Community Education (The philosophy) and the community school (the physical facility) are fully in place, the schools will be the core of all community activity.<sup>1</sup>

"With everyone under the auspices of the government schools and dependent on them for recreation and leisure, training and every imaginable service--the facilities will be open around the clock, every day of the year. Community education will place every one under the indoctrination of the New Age Globalists."<sup>2</sup>

On May 1, 1984, Burton Linne stated bluntly, "Why need we trouble to socialize banks and factories? We socialize human beings." Rulers like Hitler and Napoleon knew that you can control a nation by controlling education. Today, elite planners intend to control the world through education.

In the Information Age, blood and bullet wars will be replaced by battles for the brain. People are familiar with weapons of warfare. The New Age warfare is more abstract, theoretical, and intangible. The attacks are not only more difficult for minds to visualize and comprehend, but much of the strategy planning is purposely

hidden from our view.

### **Excellence In Education Act**

In 1987, Iowa Governor Terry Branstad signed into Iowa law the Excellence in Education Act. The next year, he became the chief spokesman for the nation's 50 governors - as the Chairman of the National Governors Association. Branstad chose two areas to focus the association's efforts on: education and environment.

### **First Ever Education Summit**

"Education 'Summit' Scheduled For September, Governors Say," a headline in Education Week in May, reported that Governors from 13 states and President Bush planned the summit. "The idea for a national meeting bringing together state and local educators, governors, business leaders, and federal officials was first proposed by Mr. Bush during the Presidential campaign." <sup>3</sup>

September 27-28, 1989, <sup>1</sup> the nation's governors and the President George Bush gathered together for the first-ever education summit. At this historic meeting, the United States President and the National Governors Association set forth six national goals for education to enhance excellence in education across the nation. The national goals are:

1. By the year 2000, all children in America will start school ready to learn.
2. By the year 2000, the high school graduation rate will increase to at least 90 percent.
3. By the year 2000, American students will leave grades four, eight, and twelve having demonstrated competency in challenging subject matter including English, mathematics, science, history, and geography; and every school in America will ensure that all students learn to use their minds well, so they may be prepared

- for responsible citizenship, further learning, and productive employment in our modern economy.
4. By the year 2000, U.S. students will be first in the world in science and mathematics achievement.
  5. By the year 2000, every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.
  6. By the year 2000, every school in America will be free of drugs and violence and will offer a disciplined environment conducive to learning.<sup>4</sup>

Already, I can you hear you saying, "So what, that sounds good to me. We must do something about our disgraceful education system and catch up with other developed countries of the world."

Sure we've been bombarded for years about the need to reform education. We have had at least 300 reports pushing for change in education. The reports point out that we have too many illiterates, students not ready for the world of work, and youngsters unable to cope in the real world. Industrialists and business leaders are becoming alarmed and are getting involved to push for improvements in learning.

Help me heave aside the stacks of convincing evidence swamping us into a state of complete complacency to the demands of "experts" and professionals. We will examine information that is not readily visible to the general public.

In *NEA Today*, November, 1989, NEA President Keith Geiger exposed the underlying purpose of the summit for educational excellence. He told that the results of the summit were refreshing and that the participants agreed on the need for comprehensive school restructuring. He revealed, "It endorses two proposals that I'm convinced can **profoundly transform American education**. The first of these proposals calls for **decentralized**

school management...Effective reform will come only when decision-making authority rests squarely with the men and women who work at the local school site."<sup>5</sup> (author's emphasis).

Geiger went on to uncover the other underlying goal, "The second proposal calls on the federal government to pump new life --and new funds--into programs that prepare young people for the challenges of formal schooling. Children must be ready--both physically and emotionally."<sup>6</sup> (author's emphasis.)

### **Health Care: A Hot Potato**

The health care issue is a hot potato for many people. Suffice for this book to make some brief comments. Primary health care, if it became a right for students, (as it has in the state of Iowa for at-risk students under the school finance legislation enacted in 1989) would cost the people many more times what private health care costs.

Adelle Davis, was one of America's foremost nutrition authorities, who in 1954 made some startling remarks in her book, *Let's Eat Right To Keep Fit*:

"If the 'solution' to the malnutrition among low-income families takes the form of welfare handouts, the American taxpayer can expect to pay doubly: first for the processed, health-destroying foods; second, for the medical care necessitated by the resulting ill health... producing disease in human beings is the cruelest of all possible cruelties...When a country can be convinced that it is 'the best-fed nation in the world' while millions of its people are dying...It is time to realize that we have been as completely brainwashed as if we were living behind the Iron Curtain"<sup>7</sup>

## **Mind Manipulation**

Whoever has the power, has the authority to control the schools. The real frightening thought is what would be done with mind-manipulation in the schools if emotional health was state mandated. Sex education, values clarification, and substance abuse programs that confuse children's thinking on right and wrong, and cause more involvement, not less, in deviant moral behavior are frightening to parents. Global education programs promote a one-world philosophy and through the undermining of nationality and one's culture anger many patriots.

Under human potential laws, could parents be deprived of bringing their children up in a particular religious belief? Could parents be charged with abuse if they taught their children to believe in sin and salvation? Would the children be removed from the home? All these issues are only a few among countless others cropping up in schools across America.

We could fight many, many bush fires here and there. The mind altering techniques go under different names throughout the land. Semantics--word usage--has hindered the battle to uncover facts. "Here's Looking At You 2000", "Quest", "Project Charlie", "Tactics for Thinking" are all values changing programs. Today, some programs as "Tactics for Thinking", and various meditation programs are going beyond the older programs by introducing the children to Far Eastern religious thought and practices. Christians can't have bacalaureate services, carry a Bible to school, say a prayer with the class...but Eastern religious thought, paganism, and witchcraft are openly discussed and promoted!

## **Global Aim: Local Action**

**As horrible as all the teachings are, I**

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believe to be effective fighters for freedom, we must thoroughly understand what is holding the power structure in place and who is promoting such an evil educational philosophy.

We must determine what they intend to gain by total control over education.

It would take volumes to expose all the groundwork done behind the scenes to bring us to this point in American history. Let's begin with some up-to-date behind the scenes schemes.

The National Education Association is one of the strongest lobbies at the Congress of the United States and the state legislatures. At the time of every election, we become conscious of how teachers work to elect their friends of education. How did the teacher union become so powerful?

In the book, *Planethood*, is the statement, "Think globally--act locally".<sup>8</sup> It's up to you! You can empower yourself to save the world! This should be warning enough to us--Watch changes at the local level.

Having taught public education for twenty-four years, I believe from my experiences and study that education will be the vehicle for control of our lives in the New World Order. On February 13, 1990, I lost my teaching job because I exposed how the first school district, chosen nationally by the NEA to be an Experimental Learning Laboratory, was going to completely destroy local control of education.

I now believe that school, the Marshalltown Community School District, Marshalltown, Iowa, is also becoming one of the models for the nation in how to regulate life from the womb to the tomb. In April, 1991, the Iowa State Board of Education had a meeting in Marshalltown at which time community and governmental agencies such as social services and health care specialists explained to the State Board how they were working with the school. How can this be happening in schools for elementary and secondary education? Do parents no longer have any choice about who examines or works with

their children? What will happen if the mothers and fathers feel that they do not need or want such services! Will they be compelled to have their family enslaved in such a system?

### **U.S./Russia General Agreements**

In November, 1985, at the Summit in Geneva, Switzerland, the United States of America and the government of the Union of Soviet Socialist Republics signed the General Agreement between the two governments. Article I of the document reads 1. The Parties will encourage and develop contacts, exchanges and cooperation in the fields of the natural sciences, technology, the humanities and social sciences, education, culture, and in other fields of mutual interest on the basis of equality, mutual benefit, and reciprocity.<sup>9</sup>

Earlier in October of 1985, "A meeting of American and Soviet educational computer experts... produced an agreement to exchange specialists involved in the improvement of elementary and secondary education."<sup>10</sup> (*The New York Times*, December 10, 1985.)

