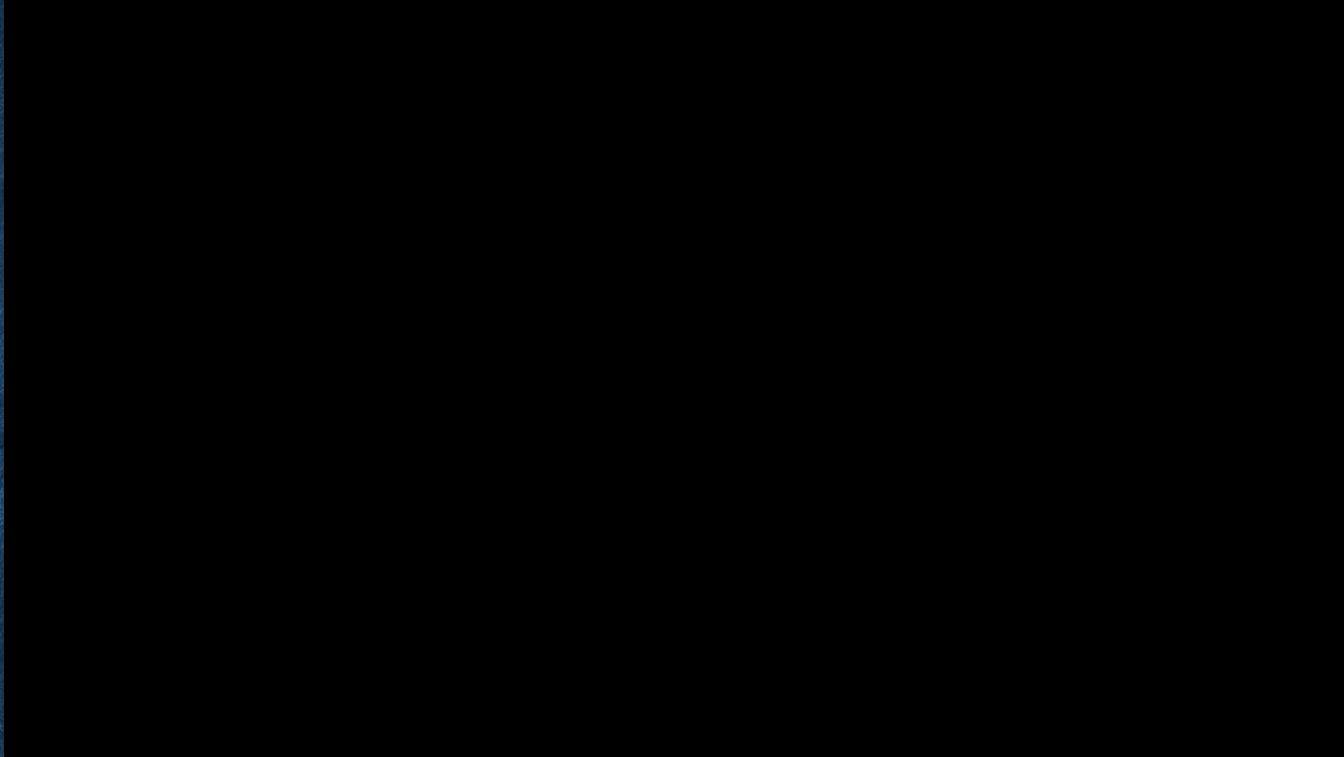



CREATING HUMAN ROBOTS: INDOCTRINATION & CONDITIONING

The forces of evil are using highly sophisticated methods to weaponize your children against you, your country, and God Himself.





U.S. DEPUTY EDUCATION SECRETARY MICK ZAIS

A portrait of Prof. Yuval Harari, a man with short dark hair, wearing a dark blue button-down shirt. He is looking directly at the camera with a neutral expression. The background is an indoor setting with a large green plant in a white pot on the left and a glass partition or window on the right.

Prof. Yuval Harari

- Social credit scores, Central Bank Digital Currencies, removal of privileges, and more

LIFELONG LEARNING:
YOU TOO



► “Social and emotional learning (SEL) is the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.”



- ▶ Academics secondary to the “affective domain”
- ▶ Competencies used to be “understand a text,” “multiplication tables,” etc
- ▶ New ones include: Empathy, Compassion, Fairness,

NEW COMPETENCIES

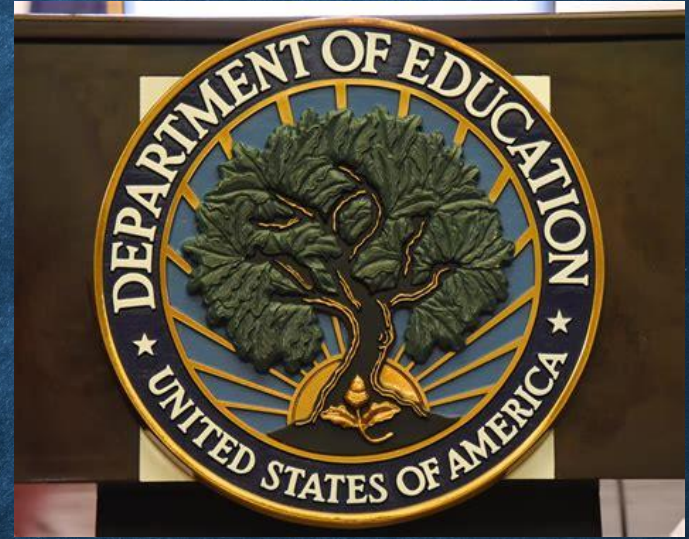


National Education Association (NEA)
Foundation Global Learning Fellow
Wendy Turner, “SEL warrior,” quoted in
article on the NEA’s website:

“SEL is the foundation, the heartbeat
of the classroom,” she said. “It’s
about connecting everybody and
making them feel safe and secure
before you get to the academics.”

The logo for NEA Today is displayed on a dark blue rectangular background. The word "nea" is written in a large, white, lowercase serif font. A small, white, stylized graphic of a person with arms raised is positioned inside the upper right curve of the letter "a". Below "nea", the word "Today" is written in a white, uppercase serif font.

In a U.S. Department of Education report, a “review” of existing studies called for subjecting “the entire student body” to constant SEL programming “in order to reinforce social and emotional learning not only in the classroom but also on the playground, in the cafeteria, and in hallways.” Parents should also “reinforce” it at home.





ARITHA WICKRAMASINGHE, ADVISOR TO UN &
BRITISH GOV'T, WITH UN-BACKED "THINK EQUAL"

► **SEL: How it's used ideologically:**

► **“Transformative SEL”:**

Pushes “equity,” “social justice,” and “collective responsibility,” which often translates into promoting Critical Race Theory, gender ideology, and anti-American narratives.



► **Attitude and belief tracking:**

SEL programs often include surveys, journal prompts, or classroom discussions designed to evaluate and influence students' worldviews on race, gender, climate change, "privilege," and government authority.





► **Character reprogramming via standards:**

Schools align SEL with behavior rubrics that reward “inclusive” or “equity-minded” attitudes and penalize expressions of traditional or conservative values.



- **Federal and global mandates:** SEL frameworks are often guided by groups like CASEL and influenced by UN/WHO goals, aiming to shape children into “global citizens” rather than sovereign American citizens.



[Blog](#)

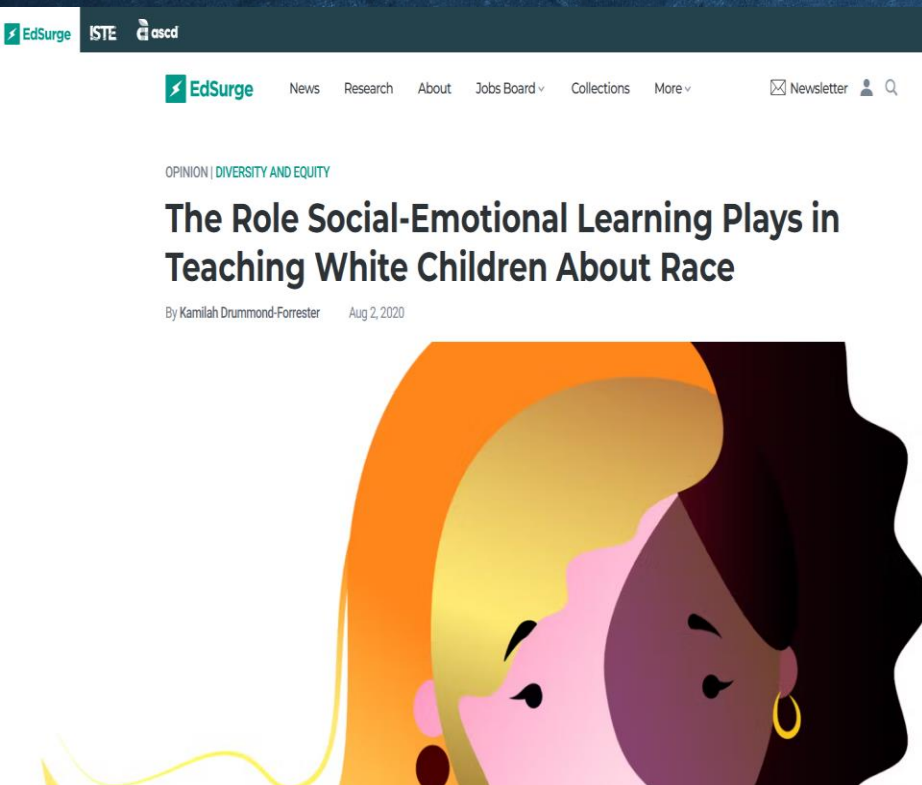
[About Us](#) ▾

[Home](#) ▸ [Fundamentals of SEL](#) ▸

How Does SEL Support Educational Equity and Excellence?

Imagine a school community that fully supports students' learning so that all children can thrive.

SEL as a Lever for Equity:
“With a growing number of partners, CASEL is creating a more comprehensive approach to education, one that will lead to a more equitable, just, and productive society.”



- ▶ Open Circle Director Kamilah Drummond-Forrester:

“Teaching [white children] to be aware of their racial identity would allow them to better understand the privileges that accompany that identity,” she wrote, adding that this would help them dismantle the “concept of ‘whiteness.’” “Social and emotional learning (SEL) has an important role to play in that education.

“One of the core competencies we focus on, as a necessary foundation for the others, is self-awareness. That self-awareness must include race.”

- ▶ Videos promoting critical race theory, LGBTQ, Islam to promote “tolerance”

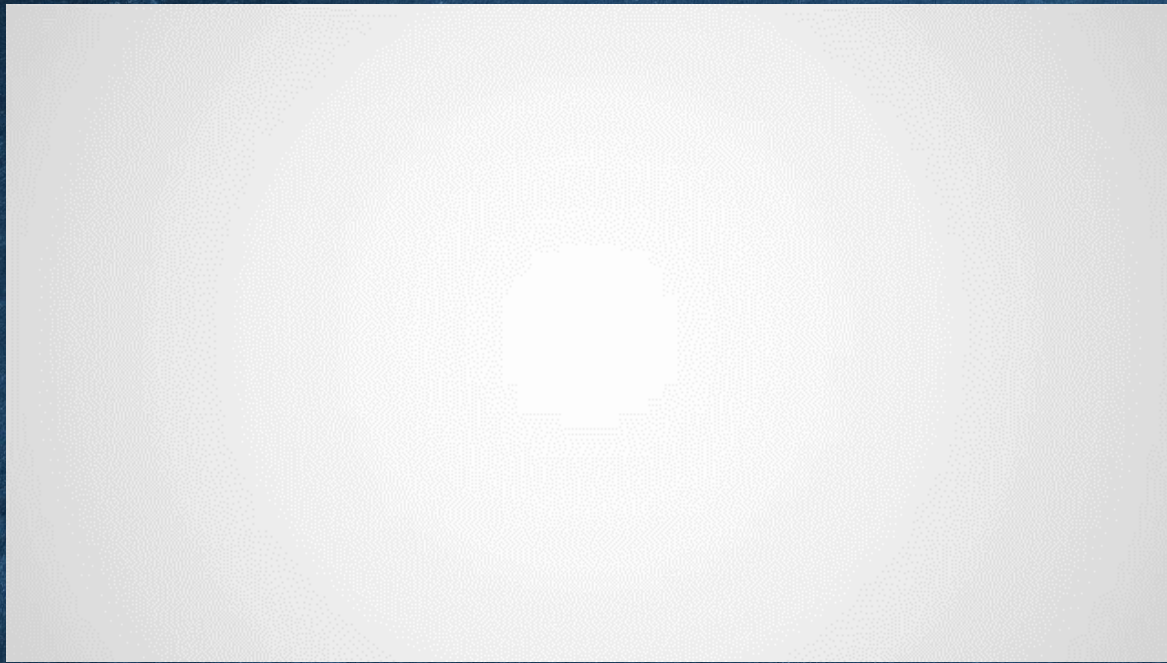
THE NEWMAN REPORT



Florida Schools Show LGBT Propaganda Films in Middle School

The Newman Report  Alex Newman March 7, 2019

Under the guise of “social-emotional learning” (SEL), at least one school district in Florida ordered Middle School teachers to show propaganda films promoting the Lesbian, Gay, Bisexual, and Transgender (LGBT) agenda to children. One of the clips promoting gender confusion, bizarrely, was produced by a major Canadian bank. Another film portrays a self-styled “bisexual” as some sort of hero to be applauded for his sexual proclivities. These were shown to captive children ages 10 through 13.




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COUNSELOR ASSOCIATION
PRESIDENT CAROLYN STONE

EdTech
Focus On K-12™

TOPICS STATES FEATURES TIPS & TACTICS VIDEO CONNECTIT EVENTS MORE +

LOG



YOU ARE NOT ALONE
Back To School 2020

HOME > CLASSROOM

AUG 10 2020

How Schools Are Taking SEL and Mental Health Online

Experts say students will increasingly need more social and emotional

Latest Articles

A Network Assessment Supports K-12 Infrastructure Modernization

Hard Tokens Vs. Soft Tokens For K-12 Multifactor Authentication

- ▶ “SEL-oriented teaching materials from the Zinn Education Project, which are aimed at nurturing empathy and compassion by supporting a broader view of history.”
- ▶ Zinn is literally a lying Marxist pseudo-historian

- “To help students cope with and recover from the extreme stress and trauma of the COVID-19 pandemic, many schools are turning to social/emotional learning (SEL) strategies. SEL refers to building skills and mindsets necessary for students to thrive in all areas of their life.”

https://www.schoolcounselor.org/Newsletters/September-2021/Proactive-SEL?st=NJ

 **Counselor news** 

Proactive SEL

By Kathryn Hecht-Weber | September 2021



IN THIS ISSUE

- [Books as Mirrors and Windows](#)
- [Brick-Based School Counseling](#)
- [SEE Learning](#)
- [Make Your Administrator an SEL Partner](#)
- [President's Letter: Together on the Front Lines](#)
- [The Next Generation of SEL](#)

The coronavirus pandemic continues to create an unpredictable educational landscape. To help students cope with and recover from the extreme stress and trauma of the COVID-19 pandemic, many schools are turning to social/emotional learning (SEL) strategies.

► CASEL: “SEL competencies can be leveraged to develop justice-oriented, global citizens, and nurture inclusive school and district communities.”

SOCIAL-
EMOTIONAL
LEARNING



COMPROMISE

- Teaching children to compromise in everything is DANGEROUS!



Program Guide

[Newsletters](#)[Contact](#)[Identify Your Goals](#)[Align to CASEL Criteria](#)[View All Programs](#)[Compare Programs](#)[About the Program](#)[Program Guide](#) > [View All Programs](#) >

Leader in Me

DESIGNATED

SElect 

 EMAIL  COMPARE

PROGRAM DESCRIPTION

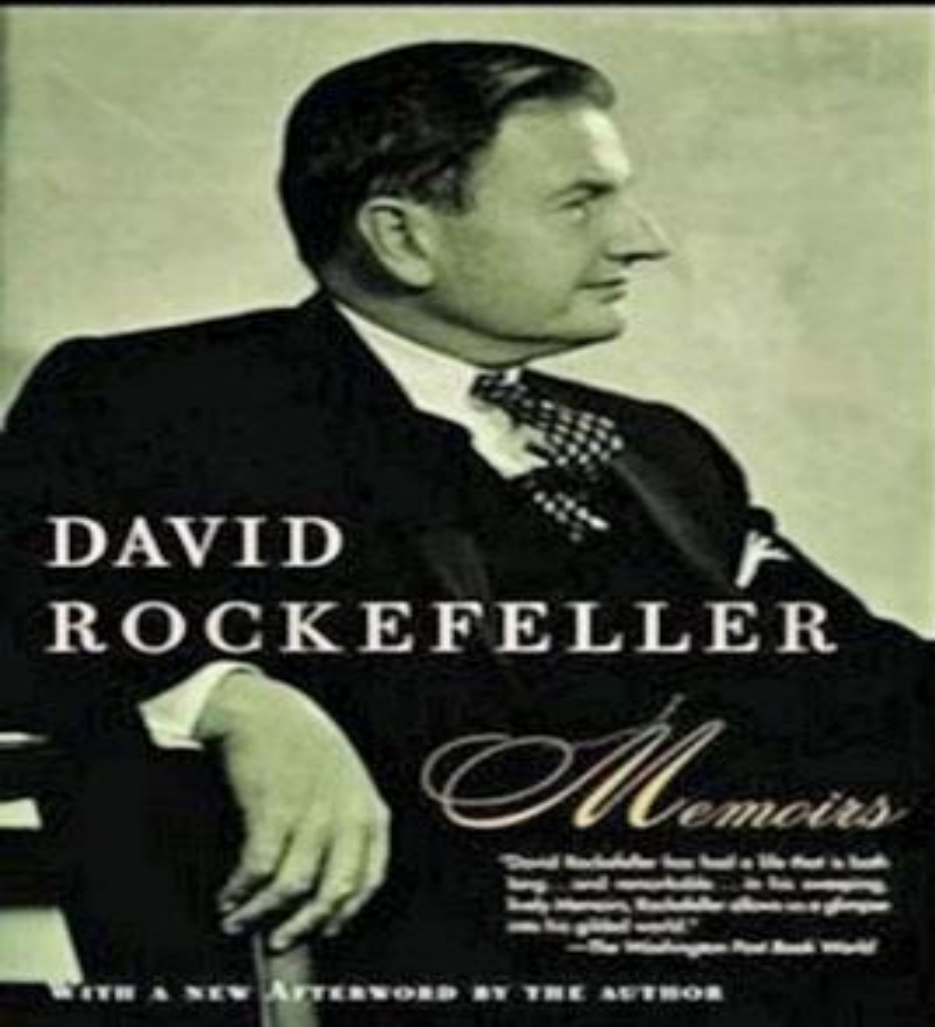
Leader in Me, offered by Franklin Covey Education, provides lesson-based, teaching practices, and organizational strategies approaches to SEL. Leader in Me offers programming for grades K-12. A CASEL-approved evaluation demonstrates evidence of effectiveness at grades K-5. Resources are accessed via an online portal that offers structured lessons, extension activities, and professional development modules.



