

The Fallacy of a Neutral Public School System

One doesn't have to search far in order to discover some very distressing statistics in regards to the spiritual condition of our Christian teens today. According to one study conducted in 2006 by The Barna Group, 61% of young adults in their 20's who attended church as teens, no longer actively attend church, read their Bibles or pray. Unfortunately, most continue this pattern into later adulthood. So why are teens walking away from the faith when they leave home?¹

In a separate study, The Barna Group asked teens what factor would most influence them in making a moral or ethical decision. Surprisingly, the answers given by "born again" teens, closely mirrored the answers of the general teen population. Only 12% claimed that the Bible would be their biggest influence while 10% followed the values taught by their parents. On-the-other-hand, 34% said they would make a moral decision based on whatever feels right or comfortable in that situation and 13% based on whatever would produce the most positive outcome for them personally. (The remaining percentages dealt with other people's expectations, thoughts and actions.) When asked whether they believe there are moral truths which are absolute and unchanging, 76% believed that moral truth depends on the situation and 15% said that they didn't know. Only 9% agreed that moral truth is absolute and unchanging!²

What do these stats tell us about the next generation if they are a true reflection of where our "Christian" teens are at? What influences are drawing them to reach these conclusions? One major influence in our children's lives is school, where our children spend a huge portion of their day. In this article, I will not be focusing on the pull of the largely non-Christian peer groups our children are immersed in at school, which we are all aware of. Instead, I want to comment on the trends within our school systems themselves and what is being taught in many classrooms.

There is a huge push in our nations' schools to conform to a global curriculum being

promoted worldwide through a division of the U.N. called UNESCO (U.N. Educational, Social and Scientific Organization). The purpose of this global curriculum is to draw our children more and more in line with the movement towards a global community and a one world government.

In order to achieve their new planetary civilization, globalists understood early on that they would have to influence the world's educational systems. Only by reeducating our youth to embrace a new set of cosmic values—referred to by Gorbachev, Muller, and other New Agers as the “Global Ethic”—could their political efforts succeed.

Understanding the important role of schools in the development of children, the U.N. embarked on a vigorous campaign to replace traditional Western curricula, which had promoted a strong sense of national identity and a Christian ethic. They proposed a new international curriculum promoting the concepts of world government and pantheistic religion. This new curriculum, it was hoped, would turn children into “global citizens” who would not only embrace the new order but would actively work to help bring it about.³

This new approach to education clearly involves undermining children's biblical worldview and values, which are unacceptable in the new world mindset. The author of this new global curriculum was Robert Muller, a long-time member and highly influential man in the U.N. In 1989 Robert Muller won the UNESCO Peace Education Prize for developing his World Core Curriculum. In his book, *New Genesis: Shaping a Global Spirituality*, Muller claims, “Yes, global education must transcend material, scientific and intellectual achievements and reach deliberately into the moral and spiritual spheres.”⁴ Robert Muller is a blatant promoter of the

New Age Movement, and many of his philosophies for education are based on Alice Bailey's writings. Bailey was a prolific writer of the 20th century, who wrote her books using occultic trans-channeling under the direction of her demonic spirit guide, Djwal Khul. Her work, as well as the World Core Curriculum and much of the U.N.'s material, was published through a company she founded called Lucifer Publishing Company. The name was later disguised by changing it to Lucis Trust. (Check out www.lucistrust.org if you want to see what occult beliefs and spiritual values this company is promoting in our schools!)

If you think Muller's curriculum is harmless, consider what he said while speaking to school children at a Global Citizenship 2000 Conference in Vancouver, British Columbia in the spring of 1997. Muller was introduced as a "planet elder," and he went on to encourage the children with much hype and environmental propaganda, to remember that they were global citizens and sons and daughters of the sun and "Mother Earth." He told the students that they must:

consider the Earth as being number one, your Mother...behave correctly towards the Earth....You are not children of Canada, you are really living units of the cosmos because the Earth is a cosmic phenomena...we are all cosmic units. This is why religions tell you, you are divine. We are divine energy...it is in your hands whether evolution on this planet continues or not.⁵

UNESCO has also developed the International Baccalaureate Program which integrates earth-centered religious philosophies of the U.N.'s Earth Charter throughout the curriculum. The Earth Charter is an internationally accepted document spearheaded by a very powerful Canadian,

Maurice Strong, and widely promoted by Gorbachev and Al Gore under the umbrella of the U.N. It originates from the philosophies of Gaia, or earth worship, and it lays the ground work for a one world government based on communist ideology and New Age beliefs, as well as world population control through abortion. This document is housed in the “Ark of Hope”—a replica of the Ark of the Covenant, painted on all sides with cultic images. The Ark of Hope is also home to thousands of pictures and “Earth prayers” contributed by artists and school students worldwide in affirmation of the Earth and its “ten commandments”.