The meeting in Moscow was held under the auspices of the Carnegie Corporation of New York and the Soviet Academy of Sciences, and approved by the U.S. State Department and National Security advisors.<sup>11</sup>

When inquiries were made to the U.S. Dept. of Education concerning the outrage of such an exchange between a free nation and a nation committing utter atrocities for years, the response was: "the State Department... apparently determined that it would be more appropriate for a non-federal organization, the Carnegie Corporation of New York, to represent the United States in the exchange."<sup>12</sup> Where does it state in our Constitution that any private organization, or specifically, the Carnegie

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Corporation has any right to conduct affairs of government?

### **Tax-Free Foundations**

In 1954 Norman Dodd, who was involved in the Congressional investigations of unAmerican activities in the United States, exposed the subversive actions of some tax-free foundations such as Carnegie, Rockefeller, and Ford. He obtained from the Carnegie minutes documentation to prove that since the early nineteen hundreds the Carnegie foundation has worked quietly and determinedly behind the scenes to change America through educational institutions.

Mr. Dodd, research director of the extraordinary study of tax-free foundations reported that Rowan Gaither, president of the Ford Foundation openly admitted, "We operate here under directives which emanate from the White House, the substance of which was that we shall use our grant-making power to alter life in the United States so that we can be comfortably merged with the Soviet Union."<sup>13</sup>

This all strikes very close to home when a town of only 8,000 people, the little Norway of Iowa, looks like it could be getting involved in the alteration of the attitudes of Americans.

### **Hotbed of International Intrigue???**

Quiet northeast Iowa, certainly can't be a hotbed of Socialism can it? Certainly not a small town, proud of its beautiful college campus, could not have international conspiratorial activities taking place could it?

"Visiting Soviets discuss USSR changes in forum" complacently appeared in the lower front section of the Decorah Public Opinion, Tuesday, Sept. 10, 1991. The article told that a group of psychologist from the Soviet Union are visiting Luther College.

Through the college bulletin it was learned

that a group of 10 Soviet Psychologists will be on the Luther campus Sept. 9-14 for a program of lecture and classroom sessions, social interaction and public events.

Both sources of information reported that, "Luther is the first American institution to initiate an exchange relationship with the Soviet Institute of Psychology."<sup>14</sup>

According to the Decorah newspaper, David Bishop, is a Luther assistant professor of psychology and the coordinator of the group's visit. "During last spring break, Bishop led a group of Luther students on a study trip to the institute in Moscow. Bishop says the two institutions plan reciprocal visits on an annual basis, and may start an annual institute in Soviet-American psychology at Luther."<sup>15</sup>

How quickly people forget! The media hype informs us that communism is dead. People blindly accept what they read as the absolute truth. The propagandists continue paving the way for the elite world planners to completely control the unsuspecting masses.

Dr. Vladimir Rusalov, Head of the Laboratory of Individual Differences (personality) at the Institute of Psychology in the Soviet Academy of Sciences, delivered a lecture on Wednesday, Sept. 18, at 7 p.m. in the Center for Faith and Life on the Luther College campus in Decorah, Iowa.

Why are we letting the masters of mind-manipulation come freely into our county? Would American approve of the 1985 General Agreement if they knew about it and fully understood what those exchanges will do to freedom in America?

Well, what are you Christians going to do about this? Are you going to just read about the Soviets coming here to influence the indoctrination of your children? Or, are you going to get involved with many, many others stand up, speak out, and get some action going? It is high time that we curb the actions of the planners for a one-world government. Oh, well, you say its inevitable, it's scriptural.

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What does the Lord tell you to do. Ephesians 5:11 "... do not participate in the unfruitful deeds of darkness, but instead even expose them...4:27...do not give the devil an opportunity."

Are Federal grant-making powers transforming a conservative Lutheran college as Luther was, into a liberal socialist den of vipers intent on destroying what is left of this once great nation? You must admit grants to the colleges is the curse on them.

A bold headlined front page article, "Peace Prize Forum attracts thousands", Decorah Public Opinion, February 26, 1991, highlighted a speech by Walter Mondale a major speaker at the peace conference. If it wasn't so serious, it would be perfectly ludicrous--having a former U.S. Senator a featured speaker at a Christian college, who co-sponsored a bill (1975,1976) which raised the ire of countless Christians. The proposal would have set up a new federal Office of Child and Family Services supervising a network of **federal day-care centers** for children. Today, our schools have to have all points of view to the point that our people are completely complacent about issues.

The Carnegie Foundation is heavily involved in education reform as documented in the following:

The Carnegie Forum on Education and the Economy, a program of Carnegie Corporation of New York, was established in January 1985. The Forum was created to draw America's attention to the link between economic growth and the skills and abilities of the people who contribute to that growth, and to help develop education policies to meet the economic challenges ahead.<sup>16</sup>

The center section of *A Nation Prepared: Teachers for the 21st Century*, is titled, "The Plan". Much of what is contained in that plan is being enacted into law by state legislatures

across this nation. Individual schools and school districts are putting "The Plan" in place as rapidly as they can.

### The Heart of "The Plan"

On page 55, the major elements of "The Plan" are listed:

Create a National Board for Professional Teaching Standards, (This board was created in 1987, it is under the majority control of NEA.) organized with a regional and state membership structure, to establish high standards for what teachers need to know and be able to do, and to certify teachers who meet that standard.<sup>17</sup>

Restructure schools to provide a professional environment for teachers, freeing them to decide how best to meet state and local goals for children (In simple, language this means turning the authority to control the school over to the teachers.) while holding them accountable for student progress.<sup>18</sup>

Restructure the teaching force, and introduce a new category of Lead Teachers with the proven ability to provide active leadership in the redesign of the schools and in helping their colleagues to uphold high standards of learning and teaching.<sup>19</sup> (The lead teachers will have the key positions in the school, and "The Plan" on page 61 reads "... schools headed by the Lead Teachers acting as a committee, one of whom acts like a managing partner in a professional partnership. In such

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schools, the teachers might hire the administrators.)

Require a bachelors degree in the arts and sciences as a prerequisite for the professional study of teaching.<sup>20</sup>

Develop a new professional curriculum in graduate schools of education leading to a Master in Teaching degree, based on systematic knowledge of teaching and including internships and residencies in the schools.<sup>21</sup>

Mobilize the nation's resources to prepare minority youngsters for teaching careers.<sup>22</sup>

Relate incentives for teachers to schoolwide student performance, and provide schools with the technology, services and staff essential to teacher productivity.<sup>23</sup> (Under the Iowa proposed Initiative for World Class Education this is spelled out clearly. Teachers will be rewarded additional salary if students show progress on pre-determined goals and objectives.)

Make teachers' salaries and career opportunities competitive with those in other professions.<sup>24</sup>

The big question is whose goals and objectives are being worked out in our educational systems? In the book, *Trilaterals Over Washington*, Antony C. Sutton and Patrick M. Wood present some real eye-opening information:

The Trilateral Commission was founded (in 1973) by the persistent

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maneuvering of David Rockefeller and Zbigniew Brzezinski. Rockefeller, chairman of the ultrapowerful Chase Manhattan bank, a director of many major multinational corporations and 'endowment funds' and has long been a central figure in the mysterious Council on Foreign relations (CFR) (established in 1921). Brzezinski, a brilliant prognosticator of one-world idealism, has been a professor at Columbia University and the author of several books that have served as 'policy guidelines' for the CFR.<sup>25</sup>

Under the sub-heading **The Trilateral Power Base** we learn:

"We are looking at a family of families, a collective of power holders with at least several hundred, perhaps several thousand, members, who collectively aim to divert the world, not just the United States, to their own collective objectives."<sup>26</sup>

"The source of funds is always a reliable clue to the source of power...<sup>27</sup> What are the practical levers of power? Political influence is not created in a vacuum: it comes largely from financial backing. Who provides most financial backing? Who has the power to finance or not to finance: And who gains: In our society it is the major institutions such as labor unions, multinational corporations (MNCs), foundations, and international banks. Obviously Trilateralism was not founded by labor unions or any group of ambitious academics. The first step in our analysis then is to portray the

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links of Trilateralists with international banking and MNCs. Such links are complex because bank interlocks are complex. Banks are interwoven into a network, controlling the U.S. economy in a large part through stock voting, debt holding, and interlocking directorships." 28

John A. Stormer in his 7-million copy 1964 best seller disclosed:

"Amazingly, the fortunes of America's most successful tycoons, dedicated by them to the good of mankind, have been re-directed to finance the socialization of the United States." 29

Two special Congressional committees exposed the extent to which tax-exempt foundations are using their resources for Un-American and subversive activity. Yet, apparently nothing has been done to check this flow of millions of dollars annually into the hands of conspirators. In 1952, the investigation was started by a Special Committee of the House of Representatives headed by Congressman E. E. Cox (D-Ga). (Special Committee To Investigate Tax-Exempt Foundations, 82nd Congress, known as the Cox Committee). It continued in the 83rd Congress under the direction of Congressman Carrol Reece (R-Ten). "30 (Special Committee To Investigate Tax-Exempt Foundations, 83rd Congress, known as the Reece Committee).

