



Media Spotlight

A BIBLICAL ANALYSIS OF RELIGIOUS AND SECULAR MEDIA

SPECIAL REPORT



EDUCATION REFORM FOR THE NEW WORLD ORDER

by Albert James Dager

Twelve-year-old David didn't like his Christian parents' discipline. He didn't like having to go to church; he didn't like having to do household chores. He didn't like being told that he couldn't listen to rock music or wear t-shirts depicting satanic symbolism. He didn't like being told he's too young to date.

So David told his school counselor that his parents were abusing him. His counselor contacted Child Protective Services and requested intervention. Now David is living in a foster-care home with a single thirty-two-year-old man. His parents are being counseled by a state-approved psychologist to deal with their "anger and intolerance." If they pass the attitude test and allow David to have his way, David will be allowed to return home. In the meantime, David's parents must continue psychotherapy on a regular basis. At the time of this writing they are scheduled to appear again in Juvenile Justice Court to present their side of the story.

However, because they cannot afford a private attorney, they must be represented by a state-appointed attorney. During the proceedings they will not be allowed to testify directly, but must rely upon their attorney to present their case. Their state-appointed attorney has counseled them that they have no choice but to give in to David's demands. If he is to come home he must be allowed to live his own life without their interference. Child Protective Services, however, will offer their testimony, and may present any argument, including hear-say evidence from David's friends, to prove their case of abuse. The abuse need not be physical to justify termination of parental rights; it may be classified as emotional or mental abuse, depending upon how the social worker and the court see it.

IT CAN'T HAPPEN HERE

Too far-fetched. Things like that don't happen in America. David's parents must be guilty; the state wouldn't just interfere into the sanctity of the home.

But it is true. It does happen in America, far more often than we know. David's case is not hypothetical. It's true in every detail, except that his name has been changed to protect his parents. And it's not isolated to David's home state. It happens in virtually every jurisdiction in America. Why? because the child protective philosophy is based on the United Nations Declaration on the Rights of the Child. The Declaration grants every child in the world certain "rights" against intrusion into their personal beliefs. Since the United States ratified the Declaration it has become the law of the land. It guides American domestic policy and is mandated to the states through federal guidelines, becoming policy through regulation within social services agencies.

Now picture this: You've just returned from the hospital with your new-born baby. The doorbell rings and you answer it to find an officious looking woman standing on your steps. "Good morning," she says. I'm Ms. Wilson with the Department of Social and Health Services, and I'm here to inform you of state-sponsored health care for the child in residence here."

"How wonderful!" you say. "Please, do come in."

Ms. Wilson is very pleasant as she explains that you have the right to every service the state provides to assure that the child is not "at risk" of physical or mental disabilities. Her role is to help you learn parenting skills that will make you the best care-giver the child could have.

She hands you a pamphlet illustrating how to "child-proof" your home. You quickly scan it to find helpful hints on covering electrical outlets, removing heavy and sharp objects from within reach of a young child, how to recognize signs that the child has swallowed something dangerous, and so on.

"Very helpful. Thank you so much."

"Think nothing of it, dear." Her eyes glance about your living room. She seems to be looking for something.

"Is there something. . ." you begin.

"Oh, no. It's just our job to make sure that your home is a suitable environment for the child."

"I beg your pardon," you manage.

"Please understand," Ms. Wilson says. "It's just in keeping with our role to carry out the president's goals for the New American Schools. We must make sure that every child is ready to learn by the time they begin school. His living environment is very important in that regard. Therefore, as a "parent educator" assigned to this district, I'll be visiting you on a regular basis to help you help the child reach his goal."

"Oh? How regular?" you ask, the hairs on your neck beginning to bristle ever so slightly.

"About every six or seven weeks," says Ms. Wilson.

"That often? Is it really necessary?"

"We do want to make sure that you have everything you need. And as the child grows his needs will change. We want to be sure that he isn't inadvertently put 'at risk.' You understand."

"At risk for what?" you ask. "We'll do all we can to. . ."

"Please. I'm sure you will. But it isn't necessary for you to trouble yourself about it. The state knows what's best for the child. Parents are often too close to the picture. They can't always see the things that we can see."

"Like what?"

"Well. . ."

"Come on! Like what?" Your anger is beginning to show. It's not a good sign.

"Do you have some suppressed anger?" you're asked. "I detect an edge in your voice that indicates you're not happy with our arrangement."

Managing a weak smile, your voice raising one octave in pitch, you say, "I just want to know what you mean by 'at risk,' that's all."

"Well," Ms. Wilson says. "It is state policy that every child belongs to himself. He must be free to become the person he's meant to be. We wouldn't want to see him prevented from reaching his full potential, now, would we?"

"Go on."

"In addition to providing help to you for assuring your child's physical well-being, we want to offer our help to you in other areas."

"Go on."

"You're child's mental and emotional well-being are as important—no, even more important—than his physical well-being when it comes to his ability to learn. Therefore, we want to be sure that his natural creativeness isn't stifled. That his ability to express himself isn't interfered with. So there are certain guidelines You must be aware of. I had hoped to wait until our next meeting, but since you insist, I'll address them now."

"Go on."

"First, the state believes that mental abuse is a very serious thing. That may include a number of factors, you understand. Too many to mention here, but that's why it's necessary for us to be in touch with you on a regular and frequent basis. We don't expect you to be perfect, but we do want to help you avoid inadvertently abusing the child."

"Go on."

"Well, spanking for instance. Recent studies have shown that spanking, rather than helping a child, actually induces low self-esteem. This, in turn, may result in his becoming abusive to his own children later in life. Or he may turn out to have criminal tendencies. There are better ways to deal with children than through violence."

"You mean I can't discipline my child?"

"Of course you can discipline. My dear, we are all for discipline. It's just the form of discipline we want to contro. . . uh. . . advise you on. But we can get into that later. The second thing I want to help you with is to understand that the child is a unique person in his own right. He must be allowed to make his own choices in life. He must be allowed to choose what he wants to believe, to establish his own values. Therefore, it wouldn't look good if you forced him to believe the way you do."

"I would never 'force' him to believe anything. But I have the right to bring him up in my own religion."

"Well, not exactly. We feel it's best if he has a number of choices rather than just one. After all, who says your religion is the only one? There are many religious expressions in the world to choose from. In fact, the government is very much in favor of religion. We find that religion helps stem anti-social behavior."

"What else?"

"Oh, you know. We hope you will always maintain an optimum environment for the child. I see from my records that you don't work, and that your husband has a rather meager income."

"We get by."

"Yes, I'm sure you do. But what if you were to have another child? It doesn't indicate here that you'd be able to afford optimum care for both of them."

"What?"

"That's why we're here to help you. We offer counseling in birth control, family planning, and everything. Should you find yourself with an inconvenient pregnancy, we also offer state-funded termination of fetal development."

"Abortion."

"Yes! You see! You're beginning to understand already!"

"Goodbye, Miss Wilson."

"That's 'Ms.' Wilson."

"Whatever."

"Goodbye. See you in about six weeks. If you need anything before then, please don't hesitate to call. Here's my card."

THAT CAN'T HAPPEN EITHER

Unlike the story of David, this latter scenario is hypothetical. But the means to make it a reality are in the developmental stages through the America 2000 education restructuring program. As we address this restructuring we will be using documentation from national and state educational sources and from educational professionals to demonstrate that such a senario will likely become reality within a very few years.

The New Educational Goals set forth in America 2000 will

- provide mandatory state services for parents to ensure that their children—from birth through age eighteen—are not "at risk" for failing to learn a new global education curriculum;
- unite schools and Child Protective Services to assure that children are not "at risk" of abuse in their home environment;

- provide total child-care services, including mental health and psychological counseling services for every child, at every school facility, from pre-school through high school;
- establish global citizenship as the central purpose of education;
- eliminate grade levels and standardized testing for proficiency in academics;
- replace these with outcome-based education assessed by completion of projects utilizing social skills in tandem with academic knowledge;
- assess a child's attitudes and beliefs for conformity to state-approved guidelines which promote cooperation rather than competition;
- eliminate age- and grade-based classrooms, and substitute "learning clusters" made up of several ages working in cooperative effort toward completion of certain projects;
- promote state-approved values and acceptance of all beliefs and lifestyles;
- eliminate the traditional teacher role and certification and replace them with mastery skills in "facilitating" rather than teaching;
- develop a "portfolio" of every child's progress from pre-school through high school, which will become part of his or her life-time portfolio for job placement;
- groom students for particular job classifications for life based upon their mastery of skills and attitudes;
- require community service to be performed by both children and parents.

Does this sound a bit orwellian? Yes. Yet these reforms will be part of the package of the new education restructuring.