The International Baccalaureate Program is being used in over 650 schools across the States and Canada, and the philosophies of UNESCO and the Earth Charter are being taught worldwide. Professor Philip Vander Velde, who teaches “Foundations of Education” at Western Washington University wrote:

...unless a new faith...overcomes the old ideologies and creates planetary synthesis, world government is doomed...Nation-States have outlived their usefulness, and a new world order is necessary if we are to live in harmony with each other...The task of reordering our traditional values and institutions should be one of the major educational objectives of our schools.⁶

Canada and the U.S. are big players in UNESCO. You don't have to look very hard to find UNESCO's educational philosophies immersed in the curriculum guidelines across both Canada and the U.S. Words like: “multiculturalism,” “globalism,” “pluralism,” “values clarification,” “Outcome-Based Education,” “tolerance,” “life-long learning,” “metacognition,” “creative or critical thinking” and “consensus building” pop up throughout every grade level and

almost every course.⁷ Though at first glance some of these words may appear innocent enough, we need to realize that they mask underlying concepts.

To understand the affect of what is happening, parents need to be aware of what the concepts behind these words mean. For instance, some parents may think that it is great that their school is teaching values, but what kind of values are they teaching if they are not using the Bible as the basis? I have read extensively on the changing philosophies within public education, and the underlying purpose in the “values clarification” curriculum is to undermine traditional parental values and to bring student’s values in line with new universal values, or anti-biblical values. This means biblical morals and the word “sin” is out, biblical faith is labeled as hateful, and belief in absolute truth is considered intolerant. The new standard is situational ethics and acceptance of all value systems, except biblical Christianity.

One can understand that Christian parents may not be fully aware of the subversive attacks their children face in school concerning their biblical values. But many Christian parents willingly relinquish their responsibility to teach God’s standards concerning sexual behavior in favor of public school sex education courses, where it is well known that the school system blatantly defies Scripture in what it teaches. These classes not only promote the acceptance of fornication, homosexuality and abortion, but they do so with explicit and graphic material and props which break down natural inhibitions and encourages experimentation. It is hard to understand why any Christian would knowingly allow their children to be indoctrinated with such unbiblical moral values and not see the harm in this. Is it any wonder that the sexual and moral behavior of our Christian teens is what it is today?

Consider also one high profile concept taught in today’s schools which is often overlooked by Christians—the emphasis on self-esteem. This concept comes from secular

psychology, not the Bible, though “Christian psychology” has falsely bought into the idea. Man’s elevation of self, and the belief that we are great in and of ourselves cannot be supported by Scripture. Search the Bible for yourself and see if you can find the concept that God wants us to have pride in or exalt ourselves. It is only in our weakness, when we humble ourselves before Him, that God can use us. Though we have been created in God’s image and are objects of His love, we are still sinful creatures in desperate need of a Savior! We are lost without Christ and have replaced the sense of humble awe we should hold for God, with an unhealthy self-absorption and self-love. Children are being taught to think too highly of themselves and to believe in the power and goodness of self apart from God. This teaching totally ignores the concepts of sin, guilt and judgment, or that we are to find our worth and strength in God alone. Second Timothy 3:1, 2 states, “But mark this: There will be terrible times in the last days. People will be lovers of themselves...” this is not a good thing! It is time for all parents, if they have not already done so, to take a closer look at what values are being taught in the public school system with great determination and consistency.