Even though the research was hampered by lack of staff, gross lack of cooperation from agencies of the government, and the foundations themselves, the studies showed:

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"The investigations proved incontrovertibly that money of American capitalist--Ford, Rockefeller, Carnegie, Guggenheim, etc.--has largely financed those working for the establishment of a "new world order."<sup>31</sup>

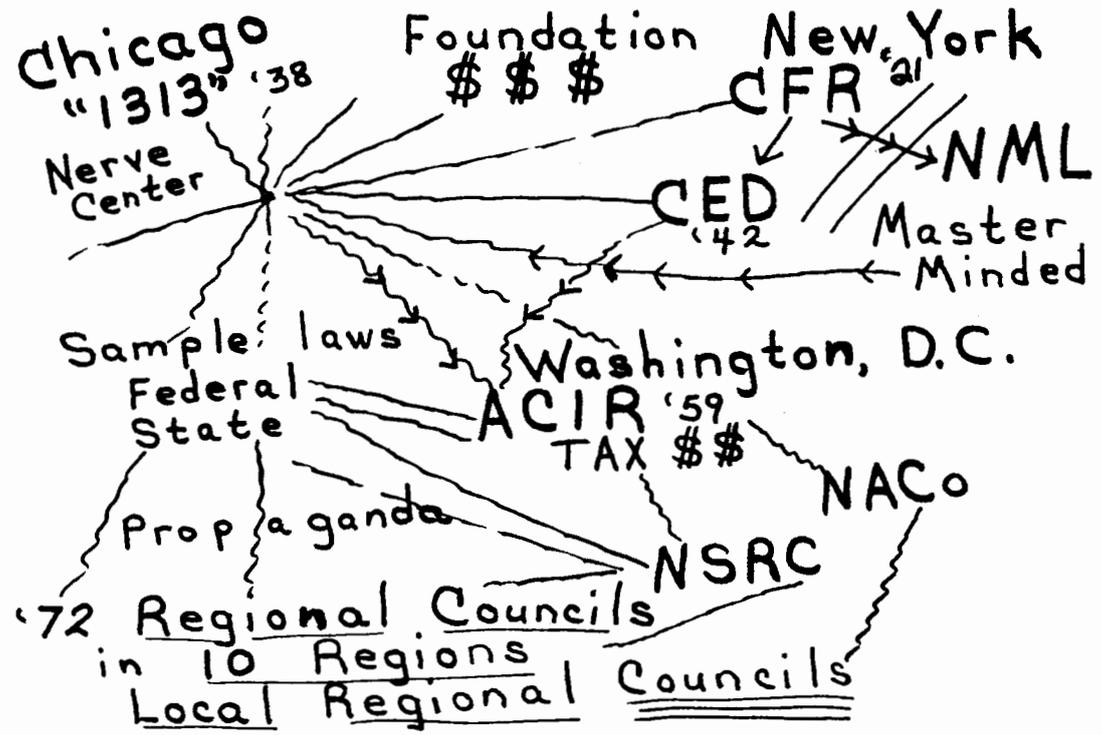
...The movement to socialize America via education discussed earlier was largely financed by foundation funds. The Reece Committee found:<sup>32</sup>

The Rockefeller and Carnegie funds provided the financing for the radical movement in education lead by Counts, Dewey, Kilpatrick and Rugg. Direct grants were made to the National Education Association, Progressive Education Association, American Historical Association, and to the center of the revolutionary movement, Teachers College, Columbia University."<sup>33</sup> (Report, Reece Committee, pg. 120,135-141,149.)

While ordinary people are scrimping and saving to pay all the many kinds and forms of taxes that we have today, the tax-free foundations are restructuring the entire world through education reform.

We have the real rulers hiding behind what most people still believe is the government. The political activity of the nation is being controlled through a network of interlocking agencies. The Council on Foreign Relations (1921) as its name implies works with foreign affairs. Its domestic arm is the CED, the Committee for Economic Development. Across the street from the CFR is located the National Municipal League which masterminds "1313" in Chicago. The building for "1313" was built in 1938 and financed by the Carnegie Corporation and Rosenwald fund (Sears, Roebuck & Co.).

# DESIGNS TO DESTROY SELF-GOVERNMENT



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Through activities at "1313" organizations have been set up to influence elected politicians. There are organizations which politically influence governors, legislators, Congressmen, county and city officials.

### "1313": CFR Controlled

In 1975, a retired Lieutenant Colonel of the U.S. Army, Archibald E. Roberts, explained "1313" in his book, *The Republic: Decline and Future Promise*:

The private agencies through which the Council on Foreign Relations (identified by much testimony as the secret government of the United States) influences officials at the city, county, and state levels of public administration, are located at the Rockefeller University of Chicago.<sup>34</sup>

Mr. Roberts on page 14 of his book listed twenty-two organizations under the heading, "The 'Original' C.F.R. Metro Organizations". Five of those listed included:

Organization	Founded	To Chicago
Nat'l. Assoc. of Attorneys General	1907	1935
National Governor's Conference	1908	1938
Federation of Tax Administrators	1937	1967
National Legislative Conference	1948	1948
Conference of Chief Justices	1949	1949

At this one address, 1313 East 60th street, Chicago (hence the nickname "1313") are listed no less than twenty-five METRO organizations. Through this interlocking directorate sixty (or seventy-one) decision-makers at the top echelon of the C.F.R. shape and manipulate domestic United States

policy<sup>35</sup>...By 1953 a political conglomerate of twenty-two METRO agencies had been established at the University of Chicago. To this group of "1313" control agencies were subsequently added: The National Association of Counties (NACo), The National League of Cities (NLC), and The U.S. Conference of Mayors (USCM). all were directly involved in the promotion and passage of the infamous "regional governance" bill, "The Intergovernmental Cooperation Act of 1968." (Public Law 90-577). All are implicated in the seditious conspiracy of "regional governance."<sup>36</sup>

These twenty-five coordinating organizations control, in turn, their policy unit within the federal government, which is entitled, "The Advisory Commission on Intergovernmental Relations." ACIR is the United Nations "cell" within Congress. Significantly, UN penetration of the U.S. legislative process is explained by the fact that the United Nations Organization is an arm of the Council on Foreign Relations. The CFR established the UN for the purpose of directing U.S. foreign affairs, as "1313" directs U.S. domestic affairs.<sup>37</sup>

...METRO professionals in Chicago prepare "regionalism" regulations and statutes which are then passed on to city, county, and state governments, via "1313" agencies, for passage and implementation...<sup>38</sup>

Is it any wonder that the states all seem to be passing similar education bills? Only they all have different titles and they are worded

somewhat differently. But when one looks beyond the bill names and specific vocabulary searching for the essence of the legislation, the similarities show up. Then our consciousness becomes heavy with the realization of how much the advisors and guides behind the scenes of public view are controlling state and local governments.

Why don't more elected government officials attempt to expose what is happening? Did the silencing of McCarthy in 1954 and his death in 1957, frighten other conservative Congressman enough that now most keep their mouths shut when they observe the unAmerican activities taking place?

The Advisory Commission on Intergovernmental Relations was created in 1959 by Congress and President Eisenhower. In *Information U.S.A.* (a book which lists many government offices and bureaus) by Matthew Lesko, the ACIR is listed in a separate section of the book under quasi-official agencies, meaning it is partly public and partly private. The public part is that you pay tax dollars for it, but its control is under the majority rule of "1313".