CASEL TOP FINANCIER\$\$\$



NEW YORK TIMES BESTSELLER



DAVID ROCKEFELLER

Memoirs

"David Rockefeller has had a life that is both long... and remarkable... In his sweeping, lively memoirs, Rockefeller shows us a glimpse into his global world."

—The Washington Post Book World

WITH A NEW AFTERWORD BY THE AUTHOR

Some even believe we are part of a secret cabal working against the best interests of the United States, characterizing my family and me as 'internationalists' and of conspiring with others around the world to build a more integrated global political and economic structure — one world, if you will.

If that's the charge, I stand guilty, and I am proud of it.

- David Rockefeller

“The social experiment in China under Chairman Mao's leadership is one of the most important and successful in human history.”

► David Rockefeller, 1973



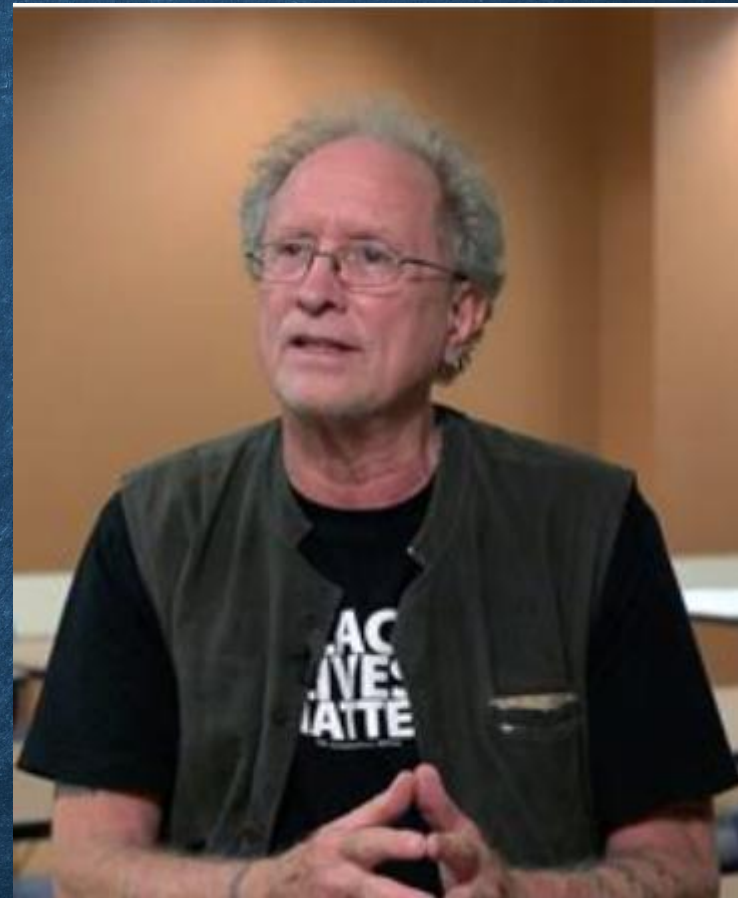
EMPATHY &
EVIDENCE



Center for Complex
Systems Study Group

Linda Darling-Hammond

KEY PEOPLE: AYERS
DISCIPLES





LARRY GRATHWOHL FBI



History of Social Emotional Learning

After decades of curriculum revolving around standardized tests, a movement has been created to focus on the child and their wellbeing. Teaching soft skills will be beneficial to them as they prepare for adulthood and various stressors that accompany that.

SEL Timeline

KEY INFLUENCERS: LEV VYGOTSKY & IVAN PAVLOV



- ▶ Pavlov dog experiment: Classical conditioning, where neutral stimulus (like the sound of a bell) becomes associated with a meaningful stimulus (like food) to elicit a response (like salivation).
- ▶ Stimulus like “Trump,” border control, protecting unborn baby, patriotism, God, Bible, etc. becomes associated with fascism, Nazism, Hitler, etc. to elicit a response

“It is education which should play the central role in the transformation of man this road of conscious social formation of new generations, the basic form to alter the historical human type,” Vygotsky wrote in 1930 in the journal of the All-Union Association of Workers in Science and Technics for the Furthering of the Socialist Edification in the USSR.

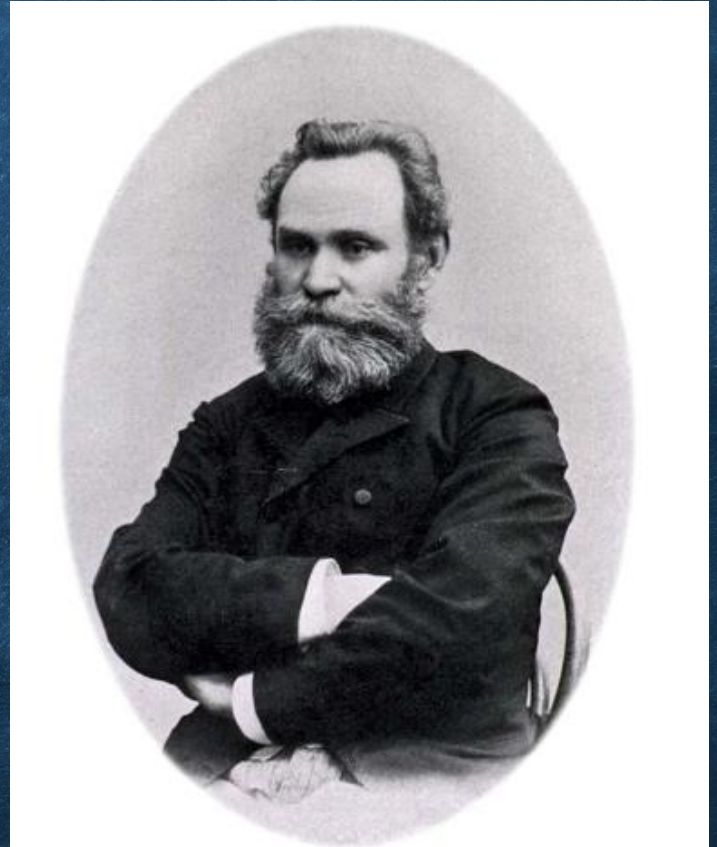


- ▶ “New generations and new forms of their education represent the main route which history will follow whilst creating the new type of man.”

- ▶ **Behavioral Psychology and Pavlovian Conditioning**

- ▶ **What it claims to be:**

These techniques aim to reinforce good behavior and emotional regulation through positive reinforcement and psychological techniques.



► **How it's used ideologically:**

► **Operant conditioning:**

Rewards (badges, praise, privileges) are given for showing “correct” emotional responses or parroting approved ideas. Punishments (lower conduct grades, peer shaming) discourage non-conformity.



► **Group conformity pressure:**

Group activities, restorative circles, and “community norms” use peer pressure to shape belief systems. Students learn that disagreeing with the consensus leads to isolation or reprimand.

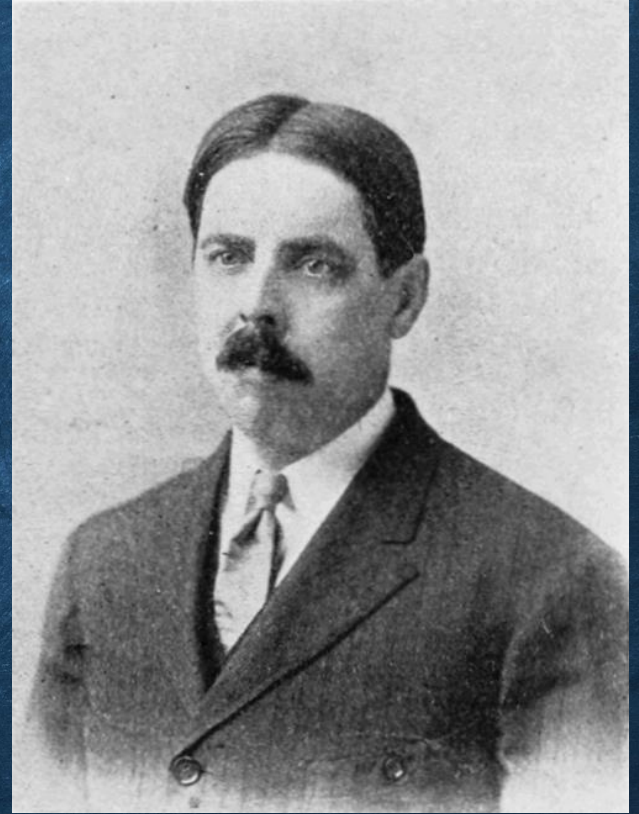


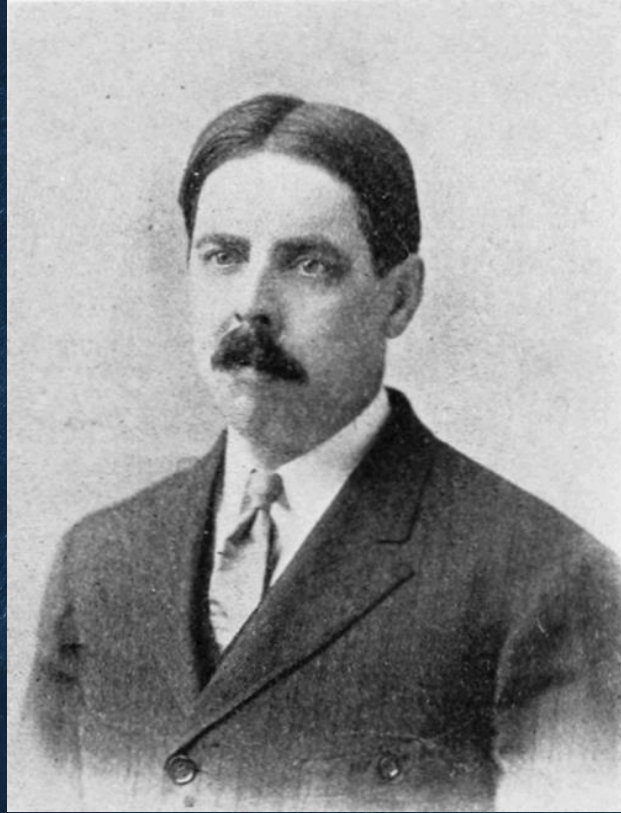
► **Trigger-word
conditioning:**

Words like “climate denial,” “toxic masculinity,” or “equity” are repeated in emotional contexts to create automatic reactions, bypassing reason and encouraging Pavlovian response patterns.



- ▶ “Psychology” by E. L. Thorndike published in Moscow in 1926 with foreword by Lev Vygotsky, one of Pavlov’s colleagues.
- ▶ Thorndike’s claim to fame was his discovery that you could train children like animals.
- ▶ Helped Pavlov & Vygotsky

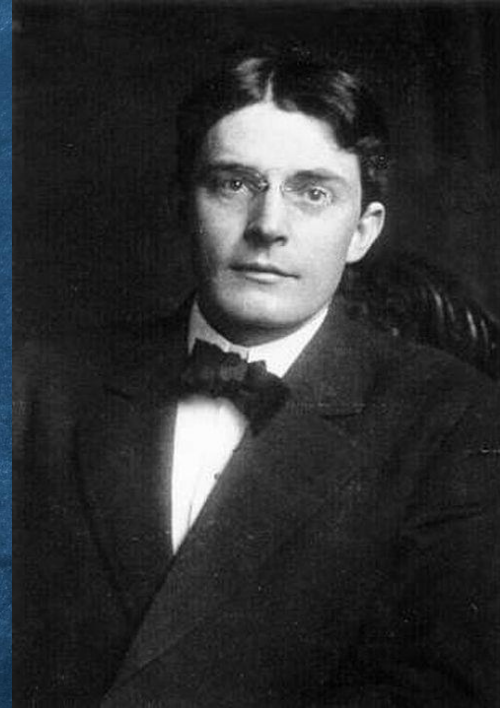




- ▶ “Our experiments on learning in the lower animals have probably contributed more to knowledge of education per hour or per unit of intellect spent, than experiments on children. . . .”
- ▶ “The best way with children may often be, in the pompous words of an animal trainer, ‘to arrange everything in connection with the trick so that the animal will be compelled by the laws of his own nature to perform it.’”

E. L. THORNDIKE, 1928

- ▶ John B. Watson, most arrogant behaviorist, loathed humanity.
- ▶ In “Behaviorism” textbook, he wrote:
 - ▶ “The interest of the behaviorist in man’s doings is more than the interest of the spectator—he wants to control man’s reactions, as physical scientists want to control and manipulate other natural phenomena. It is the business of behavioristic psychology to be able to predict and control human activity.”



JOHN B. WATSON



“Human beings do not want to class themselves with other animals. They are willing to admit that they are animals but ‘something else in addition.’ It is this ‘something else’ that causes the trouble. In this ‘something else’ is bound up everything that is classed as religion, the life hereafter, morals, love of children, parents, country, and the like.”

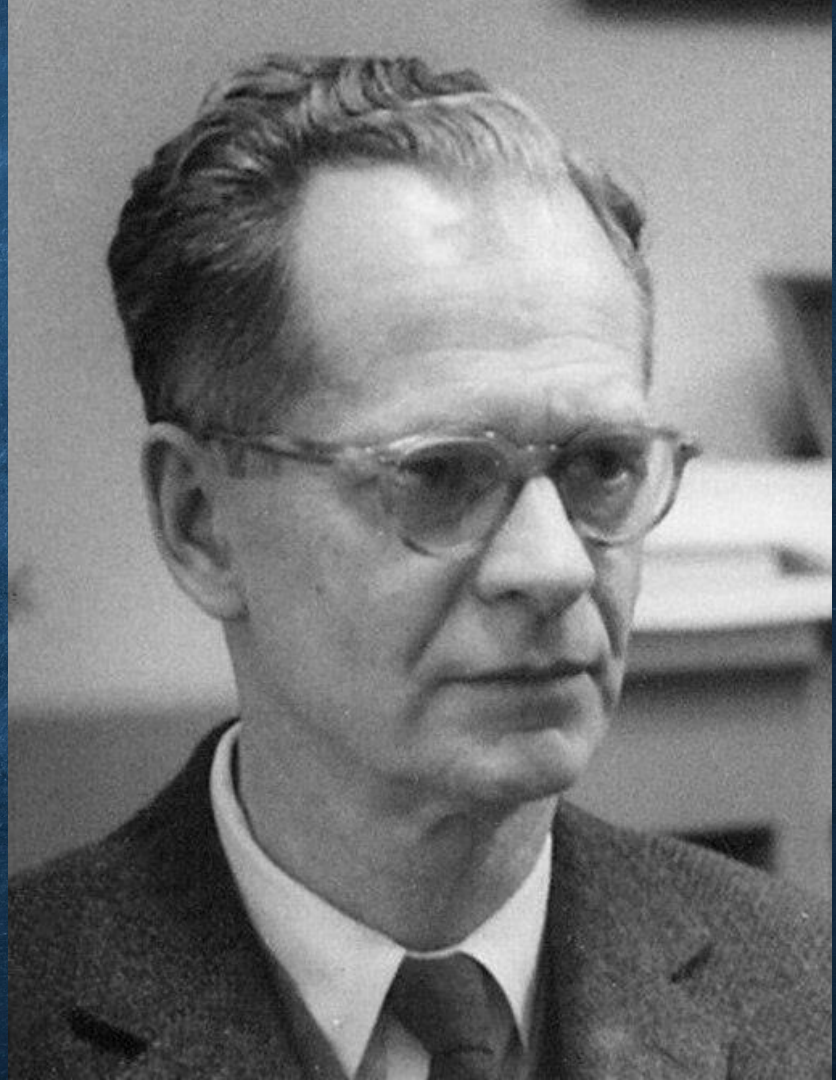
WATSON

► “The raw fact that you, as a psychologist, if you are to remain scientific, must describe the behavior of man in no other terms than those you would use in describing the behavior of the ox you slaughter, drove and still drives many timid souls away from behaviorism.”