Ultimately, UNESCO’s goal is to “promote the growth of a common outlook,”⁸ and to accomplish this, they must “reconcile opposing philosophies” and “uncrystallize our dogmas.”⁹ One popular method being used to achieve this and other ideas within the classroom, is the huge movement toward what is called consensus building. Rather than being able to take a stand on individual values and convictions, students are encouraged to work together in discussing problems and moral dilemmas presented in class, and to compromise and come to a consensus that is acceptable to the group. This is also called “collaborative decision making.” In other words, let’s make up our own standards of right and wrong. What kind of pressure are these activities putting on our Christian children to conform?

Another movement within our schools is to move more and more away from teaching history and the lessons learned from history, to teaching multiculturalism. The focus is on the world as a global community, not independent nations, and teaching a wide variety of world cultures and belief systems to promote pluralism and a blending of cultures. All practices and belief systems within a culture are presented as equally true and acceptable, regardless of what the Bible declares as absolute truth, or what the Bible proclaims to be sin. The objective is a pluralistic society and the material presented is very biased to bring children in line with the desired worldview. Is that our objective as Christian parents? We are to love people from all cultures, while at the same time discerning truth from Satan's lie and declaring sin to be sin. If children no longer see these belief systems as wrong, there is no longer a need to direct a lost world to the Truth. Are we aware of what our children are facing and being indoctrinated with? Our school systems are not what they were a generation ago. They were always humanistic, but the attack on our children's faith and values is much more intrusive today.

What about Outcome-Based Education (OBE)? It sounds noble for a school to set a goal of outcomes to be reached before graduation, but what are those outcomes? Unfortunately, in the global curriculum the desired outcomes are more concerned with attitudes, behaviors and beliefs than with academic knowledge. And if those outcomes are not reached, then the push is to send the non-conforming child to remediation. If you don't think the school teaches attitudes and beliefs, just look into your government curriculum guidelines and see how many times those two words are mentioned.

According to Professor Benjamin Bloom, the Father of OBE, the new "purpose of education and schools is to change the thoughts, feelings and actions of students."¹⁰

Now, using OBE, the focus is on teaching students *what* to think, more than on teaching them a

thorough understanding of the facts. Bloom realized that “Students armed with facts and strong convictions resist manipulation.”¹¹ The curriculum is therefore made up of carefully chosen bits of information and teachers are trained to facilitate discussion and challenge fixed beliefs in order to achieve the end result desired.

Well aware that knowledge is the foundation of all true thinking, Dr. Bloom had discovered a process that could control the *outcome* or end product of thinking, which was often an opinion or value judgment. By censoring a student’s knowledge base, the teacher could direct the student’s thinking. Bloom’s process works. Through biased information, carefully designed hypothetical stories, and pointed Socratic questioning, students are persuaded that their home-taught beliefs and values are incompatible with the needs for the next century.¹²

This new approach can be clearly seen in our government curriculum guides. Under outcomes for social studies on the education.gov.ab website, it states that: “The goal of social studies is to foster the development of values and attitudes that enable students to participate actively and responsibly as citizens in a changing and pluralistic society. Attitudes are an expression of values and beliefs about an issue or topic.”¹³ So much for the goal of teaching the facts of history, let alone teaching God’s providence in history! The goal is now a global mindset, with attitudes and beliefs consistent with a pluralistic society. Researcher Berit Kjos claims:

...today’s change agents don’t seem to listen. They have changed the rules and revised

our history. Good and evil have been turned upside down—and our children are learning to love the latter.¹⁴

I cannot go into the details and many unbelievable examples of how this is being accomplished in North American schools and around the world, but you as parents need to be aware of what is happening in our schools if you don't want your children to become one of those statistics mentioned at the beginning of this article. Is it surprising when our children spend so many hours a day under the influence of secular school systems, to discover that so many of them do not hold a truly biblical worldview?

A key approach to accomplishing this change in values is by developing what is termed “critical thinking” skills in our children. This may sound good, but it has nothing to do with reasonable thought grounded in facts. So, what is the educational system's new definition for critical thinking? In 1987 Raymond English, Vice President of the Ethics and Public Policy Center, told the National Advisory Council on Educational Research and Improvement that:

[C]ritical thinking means not only learning how to think for oneself, but it also means learning how to subvert the traditional values in your society. You're not thinking “critically” if you're accepting the values that mommy and daddy taught you. That's not “critical.”¹⁵

When this style of critical thinking is combined with a curriculum which revises history and distorts the truth through textbooks which present limited facts from the desired perspective, then asks leading questions and expects students to come to a consensus, one can see how effective it might be. Students are encouraged to make decisions and solve problems without

having all the information. They need the truth and they need the freedom to stand on their convictions. As parents we need to look beneath the surface and study the content and techniques our schools are using to realize that things are not as they seem. Don't be deceived.