ACIR bombards Federal and State governments with legislative proposals. Many times the push for passage of a measure is cloaked in vocabulary fooling the citizens into thinking it is for the common good of the people. For example in Iowa: "Home Rule" for municipal government was voted for by the people in 1968, and again in 1978, the voters passed "Home Rule" for county governments. Home Rule sounded to most people like they would have more say in local government but too late they realized it had just the opposite effect.

A map that we do not see very often is one showing the United States divided into ten Federal Regions. Archibald E. Roberts's book on regionalism supplies us with additional information:

Although given little publicity,

## *Education Reform Will Control YOU*

the White House, on March 27, 1969, pronounced that the United States had been divided into ten Metro regions. In so doing, President Nixon and his controllers set in motion a series of pre-planned events which would, by February 12, 1972, place virtually every facet of the lives of U.S. citizens under the domination of socialist planners.<sup>39</sup>

It is important to realize that the President did not have the authority of Congress or any state legislature to establish regional government. The people who serve in those Federal Regional Councils are not elected by you nor are they accountable to the taxpayers.

It is intended, of course, that regional council members will assume all real authority over State governments and the people they represent. The people and the States will be reduced to political impotency.<sup>40</sup>

Promises of bloc grants and revenue sharing have bought cooperation between the regional councils and state and local government bodies.

Few realized then, or comprehend now, that regional governance is a new form of government which has been covertly engineered to replace the city, county, state, and school district system.<sup>41</sup> ...An examination of the type of government proposed under regional government show that it is a government by appointed rather than elected officials. Under regional government disfranchised U.S. citizens are to be held in bondage, in perpetuity, as producers and servers for a self-appointed Oligarchy.<sup>42</sup>

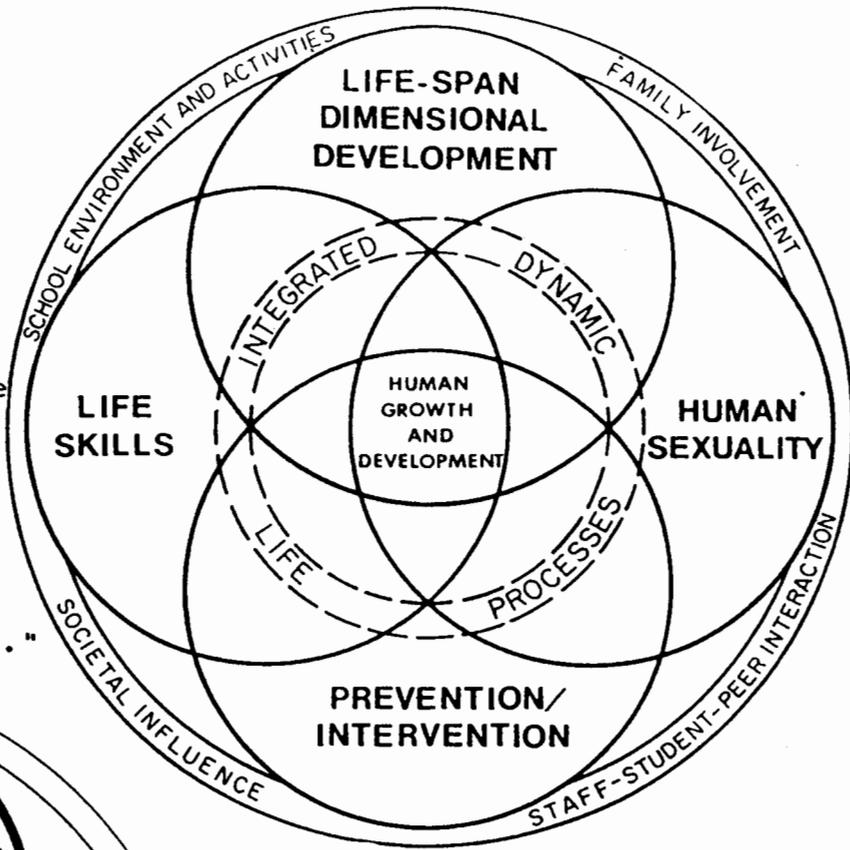
This integrated conceptual schema was taken from --

**HUMAN GROWTH AND DEVELOPMENT  
A GUIDE TO CURRICULUM  
DEVELOPMENT**

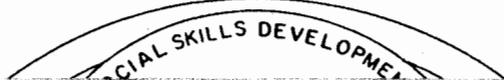
IOWA DEPARTMENT OF EDUCATION

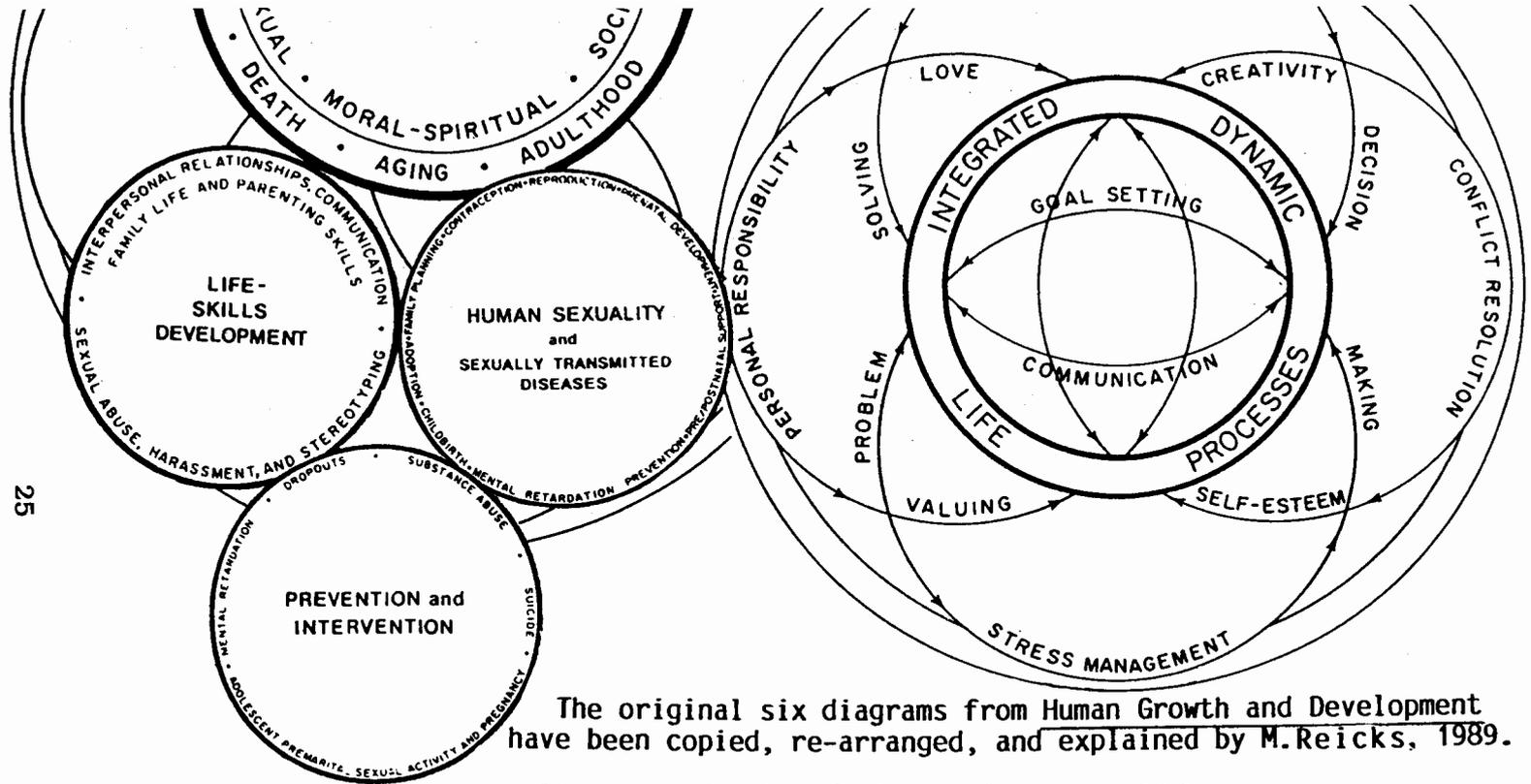
From page 28, I quote, "The integrated schema emphasizes the holistic philosophy of the curriculum...how they link... home...school...community.