WATSON

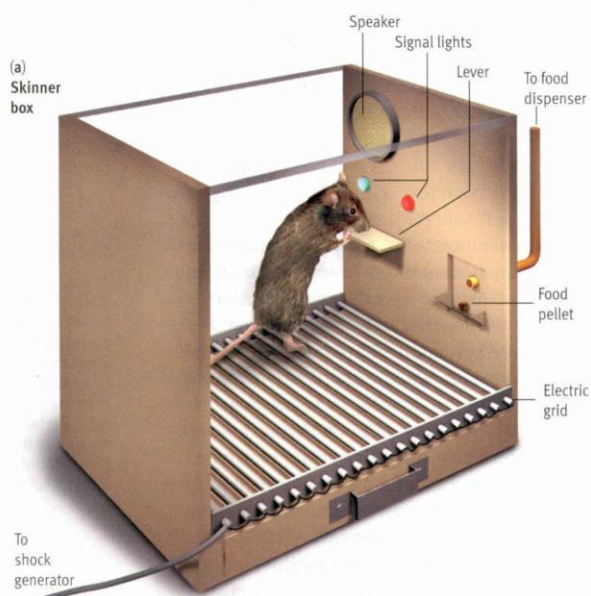


- ▶ Most influential behavioral psychologist in education was B. F. Skinner
- ▶ Reduced all learning to conditioning.
- ▶ Believed that, like animals, humans acted only in response to consequences, good or bad, of the same action performed previously.
- ▶ Principle of Reinforcement: Action with unfavorable/painful outcome not likely to be repeated; actions with pleasant outcome repeated.
- ▶ No “free will,” just mechanical repetition of what was seen to bring positive effect for self





- ▶ Skinner's theories of education removed any last vestige of spirit from the student, who is now totally deprived of any spiritual life or soul.
- ▶ Skinner became active member of the Pavlovian Society, devoted to study and application of Pavlovian conditioning.
- ▶ Attended meetings in Moscow and collaborated with Soviet psychologists working to control human behavior and thought.



BF SKINNER BOX

High-tech “Skinner Box”
aka Operant Conditioning
Chamber, but with AI?



- **Behavioral nudging from Big Tech and NGOs:**
Psychological strategies from global think tanks (e.g., OECD, World Economic Forum) are baked into curriculum software to condition globalist, statist mindsets.



Qingdao Declaration of
2015, in which UNESCO
Member States committed
to efficiently harness
emerging technologies for
the achievement of SDG 4.



► AI and Data Surveillance in Schools

► What it claims to be:

AI is presented as a way to personalize learning, detect risks (like bullying or mental health issues), and improve academic outcomes.





- ▶ **How it's used ideologically:**
- ▶ **Behavioral tracking and nudging:**

AI systems track keystrokes, facial expressions, tone of voice, and even posture to assess students' "engagement," "attitudes," or "biases." The data is then used to nudge behavior or alert administrators to intervene.



Exhibit 11. Four parallel streams of affective sensors used while a student is engaged in *Wayang Outpost*, an online tutoring system

**Facial Expression
Camera**



**Posture
Analysis Seat**



Pressure Mouse



**Wireless Skin
Conductance Sensor**



Source: Woolf, B., Burleson, W., Arroyo, I., Dragon, T., Cooper, D., & Picard, R. (2009). Affect-aware tutors: Recognising and responding to student affect. *International Journal of Learning Technology*, 3/4, 129–164.

DATA GATHERING AND MINING

► **Biometric and psychological profiling:**

EdTech platforms use AI to gather psychometric data without parental consent. Students are being profiled for emotional reactions to specific content, potentially flagging those who resist progressive narratives.





► **Adaptive learning manipulation:**

“Personalized” AI systems can subtly steer students away from traditional viewpoints and toward more “acceptable” answers in lessons on history, civics, or ethics.

► **Social credit-like systems:**

Some schools have created “digital citizenship” scores or SEL dashboards, creating incentives for compliance and groupthink, and quietly marginalizing dissenting views.

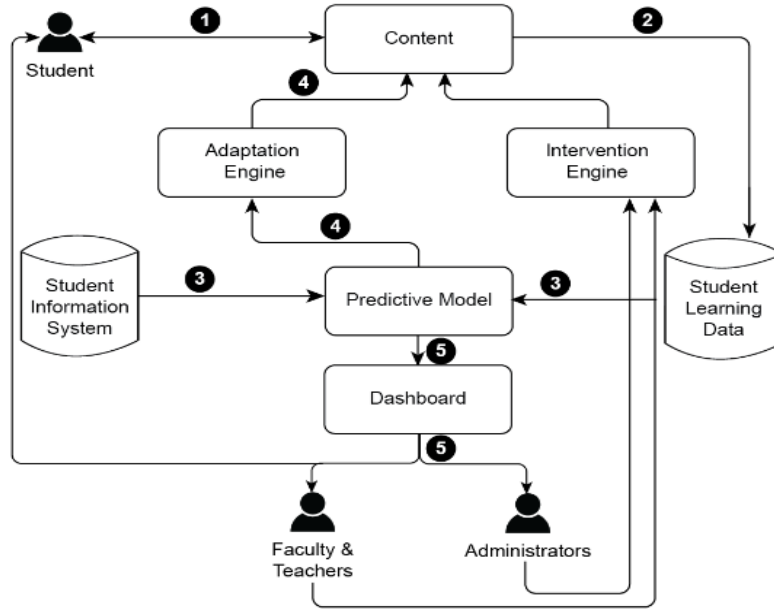


- ▶ **“A predictive model combines demographic data (from an external student information system) and learning/behavior data from the student learning database to track a student’s progress and *make predictions about his or her future behaviors or performance.*”**

US DEPT OF ED: *ENHANCING,
TEACHING AND LEARNING
THROUGH EDUCATIONAL DATA
MINING AND LEARNING ANALYTICS*



The Components and Data Flow Through a Typical Adaptive Learning System



Enhancing Teaching and Learning Through Educational Data Mining and Learning Analytics An Issue Brief



U.S. Department of Education

software tools to capture, store, manage, and analyze.” Big data captured from users’ online behaviors enables algorithms to infer the users’ knowledge, intentions, and interests and to create models for predicting future behavior and interest.



PRESIDENTIAL ACTIONS

ADVANCING ARTIFICIAL INTELLIGENCE EDUCATION FOR AMERICAN YOUTH

Executive Orders | April 23, 2025

By the authority vested in me as President by the Constitution and the laws of the United States of America, it is hereby ordered:



THE SENTINEL REPORT

LIBERTY HOUR

BEHIND THE DEEP STATE

CONVERSATIONS THAT MATTER

NEWSLETTER

S



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THE SENTINEL REPORT WITH ALEX NEWMAN

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NEW BOOK: "INDOCTRINATING OUR CHILDREN TO DEATH"

CART

Trump Order Injects AI into Education, In Line With UN

8 Comments / By Alex Newman / May 5, 2025



As Artificial Intelligence takes a greater role and more responsibility in education with backing from the



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2019

programme and meeting document

Beijing Consensus on Artificial Intelligence and Education

Parallel title: Consensus de Beijing sur l'intelligence artificielle et l'éducation,
Consenso de Beijing sobre la inteligencia artificial y la educación,
Beijing Consensus on Artificial Intelligence and Education (ara),
北京共识——人工智能与教育,
ПЕКИНСКИЙ КОНСЕНСУС ПО ИСКУССТВЕННОМУ ИНТЕЛЛЕКТУ И
ОБРАЗОВАНИЮ

Conference: [International Conference on Artificial Intelligence and Education, Planning Education in the AI Era: Lead the Leap, Beijing, 2019](#) [3]

Corporate author: [UNESCO](#) [9544]

Collation: 70 pages

Language: Plurilingual, French, Spanish, Russian, Chinese, Arabic, English

Also available in: [Português](#)

Year of publication: 2019

Type of document: programme and meeting document

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First ever consensus on Artificial Intelligence and Education published by UNESCO

UNESCO has published the Beijing Consensus on Artificial Intelligence (AI) and Education, the first ever document to offer guidance and recommendations on how best to harness AI technologies for achieving the Education 2030 Agenda.



► "Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all."

GOAL 4 UN SDGS



➤ Goal4: "By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development."



AGENDA 2030: EDUCATIO N

AI IN EDUCATION

- ▶ In 2019, UN adopted “Beijing Consensus on Artificial Intelligence and Education.”
- ▶ Calls for governments worldwide to use AI in “education” and shape values to become consistent with UN views on gender, globalism, environment, governance and more.
- ▶ Instructs governments to “adjust curricula to promote the in-depth integration of AI and transformation of learning methodologies.”



THE NEWMAN REPORT



Artificial Intelligence To Replace Teachers: Bill Gates

The Newman Report  Alex Newman May 2, 2023

Artificial Intelligence will be taking on more and more teacher duties including teaching reading as AI technology advances rapidly over the next 18 months, argued controversial Microsoft founder Bill Gates. In fact, the billionaire population-control zealot said AI would soon become “as good a tutor as any

[Home](#) » [AI Impact & Use Cases](#) » [AI in Education](#) »

China Mandates AI Education Nationwide by 2025, with Beijing Leading Early Implementation

China Mandates AI Education Nationwide By 2025, With Beijing Leading Early Implementation

By The AI Track Team / Published On: 10 March 2025



China Mandates AI Education: China has announced a groundbreaking initiative to make AI education mandatory for all primary and secondary school students, with a nationwide rollout beginning September 1, 2025. Beijing, the capital city, will spearhead the program as a pilot for the country's broader strategy to dominate global AI innovation. This initiative comes amid a [tech war with the United States](#) and rising public use of AI-powered tools like ChatGPT, driving a critical demand for a skilled, innovative workforce. Moreover, [China's grand experiment in AI education](#) extends beyond traditional classroom teaching by integrating adaptive tutoring systems and a comprehensive curriculum framework that emphasizes both technical skills and moral education.

AI EDUCATION: ALREADY IN CHINA





Educating Hearts.
Inspiring Minds.

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2019 CONFERENCE

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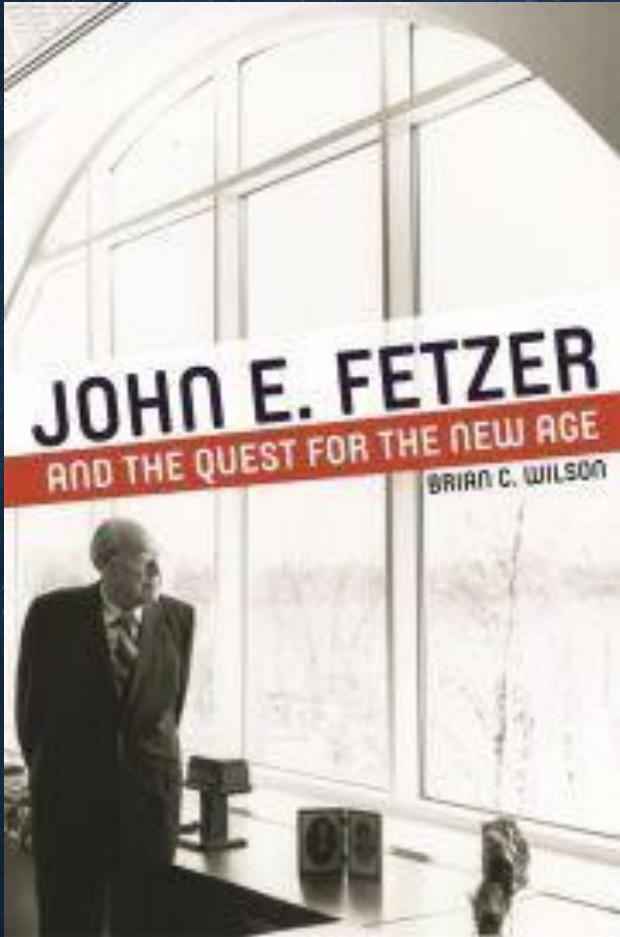


History

CASEL was formed in 1994 with the goal of establishing high-quality, evidence-based social and emotional learning (SEL) as an essential part of preschool through high school education. From the beginning, CASEL was comprised of a distinguished national leadership team that identified key issues to advance the science and practice of SEL.

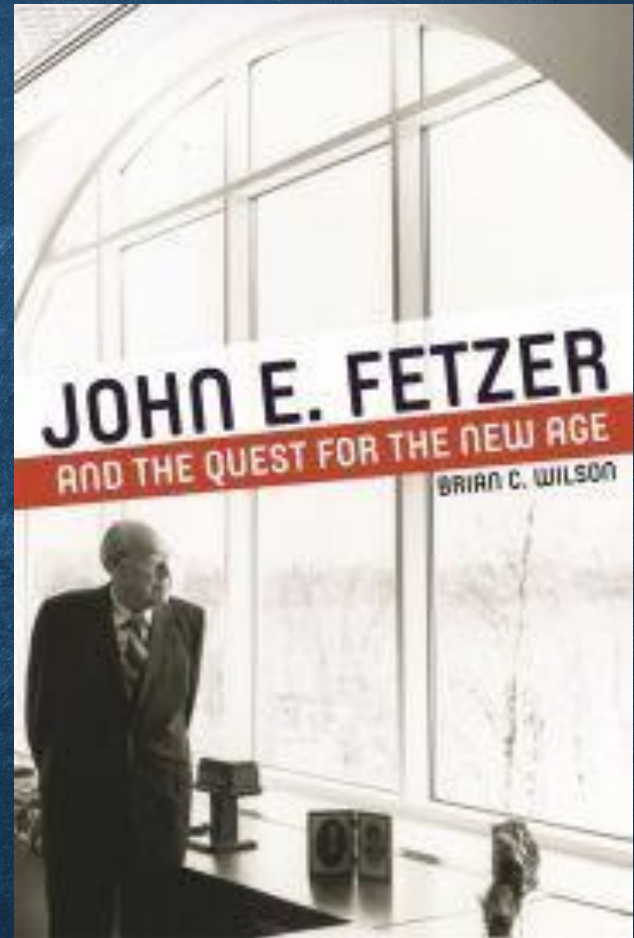
Both CASEL and the term “social and emotional learning” emerged from a meeting in 1994 hosted by the Fetzer Institute.

Meeting attendees included researchers, educators, and child advocates involved in various education-based efforts to promote positive development in children. These SEL pioneers came together to address a concern about ineffective school programming and a lack of coordination among programs at the school level.



- ▶ Founders of SEL movement
David Sluyter was president & CEO.
- ▶ “Our mission is to help build the spiritual foundation for a loving world.”
- ▶ Working toward a
“transformative sacred story for humanity in the 21st century.”

- ▶ According to “John E. Fetzer and the Quest for the New Age,” Fetzer was fervent devotee of Alice Bailey, founder of Lucifer Publishing Company (now known as the Lucis Trust).
- ▶ Fetzer regularly recites “Great Invocation” given to Bailey by “ascended masters.”



PROF EDUCATION LINDA LANTIERI @ TEACHERS COLLEGE COLUMBIA UNIVERSITY



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UNESCO MGIEP Transforming Education

MGIEP is UNESCO's Category 1 Research Institute focused on Transforming Education towards SDG 4.7 through programmes that promote social and emotional learning, innovate digital pedagogies and empower youth. **Our Vision is "Building Kinder Brains"**. We believe in Transforming Education with Social and Emotional Learning for the Sustainable Development Goals (SDGs).

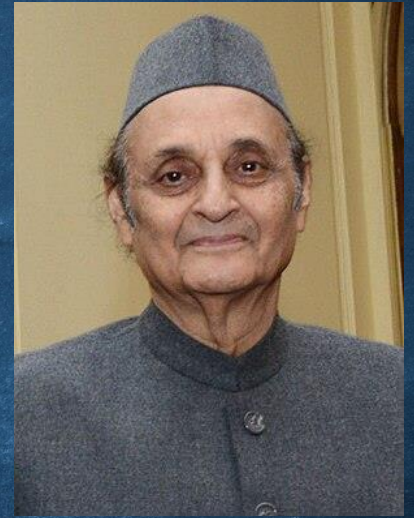


The New American » United States » Education » UN Pushing New Age Spirituality on Schoolchildren With SEL, Neuroscience

UN Pushing New Age Spirituality on Schoolchildren With SEL, Neuroscience

by [Alex Newman](#)  January 27, 2023 (January 27, 2023)

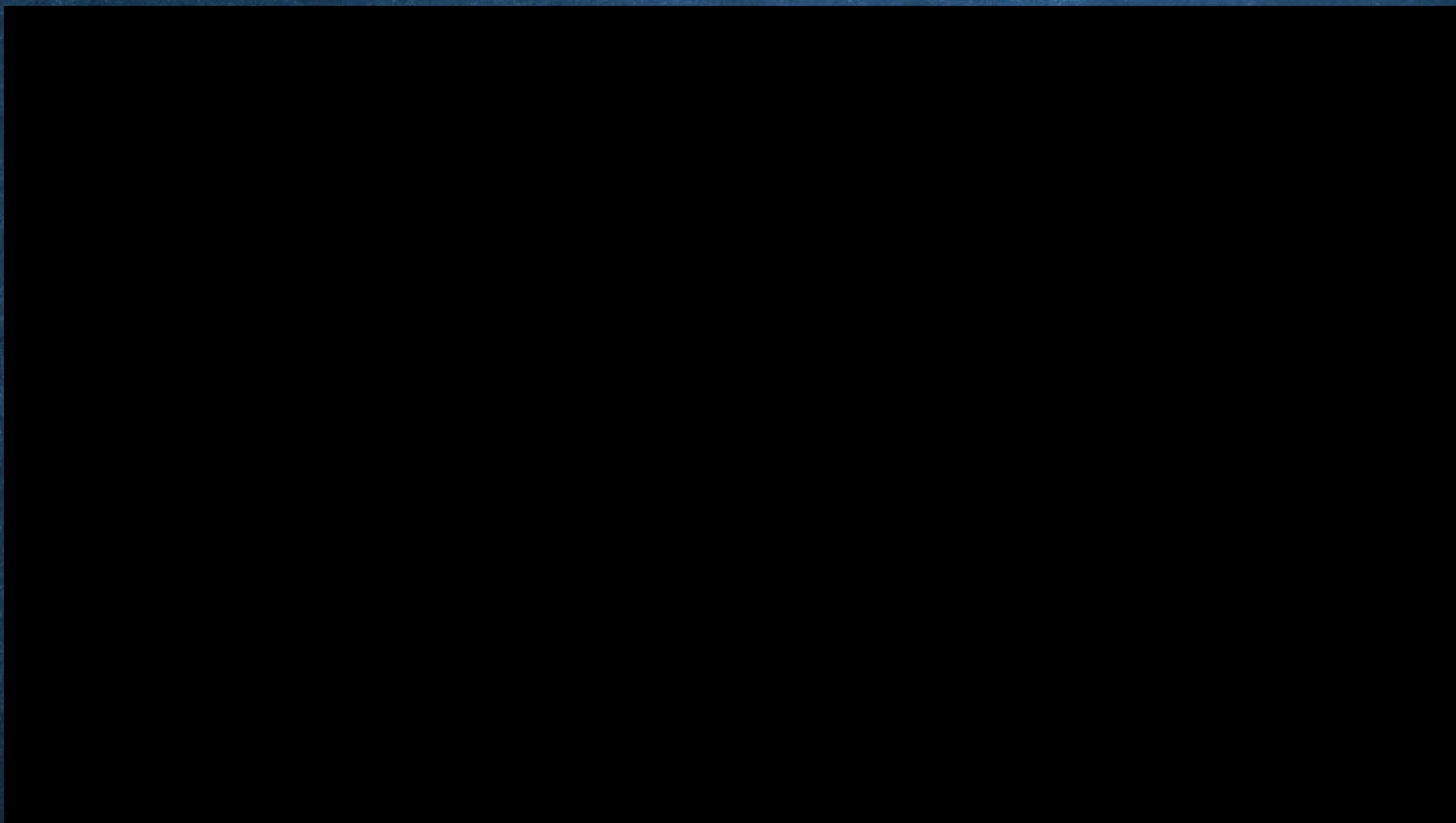




OCCULTISTS, NEW AGERS, COMMIES

- ▶ Irina Bokova -- Communist Bulgarian Foreign Minister
- ▶ Roza Otunbayeva -- Communist Soviet Kyrgyz Republic leader, president of Soviet National Commission of UNESCO
- ▶ Dr. Karan Singh, co-chair World Commission on Global Consciousness and Spirituality; Minister of Family Planning" during brutal forced sterilization campaign in India