JUSTIFICATION

The educational system in the United States is a well-known problem. In spite of the government throwing billions of dollars at it, every year sees a decline in student achievements in academics. Previous reforms are responsible for this condition. And it doesn't matter that those reforms have been detrimental, the education establishment refuses to return to the proven learning methods of fifty years ago. They ridicule the Back-to-Basics movement as hopelessly naive and antiquated. Instead of returning to the basics they want to completely restructure education. The goal is

nothing less than scrapping the entire system and replacing it with an entirely new system predicated upon a completely different philosophy. This reinventing of the schools is set forth by former president George Bush in *America 2000 - An Education Strategy*:

To those who want to see real improvement in American education, I say: There will be no renaissance without revolution.

We've made a good beginning by setting the nation's sights on six ambitious National Education Goals—and setting for our target the year 2000 . . . For today's students, we must make existing schools better and more accountable. For tomorrow's students, the next generation, we must create a New Generation of American Schools.¹

For tomorrow's students, we must invent new schools to meet the demands of a new century with a New Generation of American Schools, bringing at least 535 of them into existence by 1996 and thousands by decade's end.²

Each congressional district is targeted:

At least one New American School will be created in each congressional district by 1996. This distribution assures that every type of community in every part of the country will have the chance to create and establish one of the first 535+ New American Schools.³

Few people deny that education reform is needed. The problem is the type of reform being implemented. This reform is designed to instill certain values contrary to traditional American values, and to the Christian faith in particular.

While we are concerned with academic achievement, that isn't our major concern. Of far greater importance is the belief system upon which the new educational process is based.

THE STRUCTURE

America 2000 is the first step toward achieving the National Education Goals set forth by the 1990 Governor's Conference with George Bush. If it proves successful it will become the norm for all school districts nationwide, unless the current administration decides to scrap the idea. (This seems highly unlikely in the face of strong influence from the National Education Association [the major teachers' union], and their fellow travelling ideologues in government and business.) Success, however, is not merely predicated upon excellence in academics, but upon certain attitudes and ways of thinking which demonstrate the child's global consciousness.

The structure for the New Generation of American Schools is a radical departure from traditional education. It is not a school-based education, but a community-based education. It will obligate every citizen to be involved in the educational process, regardless of age. It is a "lifelong" learning experience that doesn't stop at graduation from high school or even from university. It also involves reforming the thinking of Americans to fit into a global society. To understand this, we must look at how America 2000 is being implemented, and the stated purposes of those involved in that implementation.

NASDC Design Teams

America 2000 works primarily through the non-governmental New American Schools Development Corporation (NASDC). NASDC is a nonprofit organization comprised of corporate sponsors and created under America 2000. Eleven "Design Teams" were formed under NASDC to implement education policies in keeping with the National Education Goals.⁴ NASDC's mission is stated in *NASDC Facts*:

NASDC's success lies not in incremental reform or cosmetic changes in existing school structures, but in the creation of new schools, and new ways of teaching and learning, for a new millennium.⁵

The work of NASDC is supported by an 18-member Education Advisory Panel of notable educators from public and private, K-12 and higher education nationwide.⁶

Phase I of the Design Team program involves Research and Design (Summer 1992 - Summer 1993). Phase II involves testing in school settings (Summer 1993 - Spring 1995). Phase III will implement the New Generation of American Schools nationwide (Spring 1995 - Spring 1997).⁷

Although the Design Teams are only in Phase I at this writing, their reach is quite extensive.

These Design Teams will work in dozens of schools and school systems in more than 20 states. They will reach several hundred thousand elementary, middle and high school students, along with pre-schoolers and older citizens in urban, suburban and rural areas.⁸

AMERICA 2000 DESIGN TEAMS

ATLAS Communities, Providence, RI, with initial school sites in Lancaster, PA, Norfolk, VA, Prince George's County, MD and Gorham, ME.

The Odyssey Project, Gaston County, NC, with initial school sites in the Gaston County School System, which operates 54 schools, 35 elementary schools, 12 junior high schools and seven high schools.

Roots and Wings, Lexington Park, MD, with initial school sites at Green Holly, Lexington Park, George Washington Carver and Ridge elementary schools in Lexington Park, St. Mary's County, MD.

The Co-NECT School, Cambridge, MA, with initial school sites in Boston and Worcester, MA.

The National Alliance for Restructuring Education, Rochester, NY with 243 schools in seven states by 1995.

The Bensenville Community Design, with initial implementation sites in Bensenville, IL.

The College for Human Services, (The Audrey Cohen College Design Team) New York, NY, with initial school sites in seven to 30 schools in Arizona, California, Illinois, Mississippi, Washington, D.C. and New York City. San Diego City Schools are among those already selected and committed.

Community Learning Centers, Minneapolis, MN, with initial school sites in Rothsay School District, North Branch, and St. Cloud.

Expeditionary Learning, Boston, MA, with initial school sites in Portland, ME, Boston, MA; New York, NY; Decatur, GA and Douglas County, CO.

The Los Angeles Learning Center, with initial sites in Los Angeles County involving approximately 3,200 children.

The Modern Red Schoolhouse, Indianapolis, IN, with initial school sites in Indianapolis, Columbus, Beech Grove, Greentown, IN; Charlotte, NC and Kayenta, AZ.

From NASDC Press Release, "New American Schools Development Corporation Announces Designs to Transform Nation's Schools." (Arlington, VA:NASDC, July, 9, 1992), pp. 2-3.

In order to receive the grants from NASDC, the Design Teams had to include in their proposals certain "break the mold" features:

A few of the break the mold features suggested in the proposals include new teacher/mentor relationships, the moving of "classrooms" into community areas such as government offices, libraries and technology centers, no longer grouping by age, integration of health and social services into school sites and curricula designed to develop good citizens as well as good students.⁹

Everyone wants their child to be a good citizen as well as a good student. But good citizenship is defined by the government of the nation where one's citizenship resides. That definition is predicated upon the philosophical leanings of the government, and can change from generation to generation. Truly good citizens are often considered traitors, as were those who opposed Nazi Germany's extermination of the Jews and Christians, among others. On the other hand, those who acquiesce to government dictates, regardless of their nature, are considered "good citizens."

America 2000 proposes that the definition of "good citizenship" depends on one's cooperation with his government in fulfilling its role in the global community. To resist will be considered contrary to good citizenship.

THE GOALS

The National Education Goals delineate America 2000's purpose. Those goals are:

By the year 2000:

1. All children in America will start school ready to learn.
2. The high school graduation rate will increase to at least 90 percent.
3. 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. U.S. students will be first in the world in science and mathematics achievement.
5. 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. Every school in America will be free of drugs and violence and will offer a disciplined environment conducive to learning.¹⁰

As we look at the National Education Goals, questions come to mind as to how they will be implemented. For example, how can the government ensure that "all children" will start school ready to learn? It can't. Unless it becomes involved in the lives of every child from the time of birth. This, in fact, is what is planned.

Parents As Teachers

Under the Specifics of the America 2000 strategy for implementing Goal #1, we read:

Individual Responsibility. Increased attention will be focused on adult behavior, responsibility for children and family, and community values essential for strong schools. This includes involving parents as teachers of their children and as school partners.¹¹

This sounds good. Many parents want to have a say in their child's education. But "parents as teachers" isn't what it seems. In fact, "parents as teachers" means that parents must first be instructed on how to parent in order to know how to teach their children. This is known as "parent education." This, in turn, means that government agencies will, from before a child's birth, impose themselves into the home and implement the parent's training process.

As needed, schools will bring in such ancillary services as after school activities, health care, prenatal care and early childhood development, social services, literacy programs, counseling, parent education and training, and job preparation and placement.¹²

American homes must be places of learning. Parents should play an active role in their children's early learning, particularly by reading to them on a daily basis. *Parents should have access to the support and training required to fulfill this role, especially in poor, undereducated families.*

In preparing young people to start school, both the federal and state governments have important roles to play, especially with regard to health, nutrition, and early childhood development...

The federal government should work with the states to develop and fully fund early intervention strategies for children. All eligible children should have access to Head Start, Chapter 1, or some other successful pre-school program with strong parental involvement. (Emphasis in original)¹³

The Harvard Project on Effective Services and the Center for the Study of Social Policy will work with such organizations as National Center for Service Integration, Joining Forces, and the National Center on Education and the Economy to create integrated, comprehensive services, beginning with prenatal care, and including health care, family support services, child care and preschool education. Teachers will be able to mobilize services and support for children and their families.¹⁴

Here is the specter of government intrusion into every home. While government intervention is necessary in extreme cases involving genuine child abuse, it oversteps the bounds of guaranteed individual freedom to intervene otherwise. The excuse that the poor and undereducated require government intervention does not nullify that truth. That excuse, however, is just a ruse. The plan is not only to infringe on the poor and undereducated; it is to infringe on the rights of everyone, as we will see.

Now, everyone wants every child to have health and nutrition. But early childhood development is a vague term meaning everything from help for the physically handicapped to mental and emotional stability. It is in this latter realm that the dangers lie.