Page 18..."Human growth education...lifelong process. .. a series of interrelated topics...it is preferable incorporated into other topics.."



24





From these diagrams it is obvious that our life-span will be completely controlled by community education. The interaction between the learner, the learning institution, and the community will be an integrated never-ending cycle. We will be a controlled society right in our own community.

# *Schools Aren't Public Anymore*

## Part 2

### Schools Aren't Public Anymore

Despite the down-home flavor and rustic cast of the government office of Lamar Alexander, the United States Secretary of Education, the secretary's words sound harsh and seem to re-echo loudly in the home-like surroundings.

I think it's time to rethink what a "public school" is. We've assumed that it's a school operated by a school district. But that's only because we've always done it that way.<sup>1</sup>

The man who describes himself as a sparkplug for change must think that all of us out here just fell off the turnip wagon. An interviewer asked him, "Would..a school run by Xerox--be accountable to the public? He had the audacity to answer:

Yes, because that school would still be public in nature. It would have to meet the same high-standards, and it would be accountable to some public institution.<sup>2</sup>

The reporter said to Alexander, "You support a national assessment system. Does that also mean a national curriculum?" Again the U.S. head of education gave an answer which sounds as if he thinks Americans have blank spaces between their ears. He replied:

You can have national standards,  
even a national assessment system,

## *Schools Aren't Public Anymore*

without a national curriculum.<sup>3</sup>

Oh yeah! Does he believe our minds are so full of the education propaganda churned out through the media for years that we won't see through that one. It doesn't take brilliance to realize that if national standards are set, and if assessment tools are developed to test for those standards, teachers will have to use curriculum that teaches to those tests. So, the end result will be a national curriculum!

"Schools wait for Their Report Cards", an article in NEA Today, December, 1989, says that:

School-by-school, district-by-district, even state-by-state achievement comparisons are the latest wrinkle in education reform. The theory is that comparison will trigger the ultimate reform weapon: public pressure.<sup>4</sup>

The vice-like squeeze is on to push us into reform from the national level, pressure from above; and from below, at the local level. Former Education Secretary Terrel Bell is credited with beginning the national comparison of education performance with his wall charts. The wall charts compared the states on the cost of education, graduation rates, SAT scores, and other data on huge, wall-sized charts.

Beverly K. Eakman in her well-documented informative book, *Educating for the New World Order*, 1991, presents convincing evidence about testing. Today tests are not just testing academic skills, but are testing attitudes and values.

Were these truly academic tests, and were the government legally sanctioned to a use a "national test" and produce a "national curriculum," perhaps the whole business would fly--the only complaint being, perhaps, redundancy,

## *Schools Aren't Public Anymore*

or overkill. But if tests are primarily, or even half, attitudinal in nature, set up in such a way as to bring in psychologically manipulative curricula to correct "wrong" answers, then a question of legality arises. Federal law specifically forbids the government from involving itself in curriculum at all, much less nationalizing it.<sup>5</sup>

In Information U.S.A., is printed these facts about the National Assessment of Educational Progress Data Base:

The NAEPIRS data base contains findings from the National Assessment of Educational Programs (NAEP) project. NAEP is an on-going assessment of the achievements of students aged 9, 13, and 17 with periodic coverage of adults. NAEPIRS contains data collected since 1969 on more than ten million students in ten subject areas, including reading, mathematics, science, writing and social studies. Retrievable data includes: attitudes, background, sex, race, geographical location, economic status, parental education, achievement level and more.<sup>6</sup>

So we learn that a data base maintained by the U.S. Department of Education has tested children for over twenty-two years already! Why does the government test attitudes? Why is government so concerned about economic status and parental education?

For years teachers have been taught to write education objectives for behavior change in their students. Why all the big emphasis on behavior change? Eakman in her book contends that if attitudes are known and they don't match what the planners' objectives are, then

## *Schools Aren't Public Anymore*

curriculum can be funnelled to that student or school to change thinking. Eakman calls it people-shaping through programming. Shirley Correll, who reviewed a mind-manipulation program in 1983 and warned:

Total Government Control of the...schools, for the purpose of molding society to the will of a small elite, [is] not responsible to the general populace...and steps must be taken..."<sup>7</sup>

Nothing was done! Meanwhile the elite movers and shakers are steaming full throttle down the track. Not just content in setting six national education goals, the Nation's Governors are now pushing for creation of a mechanism to monitor the Nation's and States' progress towards meeting the goals.

The Governors of Missouri, Indiana, Iowa, South Carolina, Washington, and Colorado sit on the National Education Goals Panel; along with four members of the U.S. Congress which include the Majority and Minority leaders of the Senate and the House of Representatives; the four members of the President's Administration include Lamar Alexander, Secretary of Education; Darman, Director, Office of Management and Budget; Porter, Assistant to the President for Economic and Domestic Policy; John H. Sununu, White House Chief of Staff. Their aim is to:

"spur ... efforts by providing an honest mirror of the levels of achievement existing in American education among learners of all ages and to select educational performance indicators and benchmarks that will encourage and drive reform."<sup>8</sup>  
(author's emphasis).

Six Resource Groups of nationally recognized educators, business people and technical experts

## *Schools Aren't Public Anymore*

were asked by the Panel to identify indicators to measure progress toward the national goals. They are to identify what data are available for the first annual Progress Report which is to be released on September 29, 1991. That report will be the subject of A Forum on National Education Goals in Des Moines, Iowa, October 27-28.

The panel printed a Discussion Document to be used to seek public dialogue and comment. There were regional and national forums to record testimony which was synthesized into a document to guide the Panel on indicators and references to be used in the report in September. All organized to look as if the people had input, but most likely the design of the reform was already formulated. The forums were just smoke and mirrors to make it all look like it was what the people wanted.

### **"Withering Away" of the State**

The big buildup on education reform reminds me of the words of Engel regarding the "withering away" of the state. In this Age of Information, changes are made to look like golden opportunities. But if one examines more closely beyond the highly proclaimed advantages, it becomes evident that it is just another attempt to adulterate the government.

Nikita S. Khrushchev, Premier of the USSR, 1959, during a visit to the U.S. for talks with President Eisenhower, made the often repeated jolting remark, "We will bury you."<sup>9</sup> Khrushchev admitted himself that that shocker was distorted and that what he was saying was not the physical burial of any people but that socialism would overtake capitalism, capitalism would be buried.

Hey wait a minute, but it is the capitalist themselves that are using the laboring people to vote us into socialism! The heads of labor unions are working hand in glove with the globalist to take this country into a Social Democracy.

## *Schools Aren't Public Anymore*

The elite planners are hoodwinking us! As the controllers of propaganda, they make the laborers believe capitalism is being wiped out, while in actuality the multi-national corporations hope to be the controlling elite of the entire world.

### **U.N. Vehicles: Education & Environment**

The United Nations can't take direct control of the world so through deception they are moving toward world domination. Two vehicles that most would not suspect are being used to put us under the power of the planners -- **education and the environment.**

It is true that much of the wealth and power of this earth is already in the hands of the elite planners. But the major task yet to be accomplished is the bringing of the people to the point where they want and work for a one-world society. Education and environment fit that plan very adequately.

### **Wallace Foundation**

For example in Iowa: The general assembly declared the public good requires that Iowa successfully participate and compete in the emerging world economy. To meet that goal, the legislators established The Wallace Technology Transfer Foundation of Iowa in 1989.

Under section 28.153 of the Code of Iowa, it reads, "The Foundations shall not be regarded as a state agency, except for purposes of chapter 17A" (Chp. 17A is the Administrative Procedure Act intended to provide a minimum procedural code for the operation of state agencies when they take action affecting the rights and duties of the public.) But the Wallace Technology Transfer Foundation is not a state agency!!! (author's emphasis).