Socio-emotional Learning – the key to building Global Citizenship



Dr. Nandini Chatterjee Singh



BRAINWASHING FOR GLOBALISM

“Students are not greater than their teacher. But the student who is fully trained will become like the teacher.” --- Luke 6:40

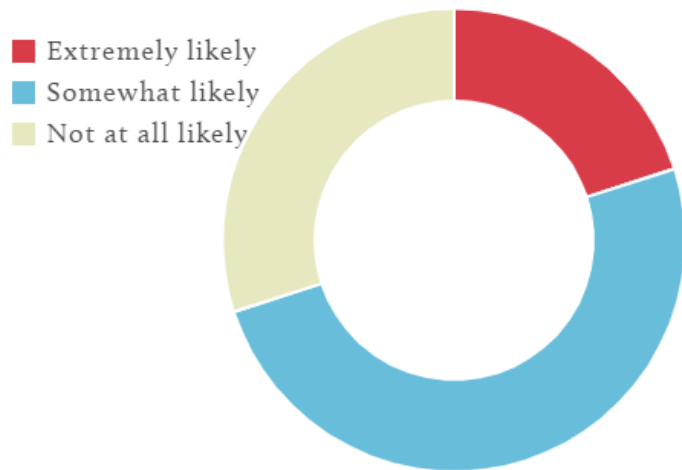


VS



POLL FINDINGS

70% of Millennials say they are likely to vote socialist.



The percentage of Millennials who say they are "extremely likely" to vote for a socialist candidate has doubled from 2018 to 2019 (20% vs. 10%).

► **70% socialist;
36% view
communism
favorably**

Townhall > Tipsheet > Timothy Meads

Poll: Millennials Become First Non-Christian Majority Generation In US History

Timothy Meads | [@Timothy__Meads](#) | Posted: Oct 18, 2019 11:05 AM

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Large generation gap in American religion

In 2018/2019, % of U.S. adults who identify as ...



The percentage of people with a biblical worldview **declines**
in each generation:



#whoisgenz

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HISTO



- ▶ Robert Owen, Welsh Utopian, rejected Christianity and private property
- ▶ In 1813, wrote “A New View of Society or Essays on the Formation of the Human Character”



WHAT HAPPENED?

For all his talk of character formation and morality, Robert Owen was anti-religious, anti-family, and a socialist. In 1826, on the 50th anniversary of our country's independence, Owen gave a [speech](#) in New Harmony which crescendos with the following lines:

"I now declare, to you and to the world, that Man, up to this hour, has been, in all parts of the earth, a slave to a trinity of the most monstrous evils that could be combined to inflict mental and physical evil upon his whole race. I refer to

1. *PRIVATE, OR INDIVIDUAL PROPERTY*
2. *ABSURD AND IRRATIONAL SYSTEMS OF RELIGION*
3. *MARRIAGE, FOUNDED ON INDIVIDUAL PROPERTY COMBINED WITH SOME ONE OF THESE IRRATIONAL SYSTEMS OF RELIGION*¹⁷

- ▶ Owen writings arrived in Prussia via ambassador.
- ▶ Autobiography: Prussian dictator “so much approved,” he ordered national education system based upon it.

PRUSSIA ADOPTS



NEW HARMONY

- ▶ Communist Commune established by Owen in early 1820s.
- ▶ No private property
- ▶ Failed within 2 years
- ▶ Owen thought education was key



AN ORATION
ON
LIBERAL STUDIES,
DELIVERED BEFORE THE
PHILOMATHIAN SOCIETY,

OF
Mount Saint Mary's College, Md.,

JUNE 29th, 1853.

BY O. A. BROWNSON, L. L. D.

BALTIMORE:
PRINTED BY HEDIAN & O'BRIEN,
82 BALTIMORE STREET
MDCCLIII.

- ▶ "For this purpose, a secret society was formed"
- ▶ Modeled on the Carbonari in Europe.
- ▶ "The members of this secret society were to avail themselves of all the means in their power, each in his own locality, to form public opinion in favor of education by the state at the public expense, and to get such men elected to the legislatures as would be likely to favor our purposes."
- ▶ Brownson knew a "considerable portion of the State of New York was organized" because "I was myself one of the agents for organizing it."

SECRET SOCIETY

"But the more immediate work was to get our system of schools adopted. To this end it was proposed to organize the whole Union secretly, very much on the plan of the Carbonari of Europe, of whom at that time I knew nothing. The members of this secret society were to avail themselves of all the means in their power, each in his own locality, to form public opinion in favor of education by the state at the public expense, and to get such men elected to the legislatures as would be likely to favor our purposes. How far the secret organization extended, I do not know; but I do know that a considerable portion of the State of New York was organized, for I was myself one of the agents for organizing it. I, however, became tired of the work, and abandoned it after a few months. Whether the organization still exists, or whether it has exerted any influence or not, is more than I am able to say, or have taken the pains to ascertain."²³

The aim was, on the one hand, to relieve marriage of its burdens, and to remove the principal reasons for making it indissoluble; and, on the other, to provide for bringing up all children in a rational manner to be reasonable men and women, that is, free from superstition, all belief in God and immorality, or regard for the invisible, and make them look upon this life as their only life, this earth as their only home, and the promotion of their earthly interests and enjoyments as their only end. The three great enemies to worldly happiness were held to be religion, marriage, or family, and private property. Once get rid of those three institutions, and we may hope soon to realize our earthly paradise. For religion we were to substitute science, that is, science of the world of the five senses only; for private property, a community of goods; and for private families, a community of wives. No, not a community of wives, for in our new moral world there were to be no wives or husbands; there were to be only men and women, who would be free to cohabit together, according to their mutual likings, and for as long a time as they found it mutually agreeable, and no longer. Marriage as a sacrament, as a sacred thing, as a mystery, making of

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

Orestes Brownson (1803-1876)

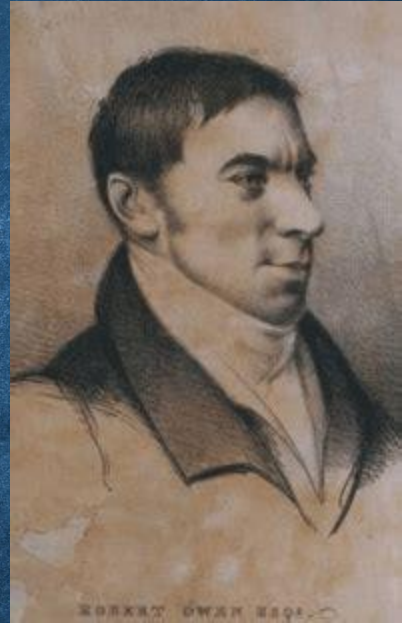


NEW COMMUNIST PLAN: GOVT SCHOOLS

- ▶ Reveals his passionate support for socialism and his communication with “spirits”

*"This great change, the wonder of all nations and peoples, will be effected through the medium of the, to many, strange and yet little understood **Spiritual Manifestations**.*

1857 CONGRESS OF THE
ADVANCED MINDS OF THE WORLD



been ascertained to be unchangeable by the power of the human races.

"But I not only denounced all human-made laws, as being the sole cause of inflicting the continuance of ignorance, vice, crime, poverty, prostitution, and misery on mankind;—I also advocated the rejection of all these by the people, and at once to supersede them firmly by the quiet and peaceable adoption of God's Laws—the eternal laws of nature, which change not for man, or for aught he can do:—Laws of wisdom, goodness, mercy, and beneficence to all men and which, when they shall be introduced and consistently acted upon, will make all to become good, united, wise, abounding in superior wealth, and permanently happy."

"These laws will direct surroundings in which all should be placed from their birth, to enable society to make them united, enlightened, good, wealthy, wise, and permanently happy."

Mr. Owen on observing that great numbers were present in the evening who were not in attendance at the morning meeting's discussion, requested Mr. Cooper to re-read the long address which had been read and debated during the morning sitting of Congress, which Mr. Cooper again did in an inefficient manner.

When Mr. Cooper had concluded the reading of the address, Mr. Owen in his own peculiar and characteristic manner expressed his undying confidence in the

with all the views and explanations advanced and given by Mr. Owen on that and former days, said,—

"The grand science of the formation of human character—the most important, sublime, comprehensive, and useful of all the sciences, because actually composed of all the other Divine branches of the knowledge of truth, should include and recognise all the divine powers of humanity,—should support and unfold the different faculties and elements of human nature—the varied powers of man. This science composed of all the other sciences of the universe, must provide for the physical, intellectual, moral, and spiritual wants and aspirations of men, must be in perfect harmony with all the Divine qualities and laws of immortal humanity,—in harmony with the eternal forces and phenomena of the universe,—in conformity with the unchangeable laws of God. It is very well, but it is not enough to provide for men's physical and secular wants, because their intellectual, moral, and spiritual powers and requirements must be also carefully developed, and constantly cared for—must be cultivated, exercised, and satisfied. In order to give a vital and a virtuous potency to the influences of the external surroundings—which are to be employed and brought into active operation to constitute the science and the art, for the formation of human character—these external influences and surroundings must be all devised and directed by the matured intelligence, arranged by the confirmed wisdom, and applied by the purified goodness derived from the accumulated experience of the humanity of the past and the present. The causes must be adequate to produce the effects desired—the effects can never be superior to the causes employed to produce them. And I therefore, cordially agree with, and endorse Mr. Owen's views and principles, because I look upon them as meeting the whole wants of human nature."

Mr. Brinsmead, then came forward and stated his



REPORT OF THE MEETINGS OF THE CONGRESS OF THE ADVANCED MINDS OF THE WORLD - CONVENED BY ROBERT OWEN

► From Owen's address:

*"There are Spirits now around and about us, Spirits who, through the aid of superior intelligence and power, have been purified and perfected, who are now deeply interested in forming and carrying forward certain various measures in different parts of the world, to bring this great and glorious change for humanity -- this new dispensation, and permanent happy existence of man upon the earth, to prepare him at once for the higher enjoyments of superior spheres in heaven...
"These communications are made, according to the peculiar combination of the qualities mentioned, by tipping of tables, by raps upon them or on other furniture, on the floor or other parts of the house; and through these communications by means of tippings or rappings when particular letters of the alphabet are pointed to, intelligent communications are made, entirely without the will or knowledge of the medium; and often these communications are most deeply interesting to the persons to who they are especially addressed.*

"I have received communications from various influences calling themselves Spirits of departed friends and relatives, in whom when living I had full and perfect confidence in their integrity, and as each made their communications to me in the character, strongly exhibited, which they possessed when living on the earth, I am compelled to believe their testimony as thus given; and as these communications have a good and high character in testifying not to the active exertions made by superior Spirits to assist developed men now to reform and regenerate the human races, I think their direct and uniform statements respecting themselves, are far more worthy of credit, than the random suppositions of those who are evidently ignorant of the whole subject of Spiritualism, and who by their previously acquired prejudices are strongly opposed to admit the existence of spirits against any evidence that can be testified by human means to the contrary...

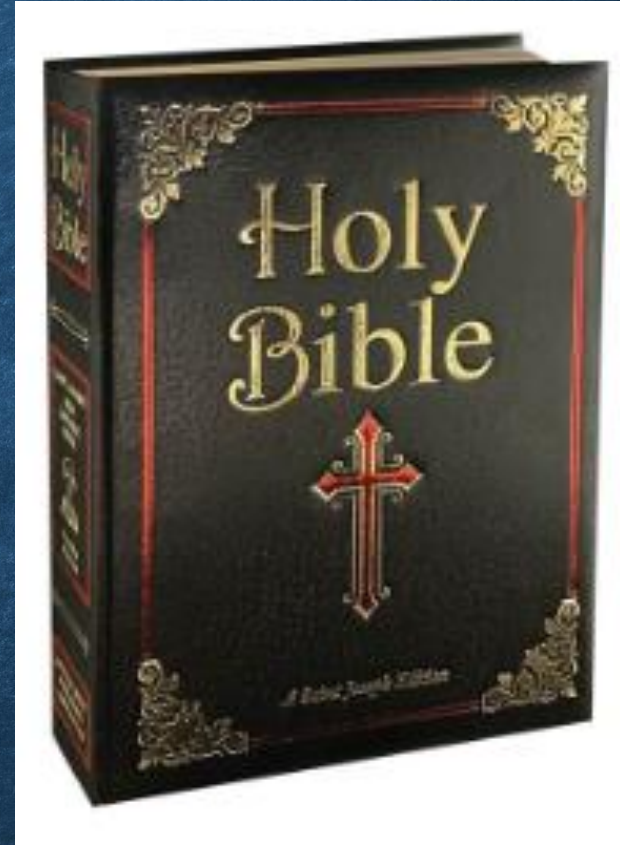
"This is now our business; and the Spirits, by the unchanging laws of their will-power, shall ceaselessly take care of their own, and certainly perform their duties to us."³²

“Do not turn to mediums or necromancers; do not seek them out, and so make yourselves unclean by them: I am the Lord your God.”

Leviticus 19:31

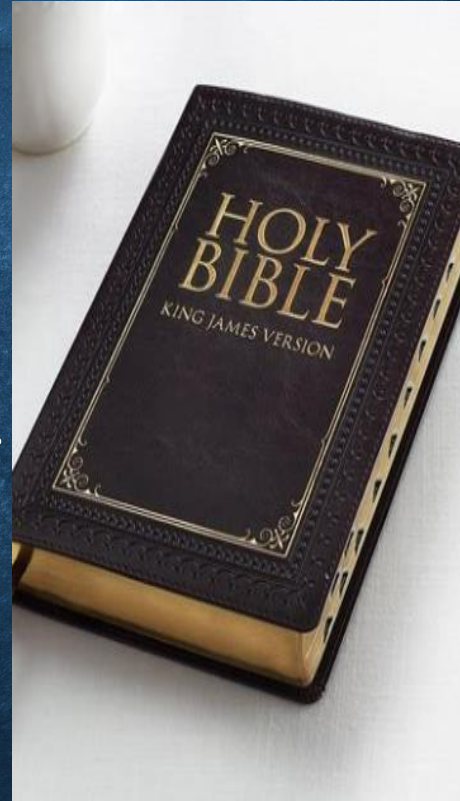
“A man or a woman who is a medium or a necromancer shall surely be put to death. They shall be stoned with stones; their blood shall be upon them.”

Leviticus 20:27



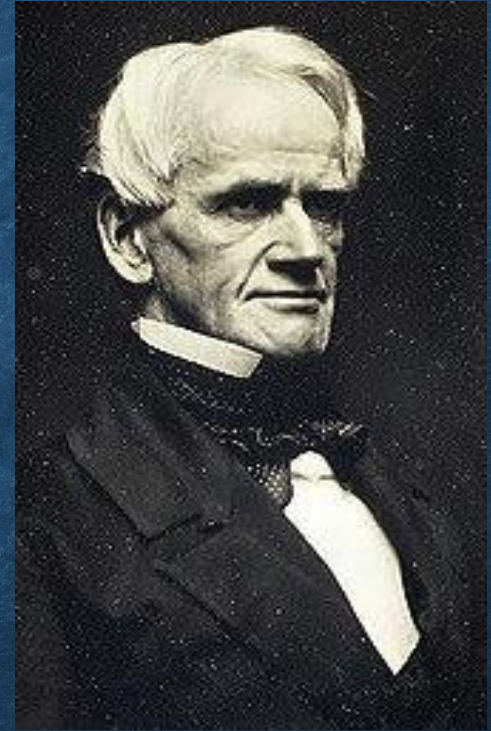
“There shall not be found among you anyone who burns his son or his daughter as an offering, anyone who practices divination or tells fortunes or interprets omens, or a sorcerer or a charmer or a medium or a necromancer or one who inquires of the dead, for whoever does these things is an abomination to the Lord. And because of these abominations the Lord your God is driving them out before you.”