When the reformers say that every child will be "ready to learn" they don't mean every child will have had some preparation in elementary academics. They mean that every child will be socially adjusted to fit into the state approved guidelines that define "wellness" on physical, mental and emotional levels:

One major focus of this proposal will be to have children prepared to start school ready to learn. Being prepared to assume the role of student does not mean acquiring a universal and specific body of "academic" knowledge and skills. Readiness can not (*sic*) be taught or tested; nor does it constitute a set of entry requirements for school. It is a holistic concept that encompasses physical, social, emotional, and intellectual dimensions of development. All persons, agencies, and institutions with whom 0-6 year old children interact should be held responsible for enhancing their development, thus contributing to their preparedness for school. This requires collaboration with representatives from the health and medical, child care/education, business, and human resources communities to identify the scope of each agency, institu-

tion, or provider's responsibility and accountability with regard to preparing children for school.¹⁵

The school will establish its own "ready for school" standards and will work with a consortium of community agencies to assist in getting all children ready to learn by the time they begin school.

The school will provide opportunities for parental involvement and parental education. Parents will consult with their child's teacher/advisor on a regular basis to follow—and assist with—the child's progress.¹⁶

It is assumed that such government intervention might be provided only to those who are poor and disadvantaged. But the plan is for *all* families regardless of their economic and social standing. And there is a determination to these plans, as revealed by Roots and Wings, one of the Design Teams for the America 2000 program:

Our vision of a Roots and Wings school is one which ensures that every child, regardless of family background, ability or disability, and other factors, attains the knowledge, skills, understandings, and motivation which constitute world-class levels of performance. The key word here is *every*. A Roots and Wings school will be one in which the school, parents, community agencies, and others work in a coordinated, comprehensive, and relentless way from the birth of the child onward to see that children receive whatever they need to become competent, confident, and caring learners. This is the "roots" of Roots and Wings: the guarantee that every child will make it successfully through the elementary grades, no matter what this takes.¹⁷

"Relentless?" "Every child?" "No matter what this takes?" What will this do to individual liberty, not only for the parents, but for the children themselves? For such a plan it must be assumed that every child is capable of achieving the goals of America 2000. If they do not achieve those goals, it must logically be assumed that the parents are deficient in their role as "teachers." Certainly the bureaucratic system will not admit fault. After all, it has been devised by "experts."

Another infringement upon parental rights and duties is the state's character education goal.

Character education will be infused throughout the curriculum and will be specifically provided as the first activity each day.¹⁸

A godless education system that promotes homosexuality, condom distribution, abortion rights and evolution—while outlawing any mention of God, let alone Jesus—is going to take charge of your child's "character development?" For you parents who think you'll be able to use your influence to change things for the better, you've already been thought of:

There will be a single governing body consisting of parents, business leaders, government officials, educators and other citizens. *In order to maintain their seats on the governing board, members will be required to continually familiarize and update themselves with the school work site concept.* (Emphasis ours)¹⁹

In other words, go along with the program or butt out.

THE STRATEGY

The AMERICA 2000 strategy has four parts that will be pursued simultaneously....All four must move swiftly and determinedly if the nation is to reach its destination:

For today's students, we must radically improve today's schools by making all 110,000 of them better and more accountable for results.

For tomorrow's students, we must invent new schools to meet the demands of a new century with a New Generation of American Schools, bringing at least 535 of them into existence by 1996 and thousands by decade's end.

For those of us already out of school and in the work force, we must keep learning if we are to live and work successfully in today's world. A "Nation at Risk" must become a "Nation of Students."

For schools to succeed, we must look beyond our classrooms to our communities and families. Schools will never be much better than the commitment of their communities. Each of our communities must become a place where learning can happen.²⁰

While President Bush said this is a national program, he insisted that it is not a federal program. That is, it will not be federally funded or controlled. It will be implemented in every community with the cooperation of every citizen and social institution, as well as business.

AMERICA 2000 is a national strategy, not a federal program. It honors local control, relies on local initiative, affirms states and localities as the senior partners in paying for education, and recognizes the private sector as a vital partner, too. It recognizes that real educa-

tion reform happens community by community, school by school, and only when people come to understand what they must do for themselves and their children and set about to do it.²¹

This is meant to allay fears of centralized control over the nation's educational institutions. Most citizens prefer local control. But local control means nothing if the schools are locked into a national policy. Local communities may have control, but they must operate within the federal guidelines for what constitutes acceptable education standards and practices. It isn't the source of control as much as the form of the system that should be of concern.

The New Generation of Schools will render elected school boards impotent—perhaps even extinct. In their place will be community commissars (commission members) appointed to implement the New American Schools strategy.

Reinventing The Classroom

The traditional classroom where the teacher dispensed information to students who were expected to learn certain facts and truths is being done away. In its place is a new, unstructured "teaching environment" in which the teacher will no longer teach, but "facilitate" the learning process. Children will initiate their own course of study according to their interests.

Curriculum will be based on an ongoing program of student-initiated projects that engage students in rigorous investigations of issues with local, national or global interest, and result in a visible product.²²

The "product" represents the sum of the students' work for a given time. They will be assessed (not graded) according to their involvement in producing the product on a cooperative basis with other students from different age and former grade levels. In the process of developing the product (which may or may not be tangible; it may consist of arriving at a conclusion or opinion based on investigation), students will incorporate the disciplines of language, mathematics, social studies and other elements which were formerly academic subjects in their own right. In other words, there will be no English classes, math classes, etc., *per se*. But these disciplines will be taught within the framework of what is called a "project-based" or "outcome-based" curriculum." This new type of curriculum emphasizes

the development of a product using various academic and social skills in tandem.

The Co-NECT school's core subject standards will aim at achieving Goal #3 of the America 2000 strategy: that all American students will "leave grades four, eight, and twelve having demonstrated competency in challenging subject matter including English, mathematics, science, history, and geography." *In all subject areas, goals will be stated, measured, and developed in the context of performance on meaningful, product-oriented tasks.* (Co-NECT's emphasis)²³

Demonstrating competency in English, mathematics, etc., does not mean proficiency in these subjects. It means competency within the scope of the project.

All of the Design Teams' strategies are basically the same, the differences being in how they are stated, and in the specific projects in which their students will be engaged. Roots and Wings, in Baltimore, Maryland, states their strategy with an example, and reiterates the need for social services support of the students' families:

Roots refers to strategies designed to ensure that every child can meet world class standards—early intervention for at-risk infants, toddlers, and preschoolers, tutoring for children struggling with reading, integrated health, mental health, and social services, and family support. *Wings* refers to improvements in curriculum and instruction designed to let children soar. A key component of "wings" is a program called WorldLab, which will create a set of simulations in which students will be able to apply knowledge and skills in flexible, creative, and integrated ways to solve problems. Children in *Roots* and *Wings* will negotiate the future of the South American rain forest, manage an African kingdom, write a new U.S. Constitution, sail with Darwin, and plan a transportation system for their own county. Computer and video technology will be used throughout the program. Innovative, performance-based assessments will measure students' progress toward world class standards.²⁴

How might such a curriculum affect a Christian child's assessment? If his parents have taught him that God created him, and that Darwin's theory of the origin of species (evolution) is bogus, he will be required to either reject the Faith or suffer in his assessment rating.

If his parents' values are perceived at fault he may be removed from the home to

a more "suitable" environment. If, in spite of that removal, he persists in rejecting the ideology of the state, he will be remediated until he "gets it." Remember, "every child," "no matter what this takes."

Is the picture becoming more clear about the state's intentions to intrude into belief systems? If not, perhaps the following, from Co-NECT will help:

Curriculum will focus on essential questions that have the power to incite students' and teachers' imaginations and that flow from universal questions, such as "Where did I come from?" or "Why does the world look and behave as it does?"²⁵

The answer to these "universal questions" does not reside within the educational system; they reside within God's Word. Since Scripture has been banned as a source of teaching in the public schools, what answers might the students come up with? Much will depend on the beliefs of the "facilitator." But regardless of those beliefs, the answer cannot fall outside the scope of global citizenship and evolution.

The outcome-based curriculum is a major component of America 2000. It is based on the premise that a teacher who has answers to impart to his or her students is unsuited to the emerging technological society of tomorrow. In the place of the teacher-learner format are groups or "clusters" wherein the facilitator will discover the answers along with the students.

OUTSIDE OF AMERICA 2000

Apart from America 2000, there are many similar proposals for restructuring education. These are being implemented by the governors of the states in response to the goals of the 1990 Governor's Conference which established America 2000. In light of the vast number of similarities in these proposals, the connection between them is evident.

Some were proposed even before America 2000, demonstrating a common philosophical basis.

For example, in Washington State, the Washington Education Association—an affiliate of the National Education Association—established a task force on education which proposed essentially the same reforms found in America 2000. The Report of the Education Task Force for WEA, formulated before America 2000, fits perfectly into the America 2000 plan.

We are struggling to deal with new challenges to economic development and the structural changes necessary to survive in a global, information society....

Today's citizens must have a broad understanding of the world, ability to handle change, and skills and values for complex, wise and ethical decisions. These skilled people cannot be produced by our current schools. Today's education system simply was not designed for those outcomes.