The members of the board of directors, are not considered state employees, except for purposes of chapter 25A (which is the State Tort

## *Schools Aren't Public Anymore*

Claims Act). Under the act, state agencies are protected against claims against the state of Iowa caused by negligent or wrongful act or omission of any employee of the state. Again, the Wallace Technology Transfer Foundation of Iowa is not to be regarded as a state agency, then how can members of the board of directors be considered state employees???

The executive director, and employees are not state employed except for chapter 25, they can be under the state retirement system, receive state health and dental benefits and other state employee benefits!!!

### **Foundation's Funding**

The foundation's fund is composed of money appropriated by the Iowa general assembly, money from the United States, other states, foreign nations, and private sources. (Wow! what are we setting up here in Iowa, is it an international marketing system to control agriculture, business, industry, commerce, science and technology?)

The foundation will develop a strategic plan to coordinate activities of technology and research centers operated by the state universities with Iowa industry, and state government. The foundation will review licenses and patents (will this become a control on who gets patents?)

The mission of the foundation shall include but is not limited to the following: (author's emphasis).

1. A program to identify barriers which may hinder the development and exploitation of technology in the global economy.
2. Continued development of Iowa's capacity for scientific and technological innovation.
3. A cooperative, coordinated program of forecasting, assessment, development, and commercial transfer involving Iowa's capacity for scientific and technological

*Schools Aren't Public Anymore*

innovation.

4. Formulation of a long-range strategic plan to guide state investment in applied research, development, and commercial transfer of selected scientific and technological innovation and in the development of Iowa science infrastructure.
5. A mechanism to organize funding from a variety of sources to support the development and commercial transfer of scientific and technological innovation.
6. An outreach program to actively seek and improve products and processes with Iowa's scientific and technological innovations.
7. Establishment of a seed capital fund which shall be administered by the board to provide seed capital for the commercialization of products, or the development of processes or materials through research at Iowa colleges and universities or by private industry.<sup>10</sup> (author's emphasis).

A brochure from the foundation claims that the foundations is playing a key role in Iowa's economy by supporting the formation of new businesses to utilize scientific and technology resources of the state. (Is the foundation making sure new businesses come under its influence and within a few years, under the foundation's power to control?)

The brochure shows a triangle: The left top angle is labeled Iowa Colleges and Universities, and the opposite one is marked Iowa Industry and Agriculture, with the lower angle titled State Government. Underneath it reads, "The Wallace Technology Transfer Foundation: A three-way partnership whose mission is to enhance and expand Iowa's technology-commercialization opportunities."<sup>11</sup>

The Wallace Foundation seems to be following the ideas of Marx and Engel to centralize all instruments of production in the hands of the

## *Schools Aren't Public Anymore*

state.

Noting the changes in the world around us, it is interesting to analyze what Marx and Engels wrote: "National differences and antagonisms between peoples are vanishing gradually from day to day, owing to the development of the bourgeoisie (This word means the middle class property owner--as Marx would have the reader believe. In actuality, today we know that we are being manipulated into a global economic and political system by mega-corporate commercial and industrial interests.), to freedom of commerce, to the world market, to uniformity in the mode of production and in the conditions of life corresponding thereto."<sup>12</sup>

### "America 2000"

"America 2000", spring 1991, is a blueprint released by President Bush and Lamar Alexander, the U.S. Secretary of Education, on how to meet the national education goals by the year 2000. There seems to be many common objectives that connect "America 2000" to the national goals and other national reports, they include:

**Outcomes-based education** - assessment of a school, school district, as well as students, in what they can do and not just what courses they offer or have taken.

**Focusing on early childhood education and child care.**

**An emphasis on math-science based on competing with schools in other nations.**

**Functional literacy.**

**National testing using not only academic skills but higher order thinking skills and behavior observation of the student.**

**Empowerment of teachers to allow them to have site-based decision-making powers (teachers controlling education).**

**Increased use of high level technology including satellites, telecommunications (using fiber optics), computers and data**

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bases nationwide, and networking research laboratories.

Establishment of family resource centers in or near the schools. Increased parent and family involvement meaning teacher visits to the home and parents physically attending class in school (family under dictatorial powers!).

Collaboration between specialists from government agencies, social service departments, community organizations, and the schools.

Involvement by business and industry in promoting and financing education reform.

Job training and employment to involve close cooperation between the school program and training or employment in a business or industry.

### **Nation's School Report Card**

On September 29, 1990, the nation's report card was released. Colorado Gov. Romer, chairman of the National Education Goals Panel, and Lamar Alexander appeared on the ABC program, "This Week With David Brinkley". Romer related, "This report card is going to say to America, look, we've got a long ways to go." He told that it is clear that "performances are sub-par" and "In math...we're not doing well at all."<sup>13</sup>

Romer made suggestions on how to improve student performance:

Standardized national tests for all students in fourth and eighth grades.

Increasing school system budgets by trimming from other government programs, raising extra revenue through new taxes and smarter spending of school dollars.

An extended school year.<sup>14</sup>

The Secretary of Education Alexander said that a lot of money has gone into education with only marginal results. That remark sounds to the

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author like he is pushing for the financing of education to be linked with student and school district achievement.

Linking financing with performance sounds good on the surface! But whose goals are we striving for? Who is writing the national assessment and who will interpret it? Who will issue rewards? Who will operate the punitive system over the non-conformers? "The Plan" becomes an unpleasant, frightening situation. Global arms are reaching into our community life to control, and with inquisitive eyes and ears, are reaching right into our family home.

### **Corporate Influence**

In 1988, Marc Tucker, former executive director of the Carnegie Forum, launched a new entity, the National Center on Education, based in Rochester, N.Y.

"The center has received a \$200,000 grant from the Carnegie Corporation of New York...The institute will work collaboratively with the school and university systems...to test out some of the ideas explored in the forum's 1986 report, *A Nation Prepared: Teachers for the 21st Century*." 15

The National Center on School-Based Reform was created in 1988 in Jefferson County, Kentucky. The center's president, Schlechty, helped engineer one of the nation's first career-ladder programs in North Carolina.

"The Center...will provide technical assistance to districts interested in restructuring their schools...Funding for the center...has been provided by the Matsushita, Bell-South, and Gheens foundations and the local school system." 16

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In 1989, "Business leaders...met with President Bush and pledged a 10-year effort in which key corporations will work with every state."<sup>17</sup> Additional information stated that over all there are some 140,000 ties between corporations and schools according to *Partnerships in Education*.

There are many examples of partnerships in education. I will describe only a few:

"With corporate help, we're building the school of the future right now", was an article on smart classrooms in *The American School Board Journal*, Mar., 1989. In 1986, in Scott County, Kentucky, The Toyota Motor Manufacturing built a \$1.2 billion plant. Local schools invited the Japanese-owned automobile-manufacturing giant to be their partner in education.

"The first step was to establish a strategic planning team. Its purpose: to develop a five-year plan to guide the Scott County schools into the "Toyota era"--and into the 21st century. We asked board members, administrators, teachers, business and industry leaders, state education officials, education consultants, and Toyota officials to serve on the planning team...to develop a 'Blueprint for Excellence" in education technology."<sup>18</sup>

Wal-Mart stores have signs up that if a customer buys certain brands that Wal-Mart and the manufacturers of those products will help buy computers for local schools.

In Cedar Rapids, Iowa, Sept., 1991, funding by US West Foundation for a parent education-preschool project was announced by the school and University of Northern Iowa officials.<sup>19</sup>

Grocery stores offer to buy computers for the schools if enough grocery receipts are placed in the box with the name of the school of your choice. When so many receipts are received, the

## *Schools Aren't Public Anymore*

store will buy a computer or computers for that school.

The summer, 1991, Kids for Saving Earth News, a newspaper for kids featured a special U.N. edition. KSE News is published four times a year by Kids for Saving Earth, with the help of Target, their International Sponsor.