► Deuteronomy 18:10-11

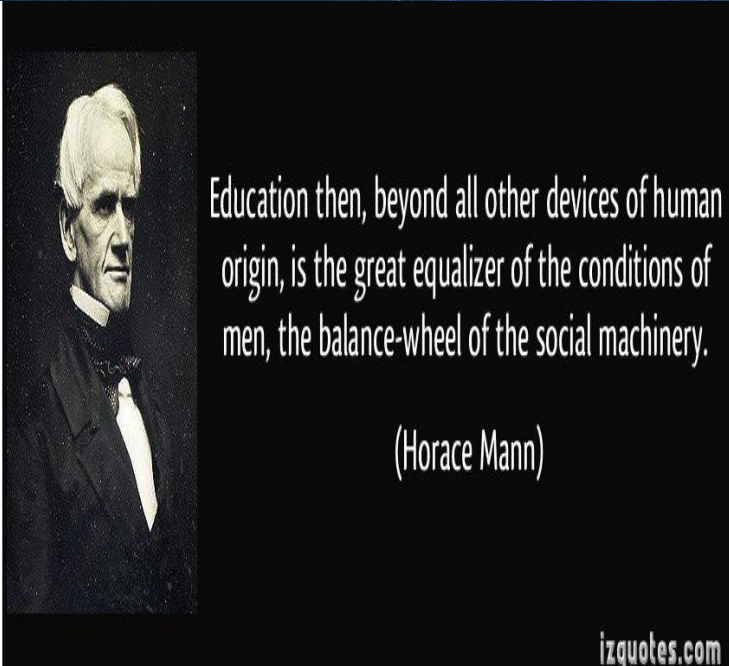


What Happened?

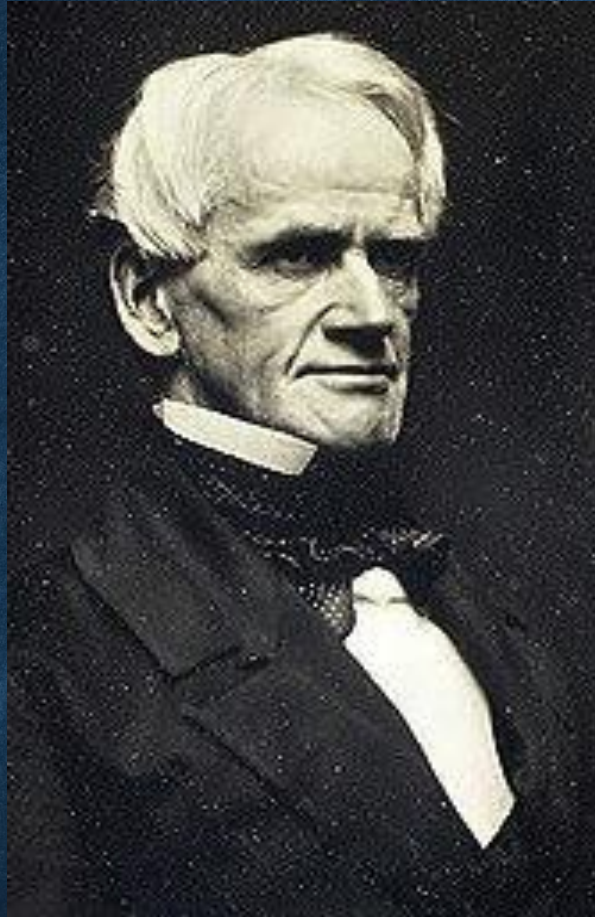
- Horace Mann: "The father of American public education."
- Appointed Education Secretary of Massachusetts (first ever in US) in 1837
- Went to Prussia and was very impressed with "Prussian model:" compulsory, government-run, statist schooling with state-trained teachers until age 16.



HORACE MANN



- Thought common education would “equalize men,” instill obedience, sought largely secular schools
- Get Bible OUT!
- Promoted Prussian model nationwide



► “We who are engaged in the sacred cause of education are entitled to look upon all parents as having given hostages to our cause.”

► ~ Horace Mann

HOSTAGES?

MANN'S "PRUSSIAN MODEL" SPREADS

- * After MA, NY, CT followed suit and began Prussian model
- * Across North, compulsory attendance laws spread starting around 1850
- * By 1900, despite major resistance, 34 states had Prussian-style system, compulsory attendance

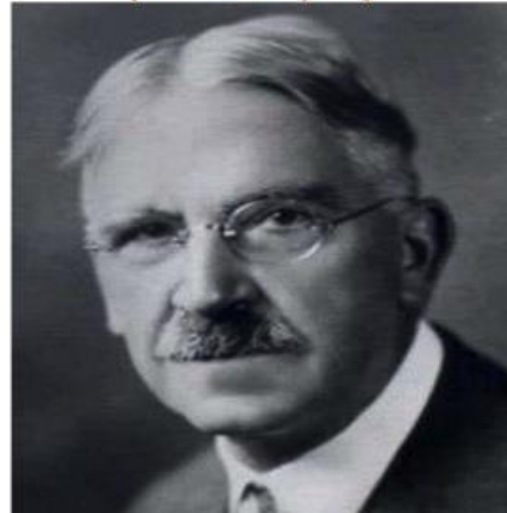


AMERICA: JOHN DEWEY, “FATHER OF PROGRESSIVE EDUCATION,” ARCHITECT OF PUBLIC SCHOOLS

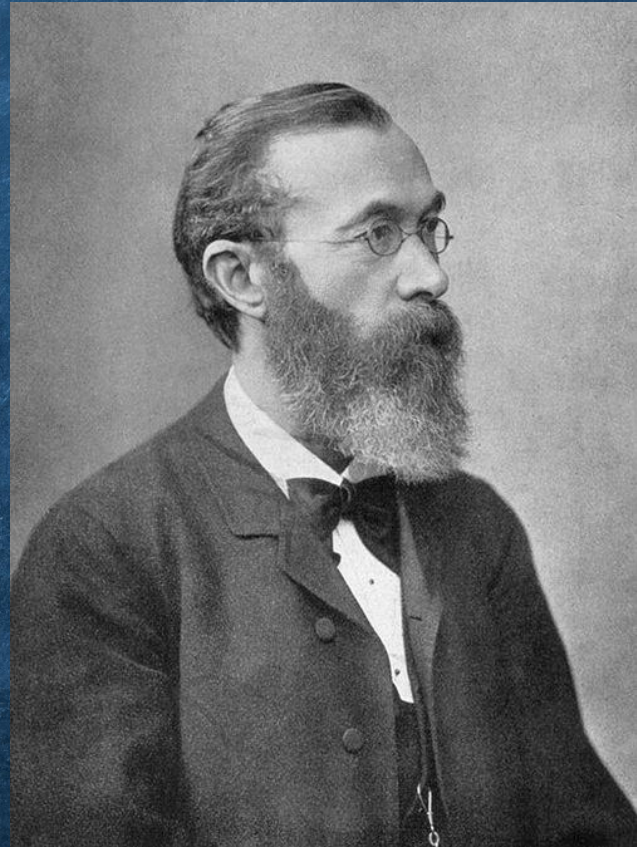
(1859-1952)
“Education is life
itself ”

- *John Dewey*

“Arguably the most influential
thinker on education in the



- ▶ Founded experimental psychology.
- ▶ Believed human beings could be studied like animals, conditioned to behave.
- ▶ Man = stimulus-response organism.
- ▶ This forms basis of behavioral psychology and behavior modification.



PROF. WILHELM WUNDT

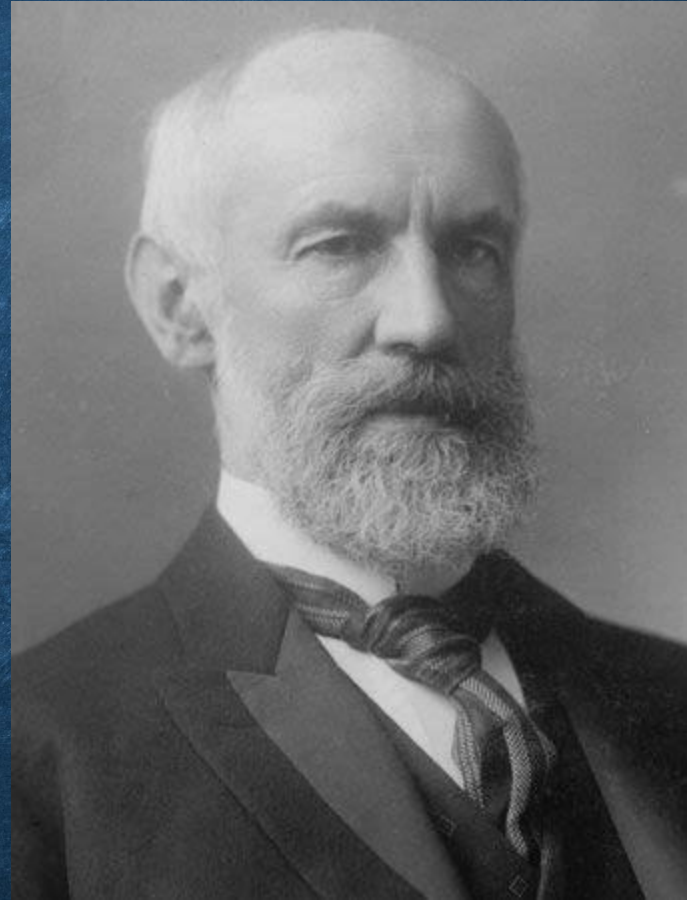
WILHELM WUNDT'S CONTRIBUTION TO JOHN DEWEY'S FUNCTIONAL PSYCHOLOGY

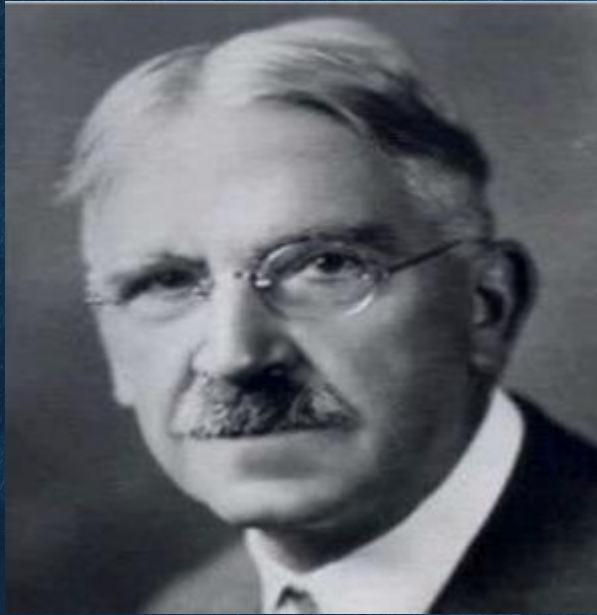
JOHN R. SHOOK

John Dewey's functionalism and instrumentalism arose from his defense of a teleological understanding of human activity and intelligence. E. B. Titchener's counter-defense of structuralism in the late 1890s placed Wundt's psychological methodology in opposition to functionalism. However, investigations that convincingly re-interpret Wundt instead permit the disclosure of much fundamental agreement. Examination of Dewey's earliest work shows that his commitment to teleology, with its attendant organicist and voluntarist orientation, arose from an early allegiance to G. S. Morris's Aristotelianized neo-Hegelianism and an inspirational debt to Wundt's psychology and philosophy. William James's influence on Dewey's development toward instrumentalism must be accordingly de-emphasized.

The impact of Wilhelm Wundt's philosophical and psychological theories upon John Dewey's thought has been recognized to only a limited degree. If an account of Dewey's intellectual influences mentions Wundt at all, a rare occasion in itself, it is deemed sufficient to mention that during his graduate education at The Johns Hopkins University from 1882-1884 Dewey received instruction in experimental psychology under a former student of Wundt, G. Stanley Hall. A very few additionally assert that Dewey then struggled in a couple of early papers to find common ground between Hegelian idealism and some experimental results in the emerging field of physiological psychology, but find no other compatibilities between Wundt's principles and the progress of Dewey's thought toward instrumentalism.¹ Only a handful of writers discover in Wundt's philosophical outlook any fundamental connection (the notion of organism) with the version of idealism dominating the earliest years of Dewey's career.² The present paper builds upon this insight to argue that the inspiration from Wundt not only guided Dewey towards organicism (with its accompanying teleological orientation to functionalism and voluntarism), but also towards the principle of continuity (with its rejection of dualistic chasms making for miraculous interactions). Together these permitted in the following

- ▶ Dewey's academic colleagues, G. Stanley Hall, James McKeen Cattell, Charles Judd, and James Earl Russell, ALL studied in Germany under Wundt at University of Leipzig.
- ▶ These men then imposed "psychology" on US education, transforming it from academic to behavioral and social change.

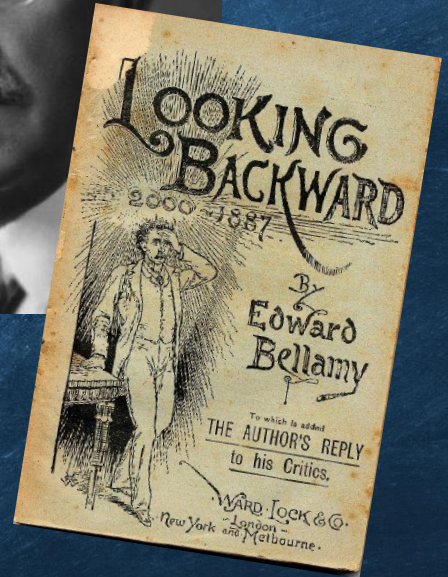
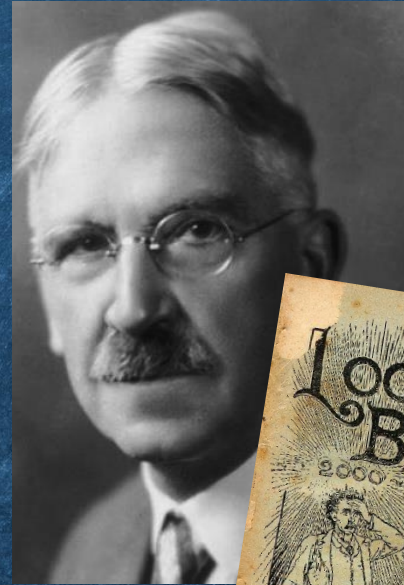




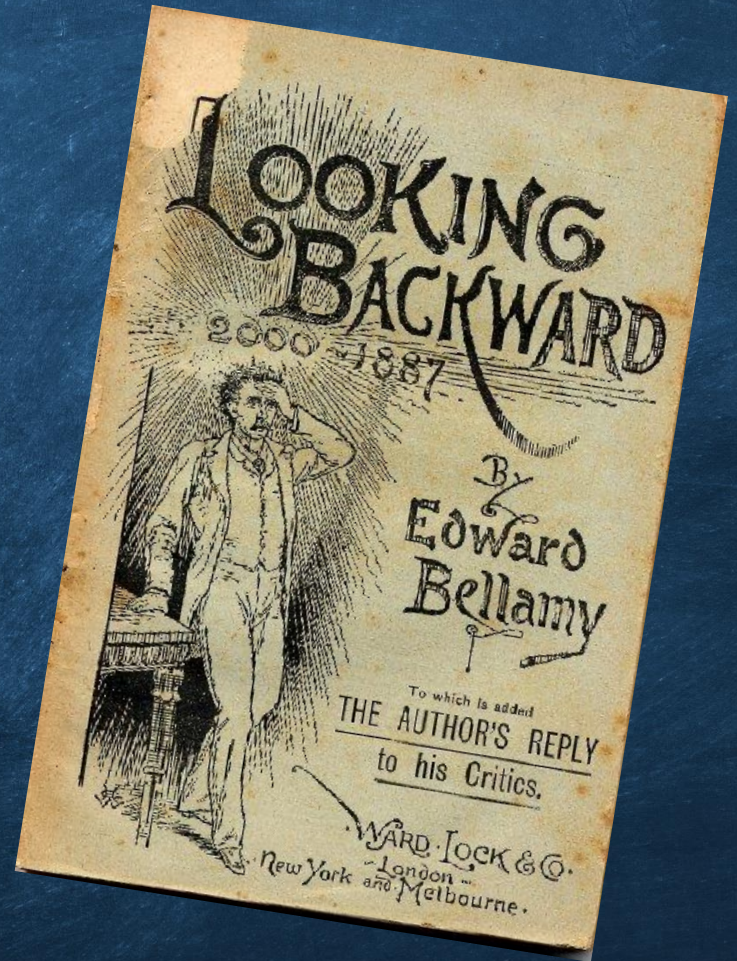
- ▶ Dewey introduced to Gospel of Psychology by his teacher at Johns Hopkins University, G. Stanley Hall.
- ▶ In 1887, Dewey wrote textbook titled Psychology.
- ▶ In 1894, appointed head of departments of psychology and education at University of Chicago, established by gift from John D. Rockefeller.

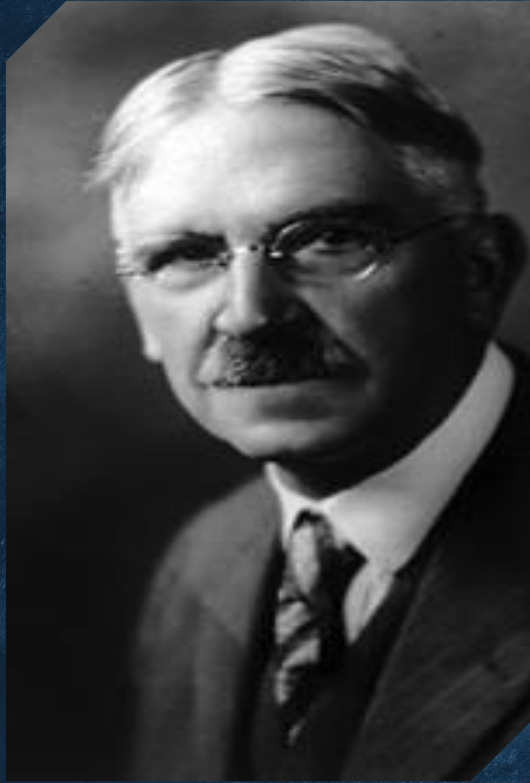
John Dewey: Socialist

- With mandatory government schools spreading, Dewey et al. seized control
- Visited Soviet Union's schools under Lenin
- Celebrated “collectivistic mentality” fostered via Soviet “education”



- Dewey cited *Looking Backward* as a model for US
- Wanted "new social order"



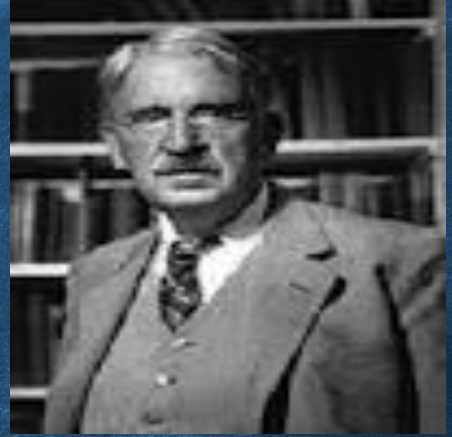


“The only form of enduring social organization that is now possible is one in which the new forces of productivity are cooperatively controlled ... Organized social planning ... is now the sole method of social action by which liberalism can realize its professed aims.”