Many actions need to be taken in society today, but the most basic is to restructure our schools and training institutions in ways that meet the changed conditions and needs of our society.²⁶

We believe that the mission which must guide our efforts for Washington schools is:

To restructure schools into learning communities where children, youth and adults will seek knowledge, develop attitudes and acquire skills essential to ethical and productive living, learning and working in an ever-changing, global, democratic society. (Emphasis in original)²⁷

This broad picture for education reform involving the entire community as a learning center for every individual, child, parent, community leader, business, etc., is identical to that of America 2000, even though it was not produced by any America 2000 Design Team. We also find that the current method of teaching recall and individual training should be replaced with teaching skills for thinking, and for more intuitive pursuits, along with cooperative methods. So like America 2000's proposal, the WEA proposal is "holistic."

All schools need to extend their outreach to parents and the community. They need to help coordinate health, welfare, psychological and recreational systems with the needs of students. In some instances, schools will wish to become the hubs of learning communities where a variety of human resource development services may be offered. These may include early childhood services, "latchkey" programs for the children of working parents, expanded counseling and guidance programs, adult job training, parenting programs, meals for the elderly or clinics.

Local districts must make decisions as to how they will serve the human resource development needs of the community, but regardless of their decision, all educators and citizens must understand the need for integrated, holistic systems of human resource development.²⁸

Please reread that last paragraph. Within it is a concise revelation of the plan for future society. Human resource development is bureaucratic language for making use of people as economic resources. It goes beyond finding employment for them to actually determining where each person fits best into complementing the whole of society.

To "serve the human resource development needs of the community" sounds very altruistic. In fact, however, it means that local districts will decide how each student will best serve the community, and will steer those students into the occupations the district deems necessary for the whole.

"Integrated, holistic systems of human resource development." Now that's really Orwellian. It's a fancy way of saying that every individual must be sacrificed for the benefit of the whole in terms of his own choices for livelihood. What is the logical progression from the state determining one's livelihood to its determining one's place of living? If communities are to be "holistically integrated," it wouldn't do for people to move in and out of communities. That would upset the balance that the world planners have established.

Education 2000 - Oregon

In July 1989, Margaret Nichols, Superintendent of Public Education for the Eugene, Oregon, School District 4J, released a study by the Elementary Curriculum Task Force Writing Committee. That study was the culmination of work to develop the Education 2000 Curriculum. The report is quite extensive, but we need only reference a few statements to demonstrate that the restructuring philosophy is exactly the same as that of America 2000 and the Washington state task force report.

After careful consideration of the educational needs of students preparing for the 21st century, the writing committee defined its task as developing a more conceptual-based curriculum with essential skills at its core.²⁹

"Essential skills," also called "basic skills," do not refer to academics primarily, but to subjective thinking processes. In fact, a higher priority is to be assigned these subjective "skills":

Assign higher priority to global and multi-cultural concepts, visual and performing arts, higher level thinking skills and inter/intra personal skills throughout the curriculum.³⁰

What are some characteristics of the new curriculum?

First, it expands the traditional understanding of "basic skills" to include dimensions of thinking as well as language arts, mathematics, physical and social skill development.³¹

What do the "dimensions of thinking" involve? We find that "critical thinking," another name for values clarification or situation ethics, is at the core:

Some of the skills and knowledge that students will need to acquire include:

- 1) managing information and learning to learn (i.e., problem solving, critical thinking, applying knowledge, making decisions and judgments);
- 2) understanding and participating in the arts;
- 3) interpersonal and intrapersonal skills;
- 4) global perspectives; and
- 5) using appropriate technology.³²

Critical thinking and making decisions and judgments lie within the scope of parent's responsibilities. While some parents shirk those responsibilities, the vast majority of families do not require state intervention into this area.

Like "critical thinking," so, too, do "problem solving," "applying knowledge," and "making decisions and judgments" fall into the realm of values. From the additional requirements, such as "global perspectives," and "interpersonal and intrapersonal skills," we find that the values of the children will be shaped not by their parents, but by themselves as they learn to learn. (In truth, however, determination of their values will be guided by their "facilitators.") The disciplines for defining the new education is likewise very subjective and intuitive:

In place of the eight traditional disciplines around which the former curriculum was organized, the Education 2000 Curriculum is organized around three curriculum strands. These strands are: 1) The Human Family, 2) Our Planetary Home and Its Place in the Universe, and 3) Understanding and Fulfillment of the individual.³³

Education 2000 also plans to have every child placed under the state's protective arm through "schools that advocate for children through school and community alliances."³⁴ "Community Alliances" include Child Protective Services and other social services agencies.

Each school site is operating in cooperation with quality child care facilities either in the school or nearby. Children have access to quality child care from infancy through pre-school and before and after school.³⁵

Education 2000 also proposes that the school district should "Provide parenting/family education to future parents and parents of young children."³⁶

"From infancy" reveals that the plan for social services intervention for "every child" from birth will be in place.

We could go on and on, but to show how virtually every state is in the process of implementing nearly identical restructuring would take volumes. It should be noted, however, that all the states' plans read like clones of America 2000. Check with your own state's department of education for information on its restructuring plans.

THE ROOTS

At the heart of education restructuring in the United States is an international curriculum. It is, in fact, identical to the United Nation's Global Education Project.

The Global Education Project

On October 11, 1989, Carlos José Gutierrez, the United Nations Ambassador from Costa Rica, issued a letter to the General Assembly. The letter was entitled "Achievements of the International Year of Peace."

I have the honour to transmit to you, together with pertinent information, the text of the Declaration of Human Responsibilities for Peace and Sustainable Development, which was adopted at San José, Costa Rica, during the Conference in Search of the True Meaning of Peace, held from 25 to 30 June 1989.

The Declaration of Human Responsibilities for Peace and Sustainable Development affirms that "All individuals have the right to development, the purpose of which is to promote attainment of the full potential of every person."³⁷

The Declaration contains four chapters or essentials for attaining its goals. These are, "Unity of the World," "Unity of the Human Family," "The Alternatives Facing Mankind and Universal Responsibility," and "Reorientation Towards Peace and Sustainable Development."³⁸

These four chapters affirm the belief that all mankind must strive for complete unity with nature. No form of life is to be considered above any other form:

Every manifestation of life on Earth is unique and essential and must therefore be respected and protected without regard to its apparent value to human beings.³⁹

Such a statement carries deep meaning in light of current trends in ecological correctness. Humanity is being shuttled toward global interdependency based on the evolutionary belief that all life forms are of equal value—human life is really of no greater value than that of animal or plant life. We are being bombarded with legislation enacted in fear of well-financed environmental groups whose purpose is to protect Mother Earth from the ravages of her only scourge, mankind.

I am not suggesting that there are no genuine ecological concerns. But at the heart of this Declaration and of the education restructuring movement lies nature worship. This will be shown as we progress toward the ultimate source of the restructuring movement. A clue to the connections, however, is found in Ambassador Gutierrez's letter which prefaces the Declaration adopted at the Conference in Search of the True Meaning of Peace:

Present at the Conference were eminent persons involved in the study of this important question, which is attracting increasing interest from day to day. His Holiness Tenzin Gyatso, the 14th Dalai Lama of Tibet, Monsignor Román Arrieta, Archbishop of San José, who read out a message from His Holiness John Paul II, as well as Mr. Robert Muller, a member of the Council of the University for Peace and former United Nations Assistant Secretary-General in charge of the observance of the United Nations, Mr. Jaime Montalvo, Rector of the University for Peace, and Mr. Rodrigo Carazo, president of the Council of the University for Peace.⁴⁰

The University for Peace is more than an obscure little school in Costa Rica. It is a model for global education and a source for teacher training and curriculum development for every nation. It was created by the United Nations General Assembly on December 5, 1980, and formulated the Global Education Project. The University for Peace authorized a Project Design Team to "proceed with the development of a Global Education Program for Peace and Universal Responsibility (GEPPUR or The Program)."⁴¹

The long-range mission of the Global Education Project is:

To design and implement a Global Education Program for Peace and Universal Responsibility which fosters the consciousness of peace and universal responsibility within each member of the Human Family.

The short-range mission of the Project Design Team is to complete Phase One of this Project. Its immediate task is two-fold:

To design a blueprint for a Global Education Program for Peace and Universal Responsibility.