The front page of NEWS reported about kids who were selected "Champion Defenders" from thousands who entered the Earth Expo '91 sponsored by the United Nations Environment Programme, Kids for Saving Earth, and Target Stores. The class winners and their schools were written up with a short description of their winning project. "On June 5, these Champion Defenders will be recognized at the United Nations in New York City in a tribute to international environmentalists, celebrities, and heads of state who have made a significant impact on the environment."<sup>20</sup>

It seems so sad that the world government promoters are scaring the wits out of little children about the pollution problems and materialistic bloat of this planet. Such conditions were not created by the little ones but by the very people that are now yelling the most to do something.

The activities of KSE will condition the young to do anything for the environment even to giving up the sovereignty of this nation for a one-world management system that will solve the environment crisis.

Are today's environment issues purposely being set in place to force people everywhere to accept worldwide controls on them? Education will condition the minds to not only accept global powers but to even request such controls and work for them.

Who will benefit most - the masses who did not create the situation or the elite world planners who intend to control an entire world?

How can Christians stand still for letting "The Plan" become reality? If men believe that men alone can solve the world's problems why are

## *Schools Aren't Public Anymore*

Christians not protesting?

If the God of the Christians is not in the schools, why are Christians there?

How can our Lord restrain his hand against the people when not even the Christians are good soldiers for the Lord? Why aren't more people remembering the words of second Timothy 2:3, "Thou therefore endure hardness, as a good soldier of Jesus Christ."

How can parents allow the world's ways to be taught to their children? Do too many think that it does not matter if we compromise on God's principles? Does it make more sense to them to conform to pagan practices such as celebrating Halloween than to be strong for the Lord?

The Lord wants us joyful but to find it in wisdom. Wisdom comes from the knowledge of God. The Bible is our guide for a good life. But most important by staying close to the truths and teachings of the Bible a believer will find eternal peace and happiness with the Lord.

No wonder Satan wants Christian teachings out of the schools. Is there any doubt why Satan wants full reign in the schools---they have become Satan's Church. The schools are teaching there is no right or wrong, many teachings are contrary to the Bible (i.e. the Bible teaches that homosexuality is an abomination to the Lord, the schools teach that it is an alternate lifestyle) sexual immorality is upheld, Eastern religious teachings such as Hinduism is practiced in public schools, and witchcraft, satanic practices, and paganistic teachings can not be kept out as their presenters claim that they have rights under law and should have equal access in the schools. Such an educational system is placing humanists in high positions in business and government. We are indeed in a swiftly moving downward spiral to a wicked evil world.

### **Whittle Communications**

In speeches I made in 1989, I warned about

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"Channel One". Whittle explained for an article in U.S. News & World Report, Nov. 6, 1989, about the idea for Channel One. The news broadcast for teens runs for 12 minutes, including 2 minutes of commercials. The three segments: headline news, feature story and a running feature, are beamed into a school via satellite. The program opens with a flashy graphic featuring the world. (the entire broadcast has an emphasis on world news).

In the article, Whittle:

"Talks about year-round schooling, about combining day care and education and combining work with school, about dedicating one grade to public service, such as helping teach a younger grade, and, of course, about using electronic technology to help kids learn."<sup>21</sup>

Almost three years later, I was stunned to open the local paper, the Decorah Journal, Sept. 26, 1991, to read a front page headline, "What do you think of Channel I?" Pictures of local high school junior and seniors appeared with the answers to the interviewer's questions.

One intelligent senior certainly saw the problem with Channel One as she replied that there was more world news and not much on America. She also pointed out that it's wrong for schools to push commercials forcing students to watch them.

Why would any school district be tempted to use Channel One with advertising sandwiched in with the news? Whittle Communications Co. signs a three year agreement with a school district, who wants to receive the programming, and provides without charge "the satellite dish, wiring, video cassette recorder and televisions necessary to view the program..."<sup>22</sup>

### **Children At-Risk**

In the new Iowa School Foundation law is a

## *Schools Aren't Public Anymore*

new section on programs for At-Risk children. I sent out an alert about at-risk and early childhood legislation in April, 1989:

Today, as I drove through the countryside, I was beginning to enjoy thoughts of spring when my thinking turned to the Iowa State House--abruptly the joy vanished.

An Early Childhood Bill, has been amended by striking everything after the enacting clause and inserting language like the following: It is the goal of the general assembly to ensure that early childhood educational opportunities are available to meet the needs of all children in this state...Only appropriately certified or licensed personnel will staff these programs ...establish standards for teachers, and those who work with children from birth through eight years of age...standards for facilities, curricula, materials...parenting skills.. "substantial parental involvement" means the physical presence of parents in the classroom ...before and after school child care...child day care for children not enrolled in school ...assist school districts in the development of all-day, everyday kindergarten programs, child care programs, and before and after school programs for children...area education agencies to develop statewide technical assistance support network ...cooperate with other health and community agencies..human services...home visits..parenting skills in providing for children's learning and their physical, mental, and emotional development ... experiential education.

The School Finance Bill, has similar language on child care, parenting skills, and also, includes school-based youth services for at-risk students, programs which at a minimum provide job training and employment services, mental health and family counseling services, and primary health care. Programs will be considered which provide access after school, in the evening, on weekends, during the summer, and twenty-four hour telephone hotline service.

## *Schools Aren't Public Anymore*

Partnerships between the public and private sectors are particularly encouraged.

An amendment to require written parental consent lost.

### ARE OUR CHILDREN TO BE UNDER THE TOTAL ABSOLUTE CARE OF THE STATE???

Tax dollars will quickly vanish on programs to set up "babysitting services", health centers, and child care by government licensed personnel in our schools.

Will the schools become gigantic experimental laboratories to tinker with the minds of our children? Another aspect is that if government services skyrocket, this will accelerate inflation and further reduce family budgets causing dependence on governmental assistance, and will create cyclic events with no relief in sight.

For sure, many will point to the at-risk children as a reason for day-care but do they consider such programs as "clinically dangerous" or do they fear the "depersonalization" of tiny tots? Have they any feelings for the privacy and rights of parents?

Even experiments with monkeys demonstrate that babies grow and develop better with their own mothers. There are inherently important factors to consider in the emotional-cognitive development of a young child. For example: the bonding between a child and the parent is extremely important to the psychological maturation of a child.

Some, today, bemoan the plight of family life and promote the dependence of families rather than encourage their independence. Government should protect the family but not demean and destroy family life.

I believe education is the number one important issue in our nation today.

## *Schools Aren't Public Anymore*

### **Single Societal Institution**

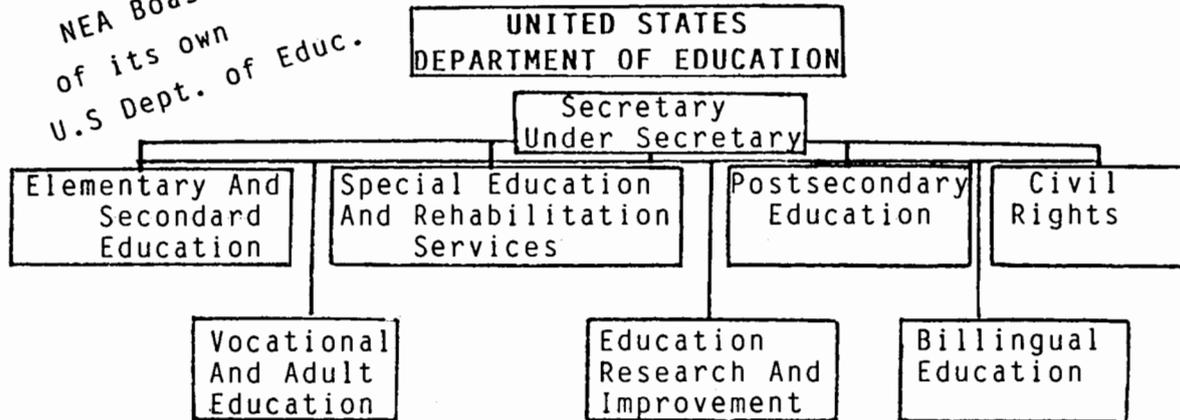
William Lepley was quoted in the Cedar Rapids Gazette, Sun., Mar. 19, 1989, as saying that in his ideal future district, school buildings are "hubs of the community, since the society in the year 2010 has realized that the school is the **single societal institution**, a resource and a catalyst for children, family, as well as learners of all ages. In straight forward language, he simplified "The Plan" for education so all can easily understand it:

"Teachers in ideal schools are managers of the learning environment...The ideal school houses social agencies such as health, job, and human service agencies, child care and serve as the community's senior citizen volunteer center...adults come to ideal schools--open round the clock--for educational opportunities ranging from childbirth and parenting classes to pre-retirement planning...the superintendent coordinates children and family services, in addition to education."23

Lepley also reveals how it will be held in place. He tells of how by the year 2000, each learner's microcomputer will be connected to powerful instructional databases worldwide. A global authority will be in control!