**JOHN DEWEY, *LIBERALISM
AND SOCIAL ACTION***

John Dewey: "Educator"

- Dewey understood "education" was key to undermining liberty, Biblical values
- "Education is a regulation of the process of coming to share in the social consciousness. Adjustment of individual activity on the basis of social consciousness is the only sure method of social reconstruction."



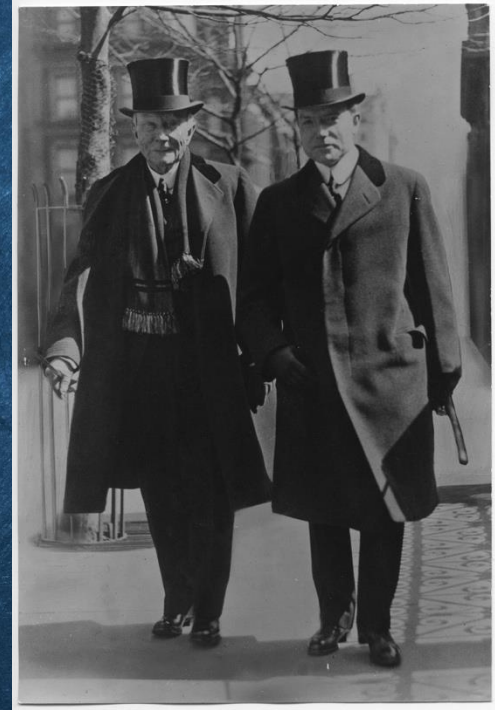
John Dewey: “Educator”

- “Education is the process through which the needed transformation may be accomplished.”
 - *Democracy and Education*



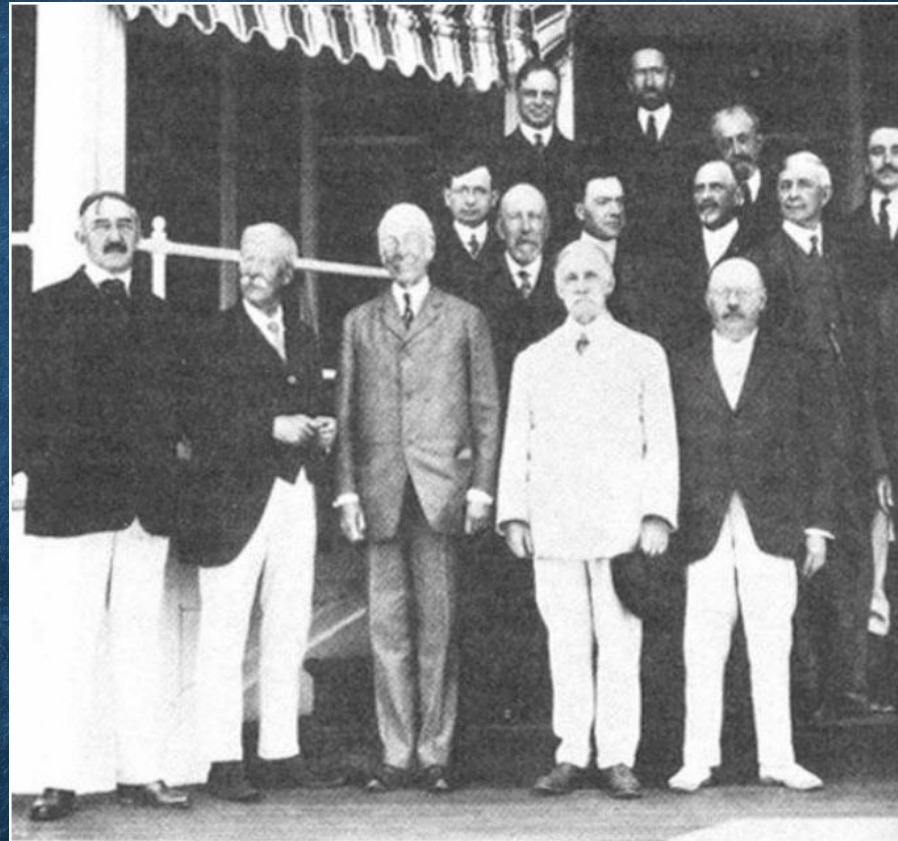
John Dewey: “Educator”

- Received millions in funding and support from Rockefeller General Education Board
- Established experimental school to promote quackery



GENERAL EDUCATION BOARD

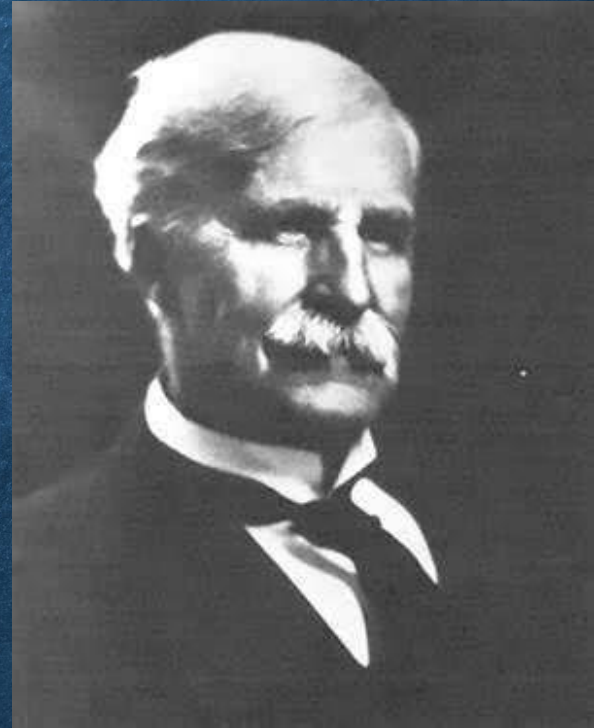
- ▶ Created in 1903 for "promotion of education within the United States of America, without distinction of race, sex, or creed."
- ▶ John D. Rockefeller, Sr. provided nearly \$50 million by 1907, largest "charitable" contribution in US history.

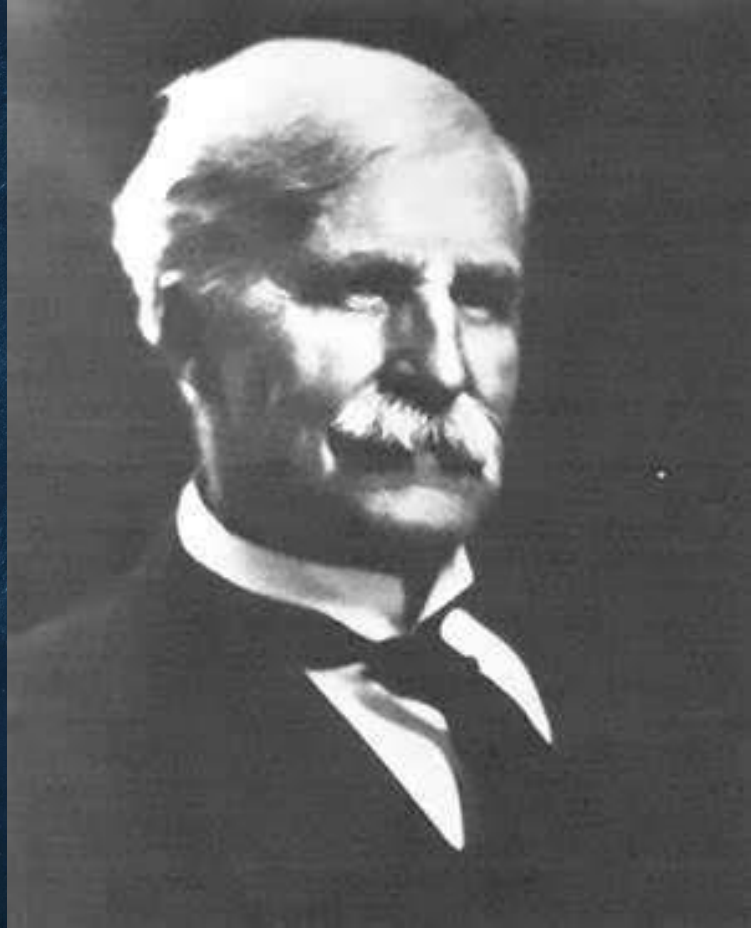


Trustees of the General Education Board, the first Rockefeller foundation, at a retreat in Rockland, Maine, in July 1915. *Front row, from left:* Edwin A. Alderman, Frederick T. Gates, Charles W. Eliot (former president of Harvard University), Henry Pratt Ingersoll (president of

- ▶ In our dream, we have limitless resources, and the people yield themselves with perfect docility to our molding hand. The present educational conventions fade from our minds; and, unhampered by tradition, we work our own good will upon a grateful and responsive rural folk. We shall not try to make these people or any of their children into philosophers or men of learning or of science."

FREDRICK T. GATES



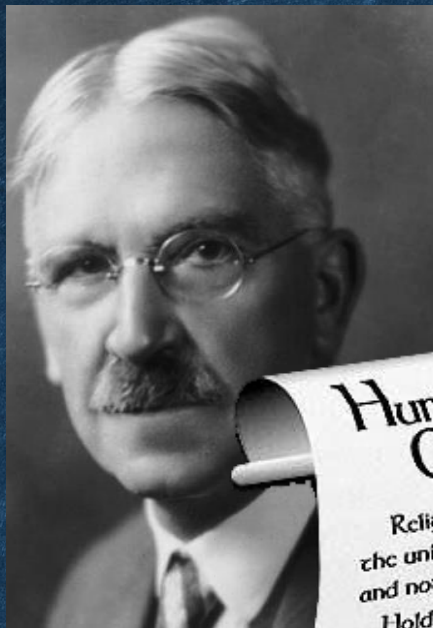


- ▶ “We are not to raise up from among them authors, orators, poets, or men of letters. We shall not search for embryo great artists, painters, musicians. Nor will we cherish even the humbler ambition to raise up from among them lawyers, doctors, preachers, politicians, statesmen, of whom we now have ample supply.”



FRANKFURT SCHOOL

- ▶ **Established under Comintern to break down Christian culture**
- ▶ **“Cultural Marxism”**
- ▶ **Rockefeller money + Dewey imported from Germany to Columbia University**
- ▶ **Critical theory + Authoritarian personality**



John Dewey: Religious Humanist

On a Mission

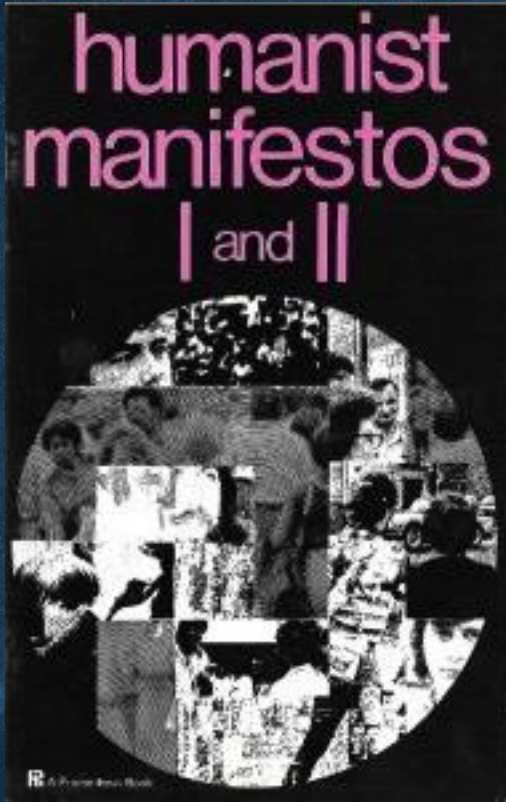
Humanist Manifesto

Religious humanists regard the universe as self-existing and not created.

Holding an organic view of life, humanists find that the traditional dualism of mind and body must be rejected.

Religion must formulate its hopes and plans in the light of the scientific spirit and method.

We assume that humanism will take the path of social and mental hygiene and discourage sentimental and unreal hopes and wishful thinking.

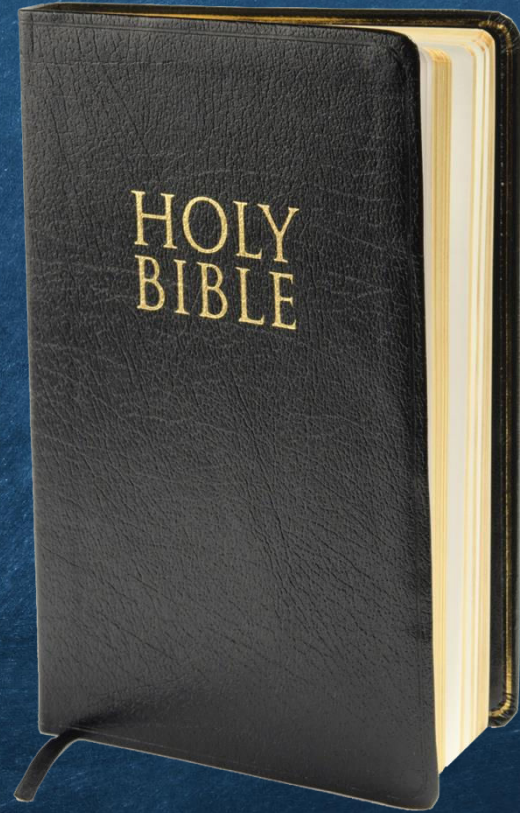


Dewey's *Humanist Manifesto*:

- ▶ First Tenet: Religious humanists regard the universe as self-existing and not created.
- ▶ Second Tenet: Humanism believes that man is part of nature and that he has emerged as the result of a continuous process...EVOLUTION!

In the beginning
God created the
heavens and the
earth.

Genesis 1:1



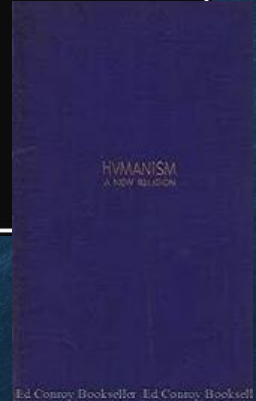


Education is thus a most power ally of humanism, and every public school is a school of humanism. What can the theistic Sunday school, meeting for an hour once a week, and teaching only a fraction of the children, do to stem the tide of a five-day program of humanistic teachings?

— Charles Francis Potter —

AZ QUOTES

C.F. Potter in *Humanism, A New Religion* (1930)



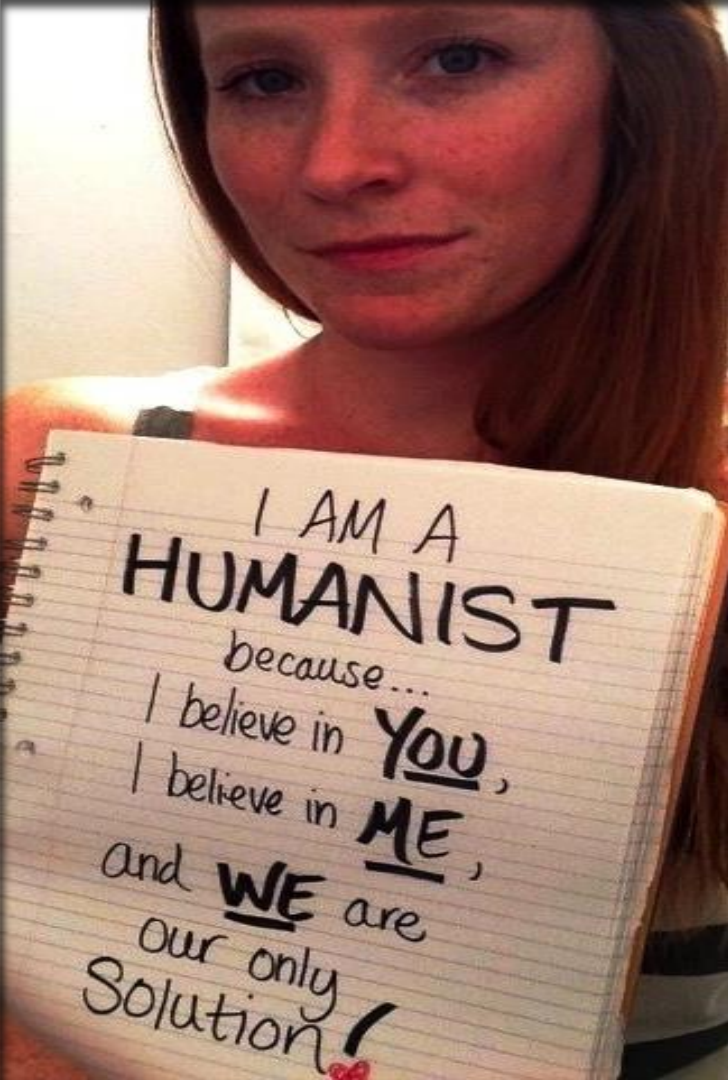
▶ “The classroom must and will become an arena of conflict between the old and the new — the rotting corpse of Christianity, together with its adjacent evils and misery, and the new faith of humanism.”

▶ John J. Dunphy

"A Religion For A New Age," The Humanist magazine, January-February 1983



TheHumanist.com



HUMANISM: MAN IS GOD

Humanism treats man as god, argues man can save and perfect man through government, education, etc



For God doth
know that in the
day ye eat
thereof, then your
eyes shall be
opened, and ye
shall be as gods,
knowing good
and evil.