To design a conceptual framework which can be used by teachers and administrators as a model and context for creating indigenous curriculum materials which foster universal responsibility.⁴²

The Global Education Project is based on former UN Assistant Secretary-General Robert Muller's World Core Curriculum:

The historical context for the Program is based on the generic World Core Curriculum created by Dr. Robert Muller in 1982 when he was Assistant Secretary-General of the United Nations. In his present post as Chancellor of the University for Peace, Dr. Muller has reiterated his dream of a global education program. In June 1989, at the Seeking the True Meaning of Peace Conference, co-sponsored by the University for Peace, the Government of Costa Rica, the United Nations Development Program, United Nations Population Fund, and other Costa Rican and international organizations, Dr. Muller uttered this prophetic challenge:

... We need a new world education. Global education, namely the education of the children into our global home and into the human family is making good progress. But we have to go beyond. We need the cosmic education foreseen by the religions and by people like Maria Montessori. We need a holistic education, teaching the holism of the universe and of the planet.⁴³

The Robert Muller School is a "participating institution in the Unesco Associated Schools Project in Education for International Co-operation and Peace."⁴⁴

The idea for the school grew out of a desire to provide experiences which would enable the students to become true planetary citizens through a global approach to education.⁴⁵

The philosophy of America 2000 is essentially the same as that of the Robert Muller School. Both are predicated upon the global approach to education, stressing thinking skills rather than academics. Both are designed to instill non-competitive group consciousness, critical thinking, and

global citizenship, and are virtually the same in every respect. The instructional process for both blends the affective and cognitive with emphasis on the child's emotional and intellectual abilities. The *World Core Curriculum Manual* states:

The goals set up to guide this learning process were as follows:

(1) Assisting the child in becoming an integrated individual who can deal with personal experience while seeing himself as part of "the greater whole." In other words, promote growth of the group idea, so that group good, group understanding, group interrelations and group goodwill replace all limited, self-centered objectives leading to "group consciousness."

(2) Providing experiences which give the child new values to meet an ever-changing world situation.

(3) To make available to the child the opportunity to become a planetary citizen through study of global issues—all peoples of all nations make our planetary family.

(4) To aid the child in developing and maintaining a balance between his spiritual, mental, emotional, physical and academic development...⁴⁶

The functioning of the teacher in this process was:...

(3) To help the child observe and understand his own inner values.⁴⁷

As we've said, an essential element of the new educational process in the United States is values clarification. It must be, because in order to mold the child into a world citizen, his values must be divorced from those of the "old order," that is, his parents. We will see as we progress that there is an esoteric purpose to this. When the World Core Curriculum says that the purpose of education is to aid the child in spiritual development, it is saying that the child's own values must be brought out.

Yes, the global education must transcend material, scientific and intellectual achievements and reach deliberately into the moral and spiritual spheres....

[Man] must perceive his right, miraculous place in the splendor of God's creation. We must manage our globe so as to permit the endless stream of humans admitted to the miracle of life to fulfill their lives physically, mentally, morally and spiritually as has never been possible before in our entire evolution. Global education must prepare our children for the coming of an interdependent, safe, prosperous, friendly, loving, happy planetary age as has been heralded

by all great prophets. The real, the great period of human fulfillment on planet Earth is only now about to begin.⁴⁸

When Muller and his followers speak of God, they are not speaking of the Christian God of the Bible. The "planetary age" is the Age of Aquarius, and the "great prophets" are the adepts of the world's religions. Muller is an evolutionist who believes man is about to take the quantum leap toward becoming an entirely new species, thus transforming the earth into the "planet of God."

Once again, but this time on a universal scale, humankind is seeking no less than its reunion with the "divine," its transcendence into ever higher forms of life. Hindus call our earth Brahma, or God, for they rightly see no difference between our earth and the divine. This ancient simple truth is slowly dawning again upon humanity. Its full flowering will be the real, great new story of humanity, as we are about to enter our cosmic age and to become what we were always meant to be: the planet of God.⁴⁹

Muller, then, perceives that the Hindus are correct in calling the earth God. This is the foundation upon which today's radical environmental movement rests. Ecological awareness is a "main thrust" of the new education.⁵⁰ This is true not only of Muller's thinking, but of many of the America 2000 documents and other approaches toward the new education.

The ecological movement today is not a sensible approach toward management of the earth's resources, but a striving for spiritual "at-one-ment" with nature—a unified world system where the individual is subordinated to the whole. Education under the direction of the United Nations will lead the way to that realization.

Right human relations require that we tell the children how they should relate to the skies, to the stars, to the sun, to the infinite, to time, to the human family, to their planet and to all their human brethren and sisters...

This will require a real revolution in education, which will happen sooner or later. Education is really the key to our future. Former Secretary-General U Thant, who was a teacher, often said to me: "Robert, we are too old to bring about the necessary changes in the world. Only the younger generation can do it. And, for that, education is the key." This is why he supported so strongly international schools and proposed the creation of a United Nations University, which exists today. He dreamed that one univer-

sity on this planet would give all other universities the global views, inspiration and curricula needed for a peaceful society and right human relations.⁵¹

Yes, global education must transcend material, scientific and intellectual achievements and reach deliberately into the moral and spiritual spheres.⁵²

Someday our planet will be a world spiritual democracy.⁵³

Yes, we must join our Hindu brethren and call henceforth our planet "Brahma" or the Planet of God.⁵⁴

Of the "gifts of the spirit" (man's spirit), the World Core Curriculum says:

All these gifts of the spirit enable one to become a potent force for bringing about right human relations upon this planet. That is, right human relations with all the kingdoms in nature.⁵⁵

While secularism has held sway for a number of years in our education system, secularism was meant for one purpose: to do away with the old forms of spiritual values in order to make way for the new. It created a vacuum which will be filled with a new spirituality based on a pantheistic view of nature, and upon self as God.

Within the tearing down of the atheistic strongholds in the former Soviet Union was created a spiritual vacuum that is now sucking in every religious ideology. While Christians rejoice that the Gospel may now be declared openly, so, too, can every other religious philosophy. And since only the Gospel is antithetical to all other religious philosophies, it is only a matter of time before the door closes once more. Only this time it will be closed on the true Gospel.

So again, when Muller speaks of God, he isn't speaking of a transcendent, personal God who is distinct from His creation. Muller is speaking of a universal "all-mind" which permeates the very creation itself. It is a pantheistic god: God is everything and everything is God. In the process of bringing children into their self-realization as God, the World Core Curriculum promotes eastern meditation techniques, including "guided fantasies into space."⁵⁶ This is a description of astral projection or "out-of-body" travel.

We can see the genesis of the emphasis on ecology and spiritualism in the new education. Within the scope of spiritualism lie the "intuitive" gifts or talents. Thus we also find a strong emphasis on music, art and related disciplines. The belief is that these intuitive gifts reveal man's higher

nature, as opposed to the more pragmatic academic disciplines. These academic disciplines must be brought within the covering of the spiritual or intuitive.

Year after year, governments increase the scope of the United Nations' work and improve through it their perception of the total reality. This is one of the most prodigious and amazing stories the earth has ever seen. Alas, it is understood by only a very few. But there are two fundamental differences with the past: first, the UN and every nation must integrate the achievements of science and technology within a broader moral and spiritual dimension; and second, while most religions were born in localized, different regions and cultures, this time the story comes from a center, from the place of convergence of all human problems, dreams, aspirations and exertions....

But the religions and the prophets, the poets and the artists did not need a United Nations, a world organization, conferences or experts to help them discover the truth. They saw it straight with their hearts, with an internal vision, with an instinct that went right to the core without getting lost in the convolutions of the mind. They all gave us generally correct codes of conduct, codes of internal serenity, codes of happiness, codes for the highest fulfillment of the miracle of life.

This is why we must listen attentively with all our minds, hearts and souls to what the great religions and spiritual leaders have to say.⁵⁷

The spiritual leaders are those of the major world religions. Muller believes that the United Nations is the catalyst for bringing about their aspirations:

How happy the Gautama Buddha, Jesus and Mahomet would be if they could see the United Nations! This is why Pope Paul VI when he visited the UN described his trip as "the end of a journey that started two thousand years ago." For the first time the dream of the Catholic (Universal) Church was fulfilled: its Pope could speak to the Assembly of all nations of earth. He asked therefore in moving terms for the support of the United Nations.... And Pope John Paul II after his resounding visit to the United Nations, when he left, repeated several times, with tears in his eyes, looking back at the UN buildings: "God bless the United Nations, God bless the United Nations."⁵⁸

Muller's lengthy tenure with the United Nations, his prestige and his spirituality paved the way for his influence in the establishment of the United Nations Univer-

sity in Costa Rica. They likewise are the basis for adoption of the World Core Curriculum of the Robert Muller School by the Global Education Project.

The Robert Muller School received accreditation with the Southern Association of Colleges and Schools for the State of Texas. Accreditation Team Chairperson, Eileen Lynch, said:

The Robert Muller School, founded in 1981, provides an educational alternative to students because the parents, faculty, and children of The School of Wisdom believe that a global curriculum is essential to meet the needs of a rapidly changing society and the interconnectedness of the global community. The most current educational processes recommended by the most advanced research on brain-mind and human development are being used to enhance the mental, physical, and spiritual development of each child. The school serves the needs of students whose parents have been involved in studies of education for the new age through the adult School of Wisdom which includes students from the Dallas-Fort Worth metroplex.⁵⁹

In addressing the school's philosophy and objectives, Lynch stated:

The focus of the stated philosophy and objectives is the development of each individual student to reach his or her highest potential as each evolves to a fully functioning adult capable of providing valuable service to his or her community and the human family holistically.⁶⁰

The School of Wisdom is a dispenser of New Age philosophy rooted in eastern mysticism. The influence that the Robert Muller School wields can be seen in the Global Education Project:

The following assumptions are fundamental to understanding the nature and scope of the Global Education Project.