The school is to be the single institution for the society! Folks, what does that quote indicate for the position of the church in our future? A war is waging over whether or not Christians will be able to practice their faith according to Biblical teachings and have the right to acknowledge the Lord Jesus Christ.

NEA Boasts  
of its own  
U.S. Dept. of Educ.



**NEH**

**National Endowment  
for the Humanities**

The Act of Congress that authorized the Endowment defines the humanities as the study of...those aspects of the social sciences which have humanistic content and employ humanistic methods; and the study and application of the humanities to the human environment.

Through the U.S. government there is an expansion of activities such as grants, loans, awards, fellowships, conferences, university/industry research, etc.

**DATA BASES** maintained by the by the Department of Education  
Some programs provide financial assistance directly to private firms, institutions, or individual  
ERIC is the largest data base in the world devoted entirely to educational literature and materials on many topics including current research and development.

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**New Age religion**

A New Age religion is in the making. I personally, believe that this new anti-God religion will get its biggest impetus in the public schools.

There are many indicators of a new religion in many stages of development. New Age writer, Marilyn Ferguson in her book, "The Aquarian Conspiracy" wrote that "the Aquarian Conspirators" were more involved in education than in any other work. "They were teachers, administrators, policymakers, and educational psychologists."

In 1988, the bill that was much more than a sex education bill became a state mandate to teach mind altering practices in the public schools. Values clarification, behavior modification, group consensus reaching techniques, me-ism, world government, and more, now must be taught in the classrooms. Of course, the bill doesn't say it exactly in that way, the law reads that instruction shall include responsible decision-making, social skills, self-esteem, awareness of the cultures of other peoples and nations, human sexuality, interpersonal relationships, and parenting skills.

Religion will be taught as comparative religion teachings. The students will study non-Christian religions. A young person will study other religions to the extent that his immature mind will consider Christianity as just one of many, and not that important anymore. Will there be teachings on cults and the occult, also?

Are you beginning to see the spiritual warfare that we are in? Can you see that this battle is not one just for the fundamentalists, the home schoolers, or for the private Christian

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schools? Do you understand that all Christians must work together to protect their Constitutional rights and freedoms to practice their religious beliefs. Then let's work in unison to protect Christian education from anti-God forces!

The state expects all private and Christian schools to employ state certified teachers and to be state accredited. How can we let the state attempt to enforce state powers over our Christian education? We can not allow the state to dictate to our schools that we must hire teachers trained under humanistic teacher training programs. There is no way that a Christian school should teach global education as mandated by the state. How can a Christian school, supporting moral teachings and Biblical truths; teach classes on the weighing of values, mind altering techniques, and higher order thinking skills involving visualization and guided imagery, and techniques from far Eastern pagan influences?

My heart is in trying to alert people to the tremendous dangers we face today if academic freedom is lost. My desire is to warn more people of the impending education crisis.

### **Grand Exodus**

What can Christians do? I believe we must remove all Christians out of any state school - elementary, secondary, or higher education institution. The powers coming down on us require immediate and drastic steps-- it seems one of the best ways to slow evil forces down.

Public education was a Marxist idea in the first place. "Free education for all children in public schools. Abolition of child factory labor in its present form. Combination of education with industrial production, etc."<sup>24</sup>

Today education is being combined with industry. The Globalists will control the family and the work place through elementary and

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secondary education. State colleges and universities and industrial parks built around colleges will control businesses, industry, finance, research and development. Through modern technology we will be a managed society...through lasers, computers, telecommunication, fiber optics, genetics, biotechnology, medicine, and other scientific interventions. All of our life from the cradle to death will controlled.

### **A New Lesson: The 2nd American Revolution**

Mr. DiLorenzo wrote of an excellent solution to our education crisis in *The Freeman* magazine in July, 1991:

"Needed: A New American History Lesson...public school cartels... support...politicians (who) use the coercive powers of government to enforce "private" cartel agreements... Local public schools are monopolies since, by law, they enjoy a captive audience of students, are funded by compulsory taxation, and mandatory attendance laws force their "customers" to "consume" their "product"...The American Revolution was fought partly as a protest over government-sponsored monopolies that King George III tried to impose on the colonists. It would be a fine history lesson indeed for America's school children to witness a second American revolution against monopolistic government, starting with the dismantling and privatization of the public school cartel."<sup>25</sup>

With our children in the socialistic schools of America, it should be plain to anyone how we have slipped so far into socialism. Let's get our children out of state schools and give

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new hope to a nation in grave danger.

### **"Revolutionize American Education"**

President Bush on October 1, 1991, in a CNN televised program from a junior high school classroom, in a soft spoken voice told the nation, "revolutionize American education". I believe the revolution in education he spoke of would completely socialize America.

Let's have a revolution! President Bush called for a revolution, isn't it time we give him one. Let's revolutionize education to restore America to the republic it was meant to be!

Take the students of the United States out of state schools en masse. Put the students in schools that do not use state certified teachers and state accreditation, or homeschool without following state regulations. Education is the God-given right and responsibility of parents.

Liberty comes from our Creator. Our Constitutional government was instituted to protect its people and their liberties. We have allowed anti-God forces to adulterate our government to the point that we are the slaves of government.

Early schools were Bible schools so that everyone would know wisdom. "The fear of the Lord is the beginning of knowledge: but fools despise wisdom and instruction."(Proverbs 1:7).

If our nation is to be blest, we must set our priorities straight and practice guidance from our Lord.

**"Receive my instruction, and not silver; and knowledge rather than choice gold. For wisdom is better than rubies; and all the things that may be desired are not to be compared to it."**

**With deep concern for my nation and its people.**

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### Part I "The Plan"

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### Part 2 Schools Aren't Public Anymore

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As Christians we must remember the words of Revelation 2:26: "And he that overcometh, and keepeth my works unto the end, to him will I give power over the nations."

Marilyn L. Reicks

Bachelor of Science in Education in 1969 -Wartburg College, Waverly, Iowa. The degree was in elementary education kindergarten through grade nine.

Master of Science in Education in 1979 - Drake University, Des Moines, Iowa. My masters degree was in Learning Disabilities and Emotional Disturbance.

Taught public education over 24 years: In rural schools in the early fifties, fifth grade in the seventies, and then went back to college for my masters. I taught learning disabilities, first in junior high grades 7-9; then set up a classroom for emotionally disturbed high school students who came to a residential center in the district. Those behavior disordered and emotionally disturbed young people came from areas around the entire state. I learned a lot about what was happening to students in my state. Even though a sixteen year old student could not read well or do math, the emphasis was on behavior modification not on improving his/her abilities to perform well in academics.

Was one of eight Iowa elected pro-family delegates to the 1980 National White House Conference on Families. I began awakening to the evil in our land.

Was the sole founder and incorporator of Professional Educators of Iowa in 1981.

In 1982, was asked to read applications to the Federal government for Law Related Education.

Member of the Iowa Right to Work board for ten years.

Member of the national advisory board of Concerned Educators Against Forced Unionism.

Was the Republican candidate for state representative from the Marshalltown area in 1986.

In 1985, I gave up a \$23,000 teaching contract. I refused to allow positive peer culture activities in my classroom. My next teaching position at \$16,000 a year meant a \$7,000 cut in salary. Two years later, I was cut to half-time. I believe my philosophy of teaching and political beliefs were not wanted.

During 1988-89, I drove 70 miles a day to teach in two school districts, giving me full time employment.

During Easter vacation, 1987, I cut my visit short in Denver, Colorado to fly home to lead a group of teachers in a protest to the Governor of Iowa about the proposed Excellence in Education Act (law '87).

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