-Gen. 3:5

ENGEL V. VITALE

1962 Supreme Court bans school prayer

“Almighty God, we
acknowledge our
dependence upon
Thee, and we beg
Thy blessings upon us,
our parents, our
teachers and our
country. Amen.”



Abington School District v. Schempp

In 1963, Earl Warren Supreme Court bans Bible reading in school





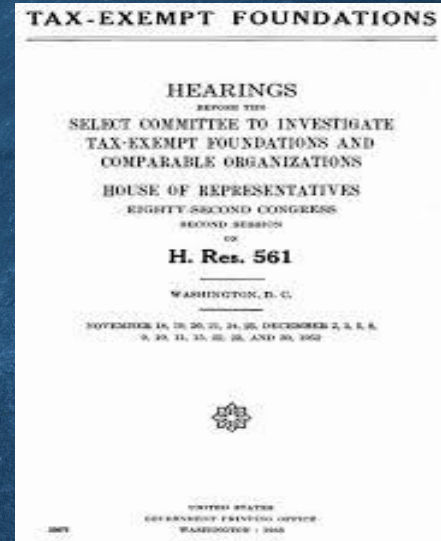
Banning Bible & Prayer:

“Refusal to permit religious exercises thus is seen, not as the realization of state neutrality, but rather as the establishment of a religion of secularism.”

Justice Potter Stewart

FOUNDATIONS

- ▶ Congress' Select Committee to Investigate Tax-Exempt Foundations and Comparable Organizations
 - Rockefeller, Carnegie, Ford orchestrated “revolution.”
 - “Could not have occurred peacefully, or with the consent of the majority, unless *education* in the United States had been prepared in advance to endorse it.”



TAX-EXEMPT FOUNDATIONS

HEARINGS

BEFORE THE

SELECT COMMITTEE TO INVESTIGATE
TAX-EXEMPT FOUNDATIONS AND
COMPARABLE ORGANIZATIONS

HOUSE OF REPRESENTATIVES
EIGHTY-SECOND CONGRESS

SECOND SESSION

OR

H. Res. 561

WASHINGTON, D. C.

NOVEMBER 18, 19, 20, 21, 24, 25, DECEMBER 2, 3, 5, 6,
9, 10, 11, 13, 15, 16, 18, AND 20, 1952

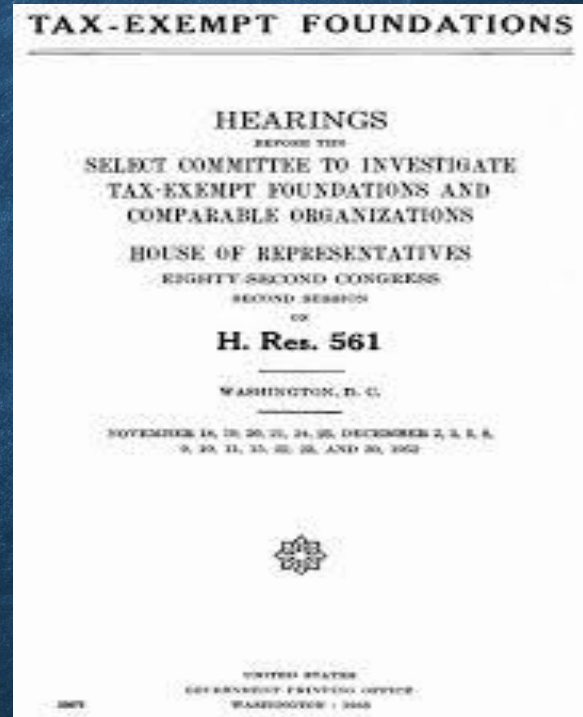


UNITED STATES
GOVERNMENT PRINTING OFFICE
WASHINGTON : 1952

16071

- ▶ Foundations weaponized U.S. education to enable “oligarchical collectivism.”
- ▶ This was done by financing promotion of “internationalism and moral relativism,” among other dangerous “isms,” investigators found.

- ▶ Big foundations “supported a conscious distortion of history” & “propagandized blindly for the United Nations as the hope for the world.”
- ▶ Congressional investigator Aaron Sargent testified they were promoting socialism in violation of the law and their charters and that education was among their key tools.
- ▶ “First of all, in approaching this problem of foundation influence, the subversive-teaching problem is a foundation problem,” he said, noting that the problem began in the 1890s.
- ▶ “This movement is closely related to Fabian socialism.”

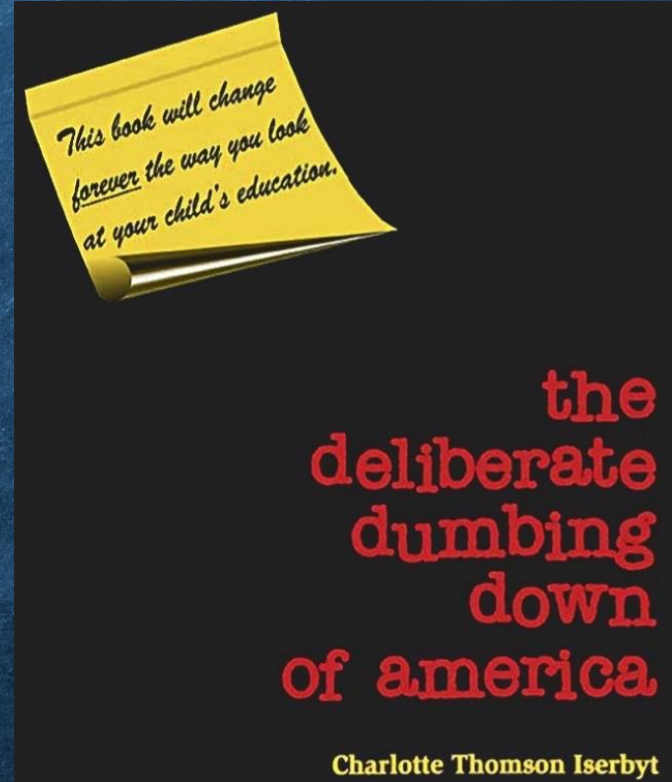


CHIEF INVESTIGATOR NORMAN DODD



CHARLOTTE ISERBYT :

- Senior Policy Advisor to the U.S. Department of Education under Reagan.
- Author: the Deliberate Dumbing Down of America
- Worked tirelessly to expose the corruption of government education

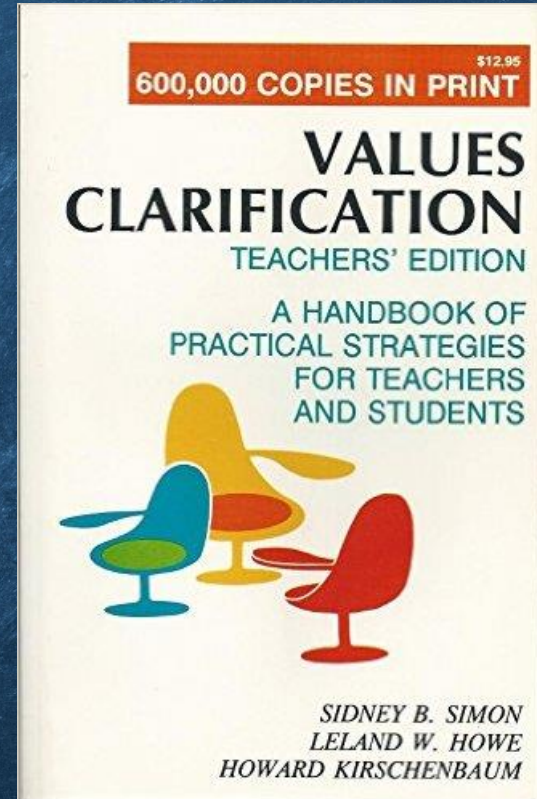




**What is the real purpose of
public education?**

Values Clarification

- Values clarification is a psychotherapy technique
- UNESCO has guides and tools to impose new values, attitudes and beliefs on students, including support for “social justice”



VALUES CLARIFICATION

- Methods involve false premise to destroy children's morality (eg which two people in bunker or life boat to kill “greater good”

➤ In widely used "Values Clarification: A Handbook of Practical Strategies for Teachers and Students," authors explain that the purpose is to get students past “obsolete” moral ideas of absolute right and wrong.





**Shirley McCune at National
Governors Association**



**Worked on National
Education Standards**



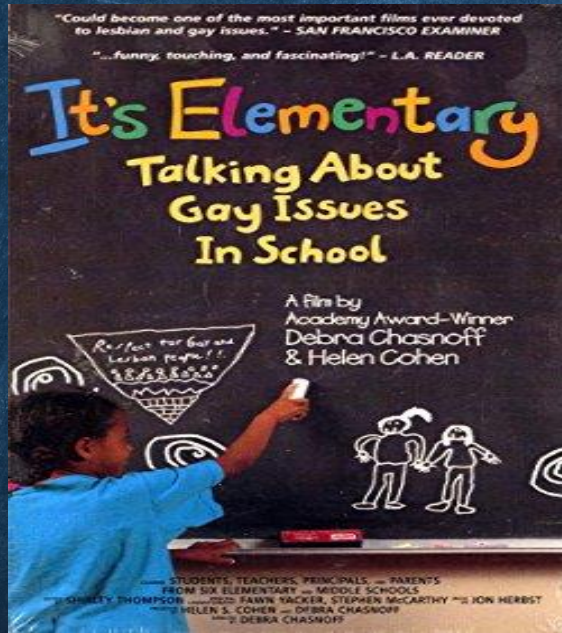
THE
LIGHT
SHALL
SET
YOU
FREE

Dr. Norma J.
Milanovich

Dr. Shirley D.
McCune

- ▶ The **Ascended Masters** state this book is destined to transform the world.
- ▶ Contained within these pages are some of the **greatest spiritual teachings** from the ancient mystery schools.
- ▶ The Ascended Masters decree that the time has come for everyone to learn these teachings and share in the responsibility for transforming life and the world. Admittance into the Fifth Dimension **demands this of all.**

20 Years Ago, Public Schools Used Same Tactics to Push Homosexual Marriage:



- LGBT
- Climate Change
- Instead of LGBT marriage and gender confusion, public will surrender liberty, sovereignty, and energy to UN to “save climate.”



30 YEARS LATER: HOMOSEXUAL MARRIAGE

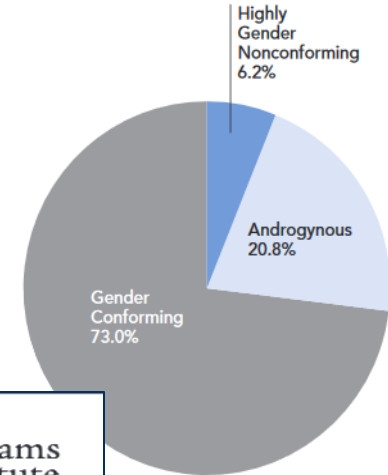




UCLA: 27% of
California children are
“gender non-conforming”

Exhibit 1

California Adolescents Ages 12-17 by
Gender Conformity Level, 2015-2016 CHIS



UCLA CENTER FOR
HEALTH POLICY RESEARCH



Health Policy Fact Sheet



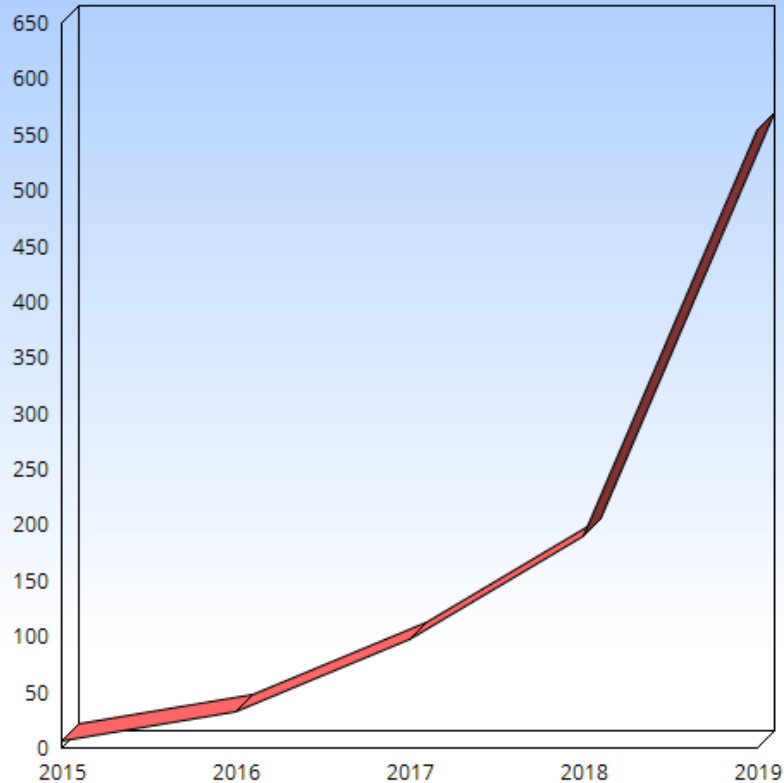
The
Williams
Institute
UCLA SCHOOL OF LAW

December 2017

Characteristics and Mental Health of Gender Nonconforming Adolescents in California

Bianca D.M. Wilson, Soon Kyu Choi, Jody L. Herman, Tara L. Becker, Kerith J. Conron

UTAH MEDICAL TRANSITIONS: CONTROLLED SUBSTANCE DATABASE



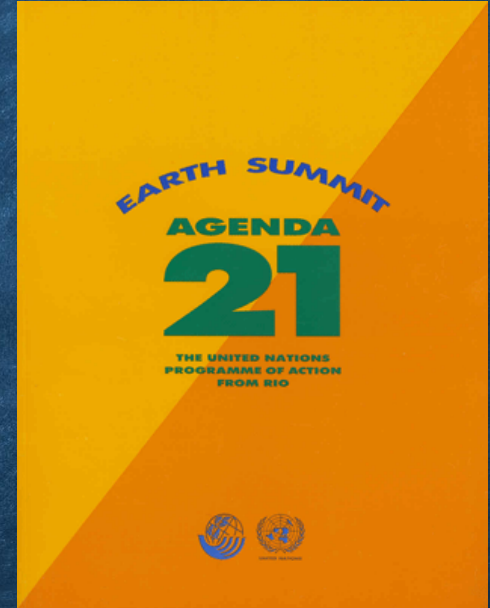
Why this bill is neces

- Number of Female to Male transgender medical transition¹
 - 2015: 5
 - 2016: 32
 - 2017: 96
 - 2018: 189
 - 2019: 553
 - 10000% increase over the last 5 years

¹ *Controlled Substance Database*

Chapter 36 – Agenda 21:

- ▶ “Education is critical for promoting sustainable development...”
- ▶ “Both formal and non-formal education are indispensable to changing people’s attitudes.”





- ▶ “It is also critical for achieving environmental and ethical awareness, values and attitudes, skills and behaviour consistent with sustainable development.”
- ▶ “... include spiritual development” and “should be integrated in all disciplines.”

MORE A21 “EDUCATION”



More UNESCO Propaganda

GLOBALIZATION OF INDOCTRINATION

A hand is pointing at a small, vintage-style globe on a desk. The globe is tilted and shows a map of the world. The background is a window with a view of a green landscape and a white fence. The text "GLOBALIZATION OF INDOCTRINATION" is overlaid on the image in a large, white, serif font.

UNESCO: Globalizing the Matrix



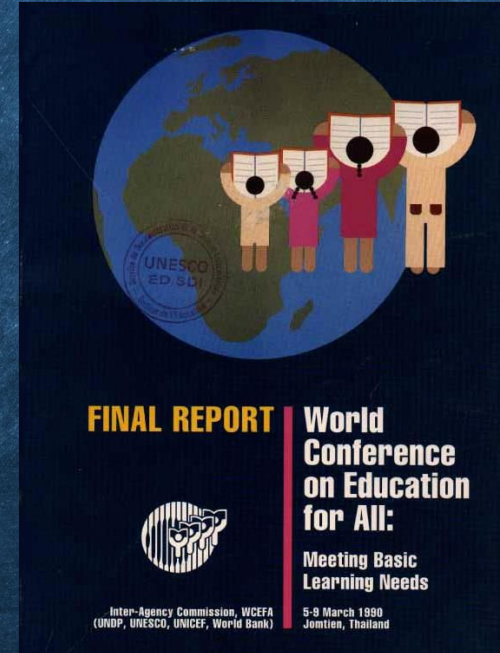
- Founded for global government, socialism, humanism via education
- First Secretary General Julian Huxley: “political unification in some sort of world government.”
Humanist/Eugenicist
- UNESCO 1949 series: Schools must be used to “combat family attitudes.”



- First president of the British Humanist Association.
- President of the British Eugenics Society

UN World Conference on Education for All – Jomtien Declaration - 1990

- Article 10: “basic learning needs” and “basic learning content ... required by all human beings ... is a common and universal human responsibility.”
- Article 5: All children must be subjected to “the same standards of learning.”



Dakar Framework for Action: Education for All - 2000

- Governments must “implement integrated strategies” in education “which recognize the need for changes in attitudes, values and practices.”
- “Changes in attitudes, values and behavior are required.”