1. A major paradigm shift is occurring as nation states are rapidly becoming a global community.
2. The answers and strategies of the past are often inappropriate to the needs of the present and are unable to supply solutions to the problems of the present and the future.
3. While historically, the primary locus of responsibility for peace and a sustainable environment has been placed on governments, the time has come to balance this with the responsibility of each inhabitant of the planet to live in a way that promotes peace and supports a sustainable environment.

4. Toward this end, the greatest untapped resource of the planet is the potential of the human mind and spirit and the innate yearning in each person for peace and meaning. Today, this applies in a particular way to the children of the world whose responsibility it will be to insure a peaceful and sustainable future for life on our planet.

5. The present generation must provide these children with the insight, knowledge and skills required to create their own future—a future that is based on cooperation, inter-dependence and ecological sensitivity.

6. Implicit in this necessity is the recognition that such responsibility can emerge and be nourished only in the context of altruism, compassion and love.

7. To accomplish this requires a new understanding of the role of education in a culture, i.e., a new mission. A new mission requires both new educational content and new methodologies—content and methodologies which provide students with the insight, knowledge and skills required to create their own future.⁶¹

Among the short-range goals for the Global Education Project is the following:

To pilot test this framework from September 1991 to June 1992 with schools from various countries for which contacts and interest already exists. These include countries from each of the six continents and the major bioregions on Earth.⁶²

America 2000 is slightly behind this "pilot test" for the simple reason that the scope of restructuring is too ambitious to have been implemented so quickly. Yet to have it adopted within three years from the proposal of the Global Education Project indicates that the mechanism for restructuring was already in place in the United States. In fact, teachers have been prepared for this restructuring through the teacher-training programs at major universities for decades. It is only now that the full scope of their training is being revealed.

Even the basis of America 2000's required on-going adult education is found in the Global Education Project. One of its short-range goals is

To develop four developmentally-oriented training manuals (birth - 7, 8-14, 15-21, adult) which will become the training and resource manuals for the Program.⁶³

Behind the Global Education Project we find, besides Robert Muller, several other persons of like philosophy who comprised the Design Teams.

Abelardo Brenes, Ph.D. (Psychology) Project Coordinator; Edward T. Clark, Jr., Ph.D. (Educational Administration); Mary Dower, Ph.D. (Education); Philip S. Gang, Ph.D. (Philosophy of Education); Nina Lynn, Ed.D. and C.A.G.S. (Education, Special Education, School Administration and School Psychology); Dorothy J. Maver, Ph.D. (Education).⁶⁴

All these members of the Design Teams for the Global Education Project are strong proponents and activists for globalism and New Age philosophy. This can be seen in the resumé portion of the *Global Education Project*, "Mission Statement," published by the U.N. University of Peace. Dorothy J. Maver especially deserves scrutiny.

Maver is the co-founder and executive director of the Seven Ray Institute and University of the Seven Rays, a non-profit, tax-exempt, educational corporation with branches in the U.S., Australia, Canada, New Zealand and the former Soviet Union. She offers workshops to students and teachers, incorporating brain research, transformational kinesiology, and utilizes her original psychological instrument for self-understanding and vocational counseling, *The Student Identity Profile*. She presently serves as an adjunct faculty member at Kean College of New Jersey, where she supervises student teachers during their field experience and offers teacher training seminars. She also serves on the steering committee of the Global Alliance for Transforming Education.⁶⁵

Until now I have merely hinted at the occult roots of education restructuring. I wanted to first lay a groundwork of easily traced paths from America 2000 and other United States restructuring plans, to the United Nations Global Education Project, to Dr. Robert Muller and the World Core Curriculum, and finally to Dr. Dorothy J. Maver and her "Seven Rays" educational theory, which we will be addressing.

From this point we will examine Dr. Maver's and Dr. Muller's New Age occultism. We will find that the true source of education restructuring has nothing to do with education in the academic sense, but education in the philosophical and esoteric religious sense. Both Dr. Maver's and Dr. Muller's concepts which form the basis for this new education model are taken from the writings of Alice A. Bailey. In the Preface to *The Robert Muller School World Core Curriculum*, we read:

The underlying philosophy upon which The Robert Muller School is based will be found in the teachings set forth in the books of Alice A. Bailey by the Tibetan teacher, Djwhal Khul (published by Lucis Publishing Company, 113 University Place, 11th floor, New York, NY, USA 10083) and the teachings of M. Morya as given in the Agni Yoga Series books (published by Agni Yoga Society, Inc., 319 West 107th Street, New York, NY, USA 10025).⁶⁶

Alice A. Bailey was a disciple of Helena P. Blavatsky, the main founder of today's Theosophical Society. Bailey claimed to be a channel for an ascended master named Djwhal Khul, also known as "The Tibetan." Her writings were not her own, but were messages given in the spirit by Djwhal Khul who had chosen her as a vehicle through which he would impart The Plan of "the Hierarchy." The Hierarchy is allegedly a group of ascended masters—beings who have attained a high degree of evolutionary perfection releasing them from bondage to the material world. They are said to exist in the spirit realm as guides for man's evolutionary journey.

Thus, we've arrived at the final link in the progression from inception to culmination of educational restructuring. That final link is a spirit entity known as Djwhal Khul (or so we're told by Alice A. Bailey.) Whether the original source was a demon or Bailey herself, the fact remains that the new curriculum is based on the "Ancient Wisdom" of the mystery schools. While claiming to be scientific and not religious, this philosophy intrudes into every area of the spiritual.

Besides Dr. Muller, Dr. Dorothy J. Maver is perhaps the next most significant person to consider in relation to the philosophy behind restructuring education. This is due to the influence of her psychological theories in the New American Schools strategy. Her seven rays hypothesis states that each person has more than one intelligence, known as "rays," that determine their evolutionary destiny. Says Dr. Maver in *Esoteric Psychology*:

This article is the third in a three-part series, addressing Education in the New Age: A Seven Ray Paradigm in the Educational Setting. *It is suggested in The Rays and the Initiations* (Bailey, 1960, p. 474) that the new education will emerge when educators speak in terms of "bridging". *It is exciting to note that such is the case....*

Counseling is an integral aspect of education, and professionals utilize many psychometric tools in order to effectively and realistically guide students in terms of course selection, vocation, and social adjustment. For those involved in the new psychology (esoteric psychology) there is a strong need to describe the various energy fields of human being (*sic*) and their qualities. Since one of the most effective means of determining psychological typology is the self-report inventory, the Student Identity Profile is offered as a means of evaluating and understanding students based on seven fundamental qualities (rays) which account for basic differences in character....

Dr. Michael Robbins developed the Personal Identity Profile (PIP), an instrument designed to assist adults in determining the predominant rays in their energy system. This article reports on research conducted to develop the Student Identity Profile, (an abridged PIP) at the high school reading level. (Emphasis in the original)⁶⁷

Maver reveals the source of the seven rays concept to be Alice A. Bailey—the same as that of the World Core Curriculum of the Robert Muller School:

The works of Alice A. Bailey, 24 books written over a period of 30 years, contain the basis for the Student Identity Profile, particularly the information regarding the seven fundamental qualities or rays. The seven rays are:

- Ray 1 - Will and Power
- Ray 2 - Love and Wisdom
- Ray 3 - Active Intelligence and Adaptability
- Ray 4 - Harmony through Conflict
- Ray 5 - Concrete Knowledge and Science
- Ray 6 - Idealism and Devotion
- Ray 7 - Organization, Ceremony, Ritual⁶⁸

The Personal Identity Profile is based primarily on the seven ray model as presented in *Educational Psychology I & II* by Alice A. Bailey (1962, 1970), and as discussed in *Psychosynthesis Typology* by Robert Assagioli (1983).⁶⁹

The purpose of the new education is to profile every child according to the ray which dominates his intelligence. For example, a person with a dominant Ray 7 would be profiled as a cleric or priest, the particular religious belief being of no consequence. A person with a strong Ray 4 might be profiled as a diplomat, Ray 5 as a scientist, etc. Based on the profile estab-

lished through psychological testing, the child will be funneled into the job or career classification to which he is best suited. The seven rays are also known as "multiple intelligences" and are mentioned in several restructuring plans within America 2000:

The central organizing concept of our design for New American Schools is expeditionary learning, that broad range of intelligences and relationships necessary to generate, undertake and complete the arduous challenge of an intellectual and experiential expedition whether it lasts one day or six weeks.⁷⁰

Odyssey Schools will subscribe to the theory of multiple intelligences and will seek to develop each student's unique talents. At each level of schooling diagnostic criteria and specific performance outcomes will be designed to address each of at least seven distinct intelligences.⁷¹

Is it coincidence that the America 2000 Design Teams postulated a "seven intelligences" model similar to that of Alice A. Bailey's seven rays?