Most parents and teachers still believe that critical thinking refers to *factual, logical thinking*. But they have been misled. It actually means the opposite. School fliers explain that this term means teaching students “to think for themselves.” Instead, this psychological strategy *limits* factual knowledge and independent reasoning. It encourages myths, imagination, and group synthesis—the tools for manipulating a child's values system.¹⁶

Teaching students to “think for themselves” means that our children are being taught to question the values they may have been taught at home and to create their own values based on the politically correct, “universal values” being presented. There is no sense of absolute truth—truth is decided by majority vote or through compromise. In this system God's Word not only has no authority, but it is completely ignored or outlawed. Berit Kjos claims in her book, *Brave New Schools*, that:

To mold world-class students, social engineers are testing the latest techniques in behavior modification on our children...children must either reject their *old* home-taught faith or stretch it far beyond biblical boundaries to include the world's pantheistic, polytheistic belief systems.¹⁷

Following is a quote from Dale Wallace, a Calgary school teacher, taken from a letter he sent to the Calgary Herald.

In education, forces outside the child—such as parents—would gladly influence the child and mould them. They want them to attain certain standards and uphold certain beliefs. True education must unshackle itself from the manacles of parental influence...A child's mind must be stroked and allowed to expand and not struck down and made into a print of a previous mind.¹⁸

Are all teachers like that? Thankfully no, but the system itself encourages this mentality and, unfortunately, many teachers are simply teaching the curriculum and philosophy they have been taught to use without realizing what is behind it.

Similarly, the education system's definition of metacognition includes: "Critical self-awareness," "conscious reflection" and the process where, "students become *knowledge creators* and contribute to a shared understanding of the world we live in—a key feature of democratic life and *commitment to pluralism*."¹⁹ (emphasis mine) The New Age belief is that we are all part of one cosmic force, and by meditating or channeling, we can join consciousness with one another and become a part of this cosmic deity. Many of these New Age, occult practices and philosophies are creeping into our schools through the introduction of yoga, meditation, visualization and cooperative consciousness exercises.

The idea behind life-long learning, contrary to the inferred meaning of developing a life-long *love* of learning, involves instead a desire to instill in our children a permanent humanistic value system and multicultural viewpoint that will go with them for a lifetime. In promoting

Muller's new World Core Curriculum, Gloria Crook states,

...A School can begin with any age-group of children; however it is hoped that *children will be taught the Curriculum from birth and throughout life*; the interdependence of all existence will be foundational to their thinking for a lifetime....Ideally, the school *will begin at birth, with the parents having used the Balanced Beginnings Program prenatally*; and will continue through the secondary level. In this structure, the student will move directly into college with no break in the continuity of presented perspective. By that time, there will *be an understanding which overrides all false concepts* which are still held among much of the general populace of the world—concepts which have bred separative and prejudiced behavior for most of human history.²⁰

These educators know that, if they have our children long enough and the teaching is consistent, they will be successful in indoctrinating them for a lifetime! What “false concepts” and “prejudiced behavior” do you think they are trying to eradicate? As stated by Alice Bailey when describing this new form of education she was working toward, “It will be apparent to you, therefore, that the whole goal of the future and of the present effort, is to bring humanity to the point where it—occultly speaking—enters into light.”²¹ Parents, these educators are trying to extinguish the only true Light, that is Christ! They want to replace that Light with Satan's deceptive lies. Alice Bailey's goal was to rewrite the textbooks and establish a system that would usher the next generation into the cosmic consciousness of the New Age movement. Remember, her work was the foundation upon which Robert Muller built his World Core Curriculum our schools are following.