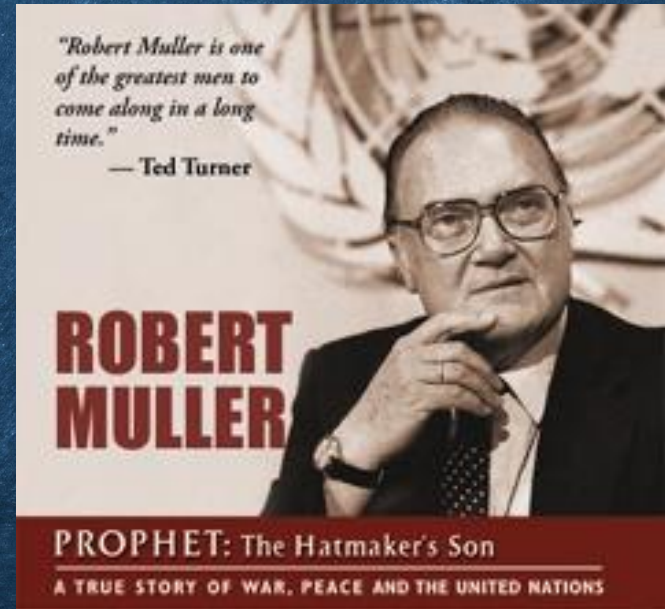


UN “Global Action Plan” on Education – Korea 2016

- ▶ Education must promote “integrated development” of “whole person,” including formation of “ethics, values, and *spirituality*.”
- ▶ “Education must advance the cause of global citizenship.”
- ▶ Children must understand “responsibility to protect the planet” and promote UN vision of “common good.”

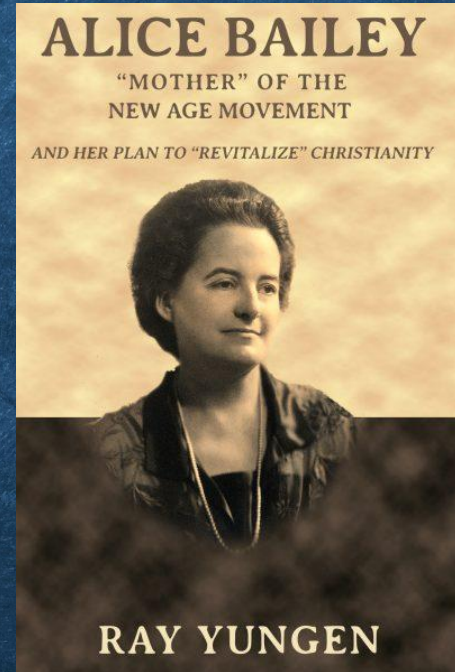
World Core Curriculum

- Written by Assistant UN Secretary General Robert Muller.
- WCC to “steer our children toward global citizenship, earth-centered beliefs, socialist values and the collective mindset which is becoming a requirement for the 21st century workforce.”

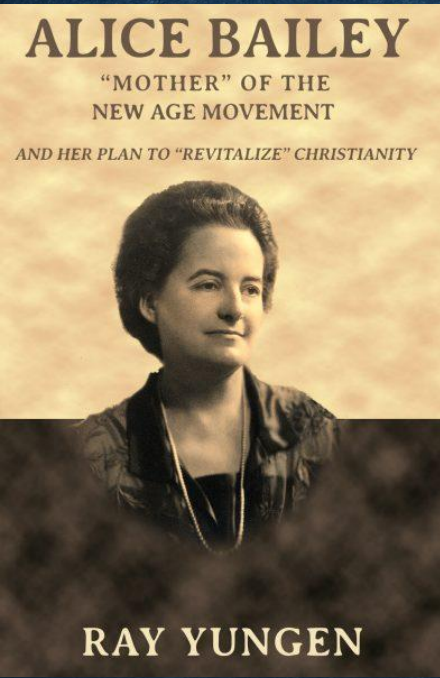


UNESCO: World Core Curriculum

- Core must teach child to see self “as a part of ‘the greater whole.’”
- “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.”



Alice Who?



- Bailey founded “Lucifer Publishing Company”
- Tibetan teacher Djwhal Khul” — “Ascended Master”

“We are laying the foundation for the emergence of a new species of human being—a more highly evolved unit.”

EDUCATION
IN
THE NEW AGE

By Alice A. Bailey

AUDIOBOOK

Narrated by a volunteer for the Lucis Trust

This CD-ROM

contains MP3 files playable on
any MP3 supported device.



EDUCATION IN THE NEW AGE

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“Through education, self-consciousness must be unfolded until the man recognizes that his consciousness is a corporate part of a greater whole. He blends then with the group interests, activities, and objectives. They are eventually his and he becomes group conscious. This is love...

Such should be the main objective of all true educational endeavor. Love of self (self-consciousness), love of those around us (group consciousness), become eventually love of the whole (God consciousness).”

Occultism in the Classroom

“World Citizenship should be the goal of the enlightened, with a world federation and a world brain....


Our problem is to attain the kind of overall synthesis that Marxism and neo-Scholasticism provide for their followers, but to get this by the freely chosen cooperative methods that [John] Dewey advocated.”

EDUCATION IN THE NEW AGE

By Alice A. Bailey

AUDIOBOOK
Narrated by a volunteer for the Lucis Trust
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contains MP3 files playable on
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The World Education Forum
adopted on 21 May 2015
the Declaration on the Future of Education

Bill Gates, UNESCO and Common Core

- Bill Gates signed “education” agreement with UNESCO in 2004 on behalf of Microsoft
- Create “master curriculum (Syllabus)” & “standards”
- “Microsoft supports the objectives of UNESCO as stipulated in UNESCO’s Constitution.”



Common Core is Globalist Education



5 W'S OF EDUCATION



You shall teach them to your children, talking of them when you are sitting in your house, and when you are walking by the way, and when you lie down, and when you rise.

Deuteronomy 11:19



Fathers, do not provoke
your children to anger,
but *bring them up in the
discipline and instruction
of the Lord.*

Ephesians 6:4



The fear of the
Lord is the
beginning of
knowledge.

Proverbs 1:7



**My people are destroyed for
lack of knowledge**

Hosea 4:6



"The purpose of education
is to know God and to
make Him known."



*Classical
Conversations.*
Classical Christian Community

PARENTS AND FAMILIES:

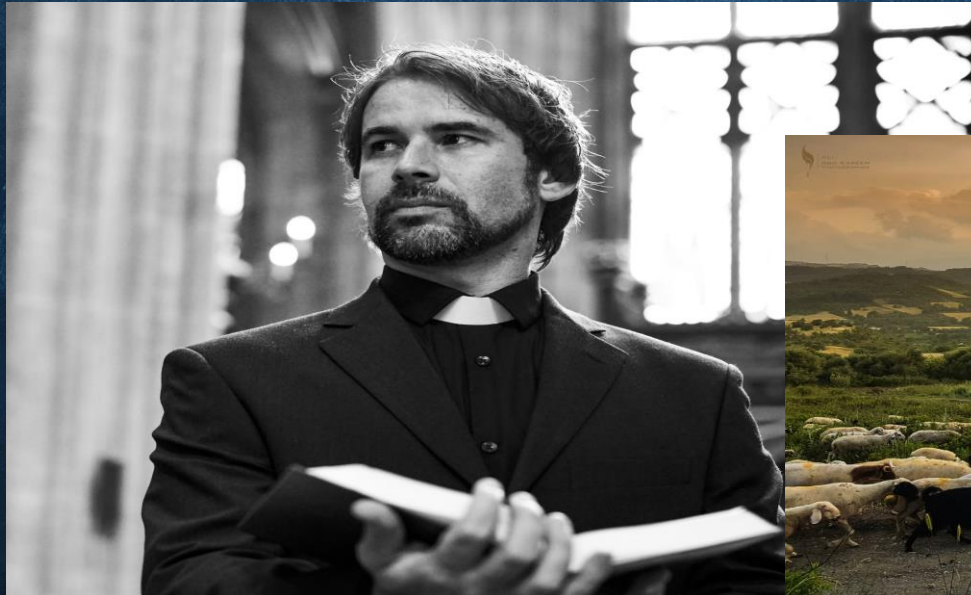
GET THEM OUT!

NOW!!!!



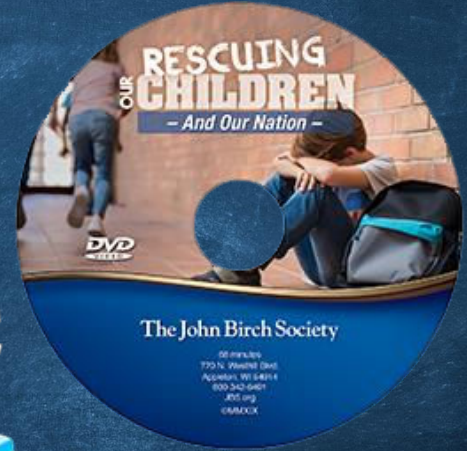
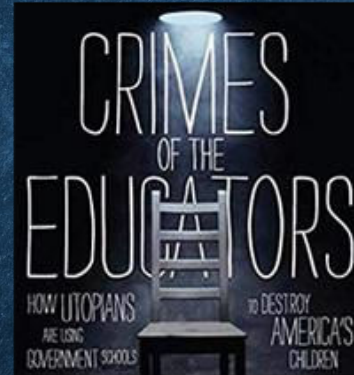
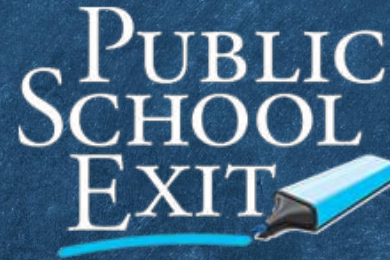
PASTORS & CHURCHES:

- Warn of danger!
- Help provide alternatives!



PROTECT YOUR CHILDREN

- Government schools indoctrinating children!
- Home school, private school
- Read *Crimes of the Educators*
- Check out FreedomProject Academy
- Visit PublicSchoolExit.com



We must address these issues now, and this book is a great start.

-Pete Hegseth

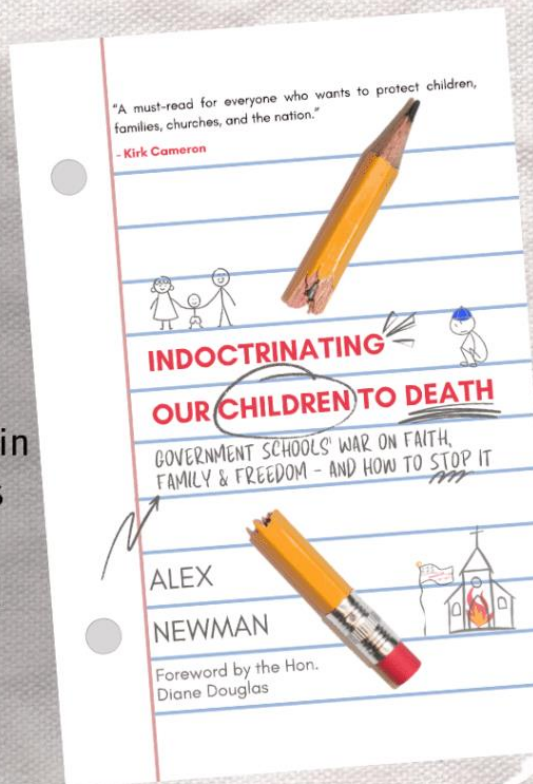
[A]n absolute must-read for anyone concerned about the future of America.

-Gen. Mike Flynn [Ret.]

This book fills a critical gap in understanding how America's educational system was subverted and destroyed and what to do about it.

-James Lindsay

NEW BOOK



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"A compelling case that America's public education system must undergo radical change."
-RON PAUL, FORMER CONGRESSMAN AND PRESIDENTIAL CANDIDATE

CRIMES OF THE EDUCATORS

HOW UTOPIANS
ARE USING
GOVERNMENT SCHOOLS

TO DESTROY
AMERICA'S
CHILDREN

SAMUEL BLUMENFELD & ALEX NEWMAN

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LAWS ON AI AT STATE LEVEL

- Ensure data protection
- Ensure AI in school has proper worldview
- Allow parents to OPT IN
- Do not use AI to make decisions about children's future



★★★★SPECIAL REPORT ON ED

New American

www.TheNewAmerican.com

OUR RESCUING CHILDREN



★★★★SPECIAL REPORT ON EDUCATION★★★★

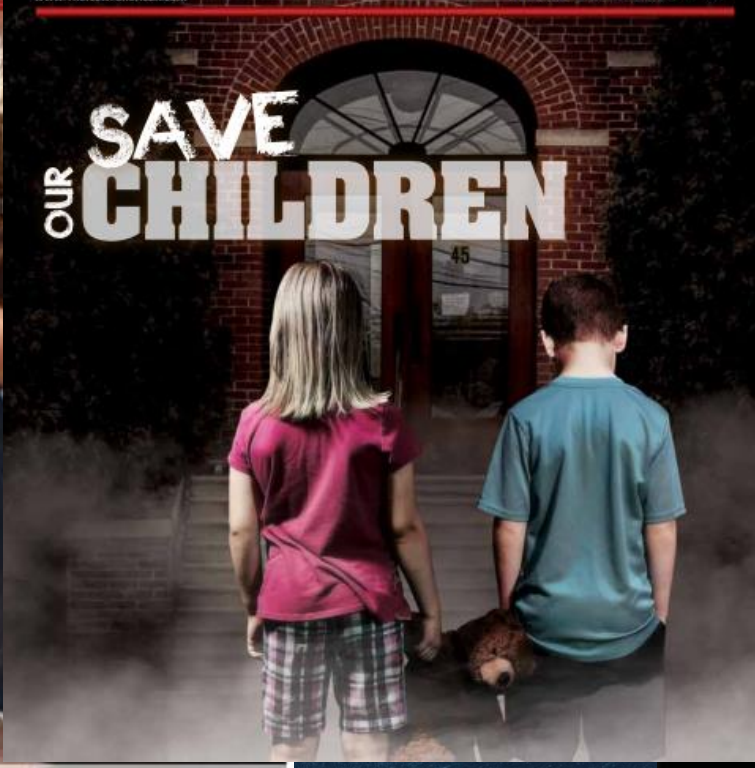
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THAT FREEDOM SHALL NOT PERISH

OUR SAVE CHILDREN



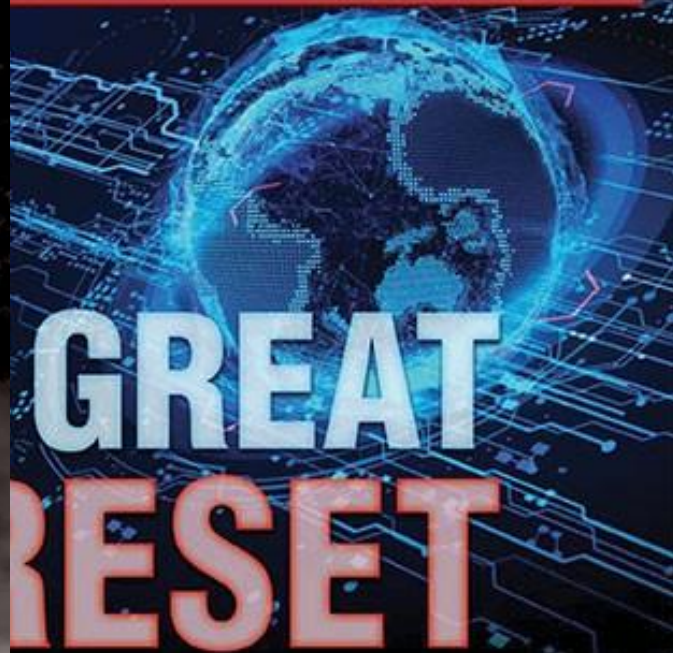
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THAT FREEDOM SHALL NOT PERISH



State Globalists taking over the world and you!



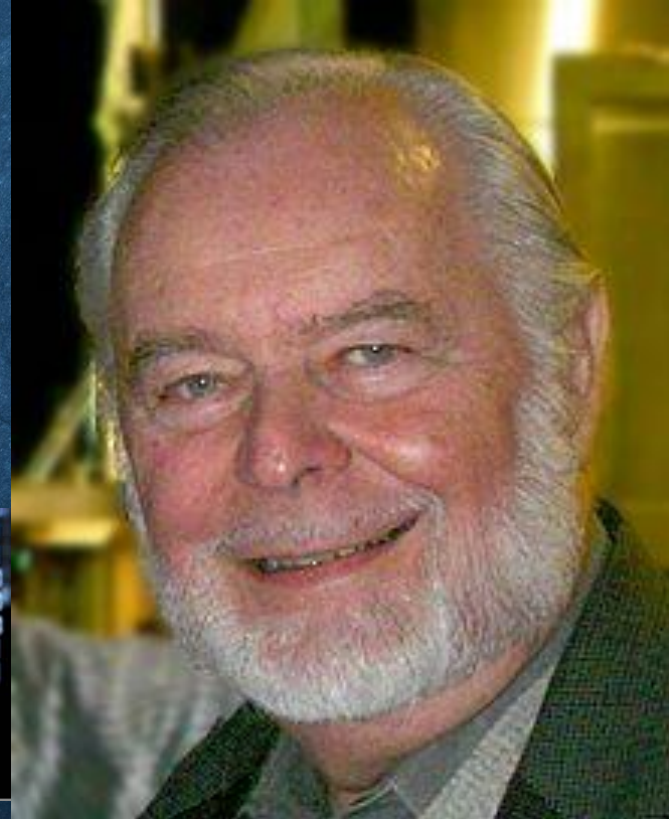
LibertySentinel.org/subscribe

Red Pill University

- RPU brings you information
- Red Pill Expo is RPU Project
- Sign up at
www.redpilluniversity.org



Beyond the Matrix



The John Birch Society

- One group has been fighting this for 60 years:
The John Birch Society
- “To bring about less government, more responsibility, and--with God's help--a better world by providing leadership, education, and organized volunteer action in accordance with moral and constitutional principles.”
- Educational materials and organizational leadership
- Chapters in 50 states educating Americans and preserving liberty



Capt. John Birch

Flesh and Blood: Spiritual Battle

- Ephesians 6:12: “For we wrestle not against flesh and blood, but against principalities, against powers, against the rulers of the darkness of this world, against spiritual wickedness in high places.”



Kings Conspiring

- “The kings of the earth take their stand, and the rulers conspire together against the LORD and His Anointed One.”

Psalm 2:2



God Laughs!

- “The One enthroned in heaven laughs; the Lord ridicules them.”

Psalm 2:4

- Gideon's 300!
- With God's Help



RESIST!!! God Bless you :)