HOLISTIC EDUCATION

We've seen that the basis for all education restructuring is "holistic," that is, viewing life on the planet as interconnected, with no life form having any greater standing than any other life form. This, in turn, is based on the evolutionary view of life. But it is not a secular humanism that is in question. It is cosmic humanism: the belief that all life forms are evolving to higher states of consciousness. Mankind, though representing the highest mental consciousness on earth, is yet deficient in his attainment of perfection. That is to be overcome through the next stage of evolution which will see the emergence of a new species of human being—a true planetary citizen that is psychologically, spiritually and physically superior to present mankind. The hope for that quantum leap to perfection lies in the upcoming generation—the generation that will usher in the New Age on a global scale.

This is why children are to initiate their own course of study and develop their own values. It's believed that their inner beings hold the seeds of man's redemption.

Holistic education is not merely how a child studies, but *how the child is studied*. It has little to do with academics and everything to do with creating a new species of human being. We learn this from Alice A. Bailey (or Djwhal Khul) in *Education in the New Age*:

The time is coming when all children will be studied in the following directions:

1. Astrologically, to determine the life tendencies and the peculiar problem of the soul.

2. Psychologically, supplementing the best of modern psychology with a knowledge of the Seven Ray types, which colours Eastern psychology.

3. Medically, with special attention to the endocrine system, plus the usual modern methods in relation to eyes, teeth and other physiological defects. The nature of the response apparatus will be carefully studied and developed.

4. Vocationally, so as to place them later in life where their gifts and capacities may find fullest expression and enable them thus to fulfill their group obligations.

5. Spiritually. By this I mean that the apparent age of the soul under consideration will be studied, and the place on the ladder of evolution will be approximately noted; mystical and introspective tendencies will be considered and their apparent lack noted.

Coordination between:

a. Brain and the response apparatus in the outer world of phenomena,

b. Brain and desire impulses, plus emotional reactions,

c. Brain and mind and the world of thought,

d. Brain mind and soul,
will be carefully investigated so as to bring the entire equipment of the child, latent or developed, into functioning activity and to unify it into a whole.⁷²

One of the major functions of those who train the infant minds of the race will be to determine, as early as possible in life, which of the seven determining energies are controlling in each case.... A child's note and quality will be early determined, and his whole planned training will grow out of this basic recognition.⁷³

Does this sound as if your child will be some sort of guinea pig? If you understand that the new education has less to do with academics than it does with New Age evolutionary theory, the answer is yes.

The true education is consequently the science of linking up the integral parts of man, and also of linking him up in turn with his immediate environment, and then with the greater whole in which he has to play his part.⁷⁴

It will be argued that the value of the individual is repeatedly stressed throughout America 2000 and other education restructuring plans. But so, too, is the value of the individual stressed by Djwhal Khul:

Two major ideas should be taught to the children of every country. They are: *the value of the individual and the fact of one humanity.* (Emphasis in original)⁷⁵

The world planners would have us believe that they value individual lives. Well, they do. But every individual is valuable only in regard to the whole. Apart from the whole he has no value. Thus, any individual who does not fit into the New World Order will be considered expendable. And if he lacks any redeeming qualities that would make him valuable to the whole, he will be liable for termination. This is not hypothesis; it is rife within the teachings of the New Age. Christians, especially, are viewed as a hindrance to humanity's achievement of the quantum leap toward a new species. We are a hindrance because our beliefs do not fit in with the New Age; they had their value in the previous "Piscean Age," but they have no value for the "Aquarian Age," into which the Earth is now passing.

Understand, though, that New Agers do not see the purging of the earth of old, "crystallized" forms (Christianity), as necessarily evil. They believe that those of us who are lagging behind their agenda will be served by being put to death, simply because we will have the opportunity to return at a later stage in our evolutionary journey. We will, in our next incarnation, be more ready to accept the New World Order since we will be educated to fit into the mainstream. We will, in fact, return as a new species:

We are laying the foundation for the emergence of a new species of human being—a more highly evolved unit within the human family.⁷⁶

In the Hierarchy's view of humanity, we are "units," "human resources," merely one part of a greater whole.

Djwhal Khul infers that, unless we are made a part of the group consciousness, we cannot be considered truly human:

We must strengthen those aspects which are good and desirable; we must develop the new attitudes and techniques which will fit a child for complete living and so make him truly human—a creative constructive member of the human family. The very best of all that is past must be preserved but should only be regarded as the foundation for a better system and a wiser approach to *the goal of world citizenship.* (Emphasis in the original)⁷⁷

Here, again, we see a consistent pattern with the goals of America 2000, not only in world citizenship, but in parenting. Djwhal Khul further states:

Education is a process whereby the child is equipped with the information which will enable him to act as a good citizen and perform the functions of a wise parent.⁷⁸

Remember that Djwhal Khul's words were penned by Alice Bailey in 1954. His (or her) words were prophetic:

In the future, education will make a far wider use of psychology than heretofore.⁷⁹

Has this not come to pass? Have we not seen that educational restructuring is predicated upon psychological theories, and wide use of school-based psychological counseling? Is it not also predicated upon the idea that the old method of learning is obsolete and must be replaced with a curriculum that stresses "thinking skills?" So, too, is Djwhal Khul's model for education:

It is perhaps a platitude to say that education should occupy itself necessarily with the development of the reasoning powers of the child and not primarily—as is now usually the case—with the training of the memory and the parrot-like recording of facts and dates and uncorrelated and ill-digested items of information.⁸⁰

A lesson in logic is in order. If America 2000's strategy, and every other restructuring strategy for U.S. schools, is identical to that of the Global Education Project, which predated them, and if the Global Education Project is adapted from Robert Muller's World Core Curriculum, it is evident that the entire education restructuring process in the United States is adapted from the World Core Curriculum. In the same manner, since the theories and formulas of the Seven Rays Institute are found in the America 2000 strategy and the Seven Rays Institute's education model is identical to America 2000's model, it follows that the same intelligence is behind them all.

Inasmuch as both the Robert Muller School and the Seven Rays Institute credit Alice A. Bailey and Djwhal Khul with devising the new education model, it also follows that the progression for the education model for the new age originated in the realm of the occult. And if Djwhal Khul is for real, we find ourselves in the position of adopting an educational system spawned in Satan's realm of fallen spirits.

SUMMARY

The education system in the United States is failing because it abandoned the basics of sound educational practices that were proven effective for hundreds of years. A technological society is basically no different from an industrial society, regardless of what the new educators tell us. That's because the nature of man has remained unchanged since his creation.

While the new education model promises to be more fun for both the students and the teachers, the fact is that, in view of the stronger emphasis on social and thinking skills than on academics, illiteracy will abound even more than it does today. But even if the promise of better educated students were realized through this program, the values instilled will be of far greater detriment to the students' spiritual welfare.

As to why major corporations are involved in education restructuring, this can be attributed to several factors:

1) Naivete: many corporate decision makers are ignorant of the spiritual implications behind restructuring. They are fed up with an illiterate workforce. They want a skilled work force.

2) Adherence to New Age philosophy: many corporate leaders are avid believers in New Age techniques. They've brought them into their corporations for training from the top down. Such techniques as visualization, meditation, yoga and related exercises are part of the human potential movement. They are propagated through such organizations as The Pacific Institute, one of the leaders in so-called "human potential development" for major corporations, government and public utilities.

3) The desire for power: Major corporations know that an education system based on developing the mind power potential of "human resources" will give them a continued base of power. With the elimination of competition in favor of cooperation, there will be fewer if any new sources of competition for the existing major corporate structures. "Human resources" will be their robots of the future, conditioned not to assert their individual desires and needs above the benefit of the corporation.

The trend, with the help of government, has been for international mega-corporations to swallow competition. No one can compete with them. They grease the palms

of legislators at every level of government through well-financed lobbying efforts.

The New Age economic system will be a form of capitalistic socialism on a global scale. With the exception of some relatively unimportant commercial enterprises, little if any competition for these mega-corporations will be allowed to exist.

An illiterate but nominally skilled populace is easily controlled. And those who show promise for leadership within the New World Order will be channeled into those areas that will require learning. The rest of humanity will be treated as robots, regardless of the high-sounding rhetoric from "higher sources." The real reason they want "loving, caring, and happy human beings," is that they will be all the easier to control.

Of course, we should all be loving and caring. But there are times that require forceful resistance to evil. That, in turn, requires spiritual strength, wisdom, and discernment that comes only through surrender to God through Jesus Christ. By applying His Word to our lives we will be loving and caring. Without His Word we will only surrender to fear. And for good reason.

Soon, no one will be able to buy or sell unless they are beholden to the New World Order of capitalistic socialism. For the vast majority of humanity, brainwashed from an early age to accept the system, that will be no problem.

IS THERE A SOLUTION?