In our Post-Christian society, which mocks biblical values and where truth is relative, we

need to be more aware than ever of what our children are up against. It is not enough that they come from Christian homes and go to church on Sunday. We need to be alert and actively engaged in the battle for their souls on a daily basis! As parents we have the God given responsibility to bring our children up in the nurture and admonition of the Lord and to be sure that they have a solid foundation to stand on by the time they leave our homes. So what influences might your children be facing that could undermine their faith? Are your children being asked to “trade truth, facts, and logical thinking for myths, U.N. values, and the consensus process?”²² The push to get all teachers in line with this new curriculum is real. Catherine Barrett, former president of the National Education Association, years ago foretold the changes coming.

Dramatic changes in the way we will raise our children in the year 2000 are indicated, particularly in terms of schooling....We will need to recognize that the so-called “basic skills,” which currently represent nearly the total effort in elementary schools, will be taught in one-quarter of the present school-day...when this happens...and it’s near...the teacher can rise to his true calling. More than a dispenser of information, the teacher will be a conveyor of values, a philosopher....We will be agents of change.²³

If you find these ideas hard to believe, you should read more about the people behind the movement, and books like *Brave New Schools* by Berit Kjos or *The New World Religion* by Gary H. Kah. These concepts are just the tip of the iceberg. It is impossible in this short space to present and expound upon the host of unbiblical philosophies penetrating our schools, but I hope that this gives you the desire to pursue the issue further if your children are in the system.

“See to it that no one takes you captive through hollow and deceptive philosophy,
which depends on human tradition and the basic principles of this world rather than on
Christ.” Colossians 2:8

Notes

- 1 The Barna Update: *Most Twentysomethings Put Christianity On The Shelf Following Spiritually Active Years*. September 11, 2006. The Barna Group of Ventura, CA. www.barna.org
- 2 The Barna Update: *Americans Most Likely To Base Their Truth On Feelings*. February 12, 2002. The Barna Group of Ventura, CA. www.barna.org
- 3 Gary H. Kah, *The New World Religion* (Noblesville, Indiana: Hope International Publishing, Inc., 1999), p. 171.
- 4 Robert Muller, *New Genesis: Shaping a Global Spirituality* (Anacortes, WA: World Happiness and Cooperation, 1982), p. 8. Taken from an article by Carl Teichrib, “Social Engineering for Global Change,” www.forcingchange.org
- 5 Gary H. Kah, *The New World Religion*, p. 187. Taken from a speech addressed to the Global Citizenship 2000 Youth Congress, Vancouver, BC, April 5, 1997. [Transcribed from an audio tape recorded by Carl Teichrib.]
- 6 Berit Kjos, *Brave New Schools*, (Eugene, Oregon: Harvest House Publishers, 1995) p. 34. Taken from Philip Vander Velde and Hyung-Chan Kim. Eds., *Global Mandate: Pedagogy For Peace* (Bellingham, Wash.: Bellwether Press, 1985), p. 76.
- 7 www.education.gov.ab.ca/k_12/curriculum/bySubject/elem2005.pdf
- 8 Julian Huxley, *UNESCO Its Purpose and Its Philosophy* (Washington DC : Public Affairs Press, 1947), p. 60. Taken online at www.crossroads.to/quotes/globalism/julian-husley.htm
- 9 Ibid., p. 61.
- 10 Berit Kjos, *Brave New Schools*, p. 13. Taken from Benjamin Bloom, *All Our Children Learning* (New York: McGraw-Hill, 1981), p. 180.
- 11 Berit Kjos, *Brave New Schools*, p. 61.
- 12 Ibid., p. 67.
- 13 www.education.gov.ab.ca/k_12/curriculum/bySubject/elem2005.pdf.
- 14 Berit Kjos, *Brave New Schools*, p. 24.
- 15 Ibid., p. 21.
- 16 Ibid., p. 111.
- 17 Ibid., p. 34.
- 18 Dale Wallace, Calgary Herald Letters to the Editor April 16, 2005.
- 19 www.education.gov.ab.ca/k_12/curriculum/bySubject/elem2005.pdf.
- 20 Gary H. Kah, *The New World Religion*, p. 181.
- 21 Ibid., p.184.
- 22 Berit Kjos, “The UN Plan for Your Mental Health,” 1999. Article taken from www.crossroad.to/text/articles/MentalHealth2-99.html.
- 23 Gary H. Kah, *The New World Religion*, p. 191.