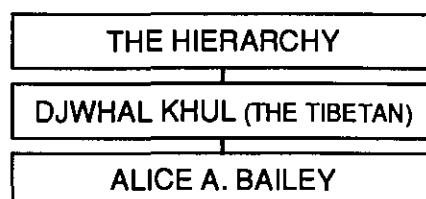
This report is meant as a clarion call to wake up to the realization that America is no longer the land of the free or the home of the brave. Cowardice in public office has surrendered our freedom to international control in many areas. We can live with that in some cases. But when it comes to subverting the minds and spirits of the next generation to an anti-Christ belief system—and mandates that subversion through the educational process—it becomes imperative that all parents, not only Christians, take whatever steps are necessary to protect their children. Soon, one may as well send their children to a Buddhist temple as to a public school. It won't be long before they are all dispensers of the Ancient Wisdom.

Would it be better for parents to remove their children from the public schools and place them in private schools? As a temporary measure, that may be a solution. However, eventually all private schools will be required to conform to the new, performance-based education. This is because all institutions of higher learning will be mandated to base their entrance requirements on the new education standards.

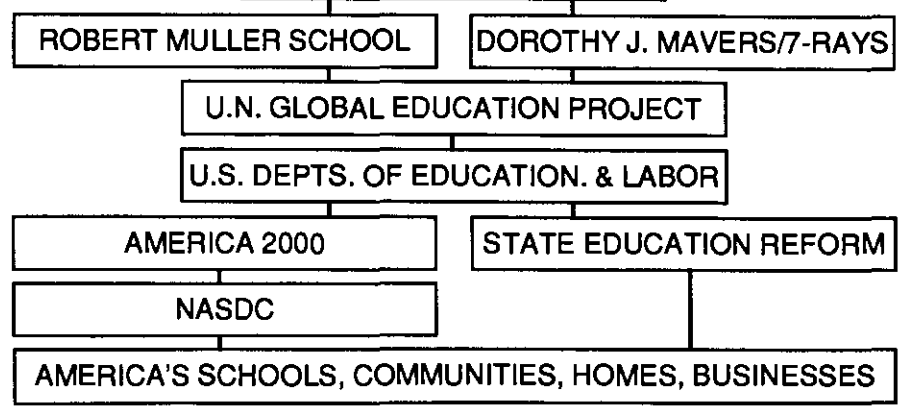
What about home schooling? That's the best idea at present. But, again, even home schoolers will be required to institute the new standards if they want their children to get a higher education. The real problem is that even if they went on to higher learning,

THE OCCULT CONNECTION

This chart is not complete. Only the main channels for occult spiritual reform in American education are shown.



There are many other organizations and government agencies (national and international) involved.



they will still encounter the same philosophical base. Eventually, every parent will be required to submit their child to the new education standards or risk losing them for placing them "at risk." And it will be determined that home schooling doesn't provide the opportunities for developing social and critical thinking skills. Parents will naturally tend to instill their own values in their children. This the education system cannot abide. That's why critical thinking (also known as values clarification or situation ethics) is a major element in the new education.

It has been proposed by some that parents who wish to protect their children from this occult-based, non-academic brainwashing leave the country—if they can find a haven of escape from the long arm of the Global Education Project.

Should Christian parents find themselves unable, for any reason, to remove their children from the system, it would behoove them to become involved in the system before the new education goals are fully in place. Know what your children are learning in school. Know who their friends are, and who their friends' parents are. Take control of your children's lives now, before it's too late. This is a spiritual battle, but it takes discernment and wisdom to wage it successfully. (See our Special Report, "Spiritual Warfare for Parents.")

The only solution, some have said, is to drop out of the system completely by having trusted mid-wives deliver children and not let authorities know they've been born. This may be what things will come to. But be aware that it presents several problems. For those who are squeamish and/or afraid of breaking the law by not having their child be given a social security number at birth in a hospital, they may have no alternative. But they must consider whether surrendering their child to the New World Order isn't a greater evil than breaking an unjust law.

Another problem is discovery. Should authorities find out, it would be a certainty that the children would be removed from the home and the parents made to submit to psychotherapy. Yet in spite of these problems, this last alternative—dropping out—may be what it will come to for those who wish to protect their children from the coming anti-Christ system. Should they take that action, however, they must be prepared to suffer the consequences.

One thing I would definitely recommend for all Christians: make sure you know who you can trust. It's time to begin tightening our circle of associations even within the Church. When the time comes that your friends and associates are threatened with severe reprisals unless they divulge information about you, few will be able to stand. Many will think it's their duty to inform on you.

Trust in God; trust in those whom you are certain you can trust. But don't make your affairs known to just anyone.

For those who truly trust the Lord, there need be no reason to fear. A healthy dose of caution, however, is in order. And that's the reason for this report. If it will cause those who need to fear to do so, well and good. But those who know whence comes their salvation will be guided by the Holy Spirit in what courses of action to take in the face of the impending danger.

At the heart of any course of action is absolute trust in our heavenly Father. In spite of the overwhelming specter of totalitarian forces on the horizon, God is still in control. The nation has begged His judgment for a long time. What is worse, the Church has begged His judgment. The Church has chosen its comfort and economic security over holiness and righteous living. It has not trusted the Lord's words that, if we would seek first the Kingdom of God and His righteousness, all we need would be given to us.

The prosperity gospel has taken precedence over the true Gospel. For many the primary reason for belief has been the hope of material gain. It's time for those caught up in the belief that they can have whatever they speak to wake up to reality. The wolf is at their door. And those who are carnally minded will not be able to stand against him.

Now, more than ever, Christian fathers must take the lead in their homes. They must begin to teach their children God's Word and to prepare them for the lies and deceptions that lie ahead of them. Tell them what to expect from the world.

Do You Know Him?

If one is reading this who does not know the Lord Jesus Christ as their personal Savior—who does not have the assurance of eternal life with Him, I urge you to surrender your life to Him. That is your only hope in the face of the coming totalitarian state.

In order to know God, and not merely know about Him, it's necessary that you first recognize your spiritual deficiency—that you are separated from God because of your nature as a fallen, sinful human being. It's also necessary that you turn away from your desire to sin or to live your own life, and ask Him to take charge of your life. This is called repentance from sin. It's not necessary initially that you be well-versed in biblical knowledge. For certain you don't have to be versed in theology. But your desire must be to draw close to God in order that He may draw close to you (James 4:8).

You must believe that the only way to God is through His only-begotten Son, Jesus, who said, "No man comes to the Father but by me" (John 14:6).

The Holy Spirit is tugging at your heart right now. Don't put Him off. You may never have another chance. The counterfeit New Age of Satan is about to be unleashed.

For those who surrender to Him He has this promise: that you will have eternal life through the resurrection of your body when He returns to the earth to subdue the nations. A genuine New Age is approaching. A New Age instituted by God through His only begotten Son, Jesus, the only Christ. But first there is coming a time of the counterfeit age of love and peace—the New Age of unity for all mankind under a one-world religious political system.

While the world promises love and peace with man ruling on the throne, it cannot deliver. The heart of man must first be changed. And the only way that change can be effected is not through an imaginary evolutionary leap. It takes a sovereign act of Almighty God to effect that change. The Scriptures tell us that, if we are willing, He will remove our hearts of stone and replace them with hearts of flesh. He will send us the Comforter, His Holy Spirit, to enter our hearts and change us from the inside out.

Don't think, however, that anyone will be able to prove the truth of the Scriptures to you. It takes faith on your part. You must believe in your heart that God so loves you that He sent His only begotten Son to die—crucified on a cross 2000 years ago—to pay the penalty for the sins of those who would believe in Him (John 3:16).

Without faith it is impossible to please God; for he that comes to God must believe He exists, and that He is a rewarder of them that diligently seek Him (Hebrews 11:6).

So it is by faith we are saved through God's grace, not by anything we've done to merit it. Therefore, being justified by faith, we have peace with God and access to His grace through our Lord Jesus Christ (Romans 5:1). It is only by God's grace that you will be able to stand in the time of trouble, recognizing that it's through tribulation that God works His patience and holiness into our lives (Romans 5:2-3).

Finally, for all my brethren in Christ I offer this encouragement in the face of the impending tribulation:

Fret not thyself because of evildoers, neither be thou envious against the workers of iniquity.

For they shall soon be cut down like the grass, and wither as the green herb.

Trust in the LORD, and do good; so shalt thou dwell in the land, and verily thou shalt be fed.

Delight thyself also in the LORD; and he shall give thee the desires of thine heart.

Commit thy way unto the LORD; trust also in him; and he shall bring it to pass.

And he shall bring forth thy righteousness as the light, and thy judgment as the noonday.

Rest in the LORD, and wait patiently for him: fret not thyself because of him who prospereth in his way, because of the man who bringeth wicked devices to pass....

Cease from anger, and forsake wrath: fret not thyself in any wise to do evil.

For evildoers shall be cut off: but those that wait upon the LORD, they shall inherit the earth. (Psalm 37:1-9)

Finally, brethren, as you see these things beginning to come to pass, lift up your heads; for your redemption draws near. ■■■

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