

Get Progressive Educated Idiots Out of Education



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“Ideally, what should be said to every child, repeatedly, throughout his or her school life is something like this: ‘You are in the process of being indoctrinated. We have not yet evolved a system of education that is not a system of indoctrination. We are sorry, but it is the best we can do. What you are being taught here is an amalgam of current prejudice and the choices of this particular culture. The slightest look at history will show how impermanent these must be. You are being taught by people who have been able to accommodate themselves to a regime of thought laid down by their predecessors. It is a self-perpetuating system. Those of you who are more robust and individual than others will be encouraged to leave and find ways of educating yourself – educating your own judgments. Those that stay must remember, always, and all the time, that they are being molded and patterned to fit into the narrow and particular needs of this particular society.’” –Doris Lessing, from ‘The Golden Notebook’

“This particular American society” is one that is driven, molded and manipulated by Progressive ideologies that have been embedded in all of our institutions, public and private, over the last one hundred years or more.

Unfortunately, the current self-perpetuating system in America

and even in most Westernized countries, is Progressivism, which is just another form of collective socialism. It is a flawed, bankrupt system that emphasizes the collective and de-emphasizes the individual, the former being the very antithesis of the foundation of American freedom. Becoming an educator is a process of being indoctrinated in this current self-perpetuating system.

Just how many educated idiots can a free society tolerate before they “think” us into slavery, or government compliant robots? Colleges are pumping out so-called educated individuals to be assimilated by society in a whole host of different disciplines; scientists, mathematicians, doctors, dentists, psychiatrists, psychologists, engineers, political scientists, educators, teachers, administrators, lawyers and God knows what else. Some of these disciplines actually produce individuals who accomplish something good and productive for society. But many do not. Many suck up tax dollars for studies and research on nefarious issues, with no redeeming or useful purpose.

Now given the fact that just about every college in America and the professors that teach at those colleges, come equipped with a significant liberal bias, it isn't difficult to conclude that the students being run through the college mill will most likely come out of those colleges with a significant liberal bias of their own.

One of the methods in which to propagate an idea across an entire culture is to teach the “idea” to school age children. Many dictators, socialists and communists were and are well aware of this method of brainwashing the masses to keep them under control, without the use of physical force. Unfortunately, the United States Government has succumbed to this method as well, by literally taking over and dictating the curriculum of our public school system through the U. S. Department of Education, run by, you guessed it, educated idiots.

There are many private organizations that engage in education and attempt to influence educational outcomes. One of those organizations is the [Center for Civic Education](#) (CCE). We decided to dig deeper into who runs the CCE organization. What, if any, are their biases or leanings? What we found was even more alarming than we thought.

First, CCE is the brainchild of the California State Bar Association. Out of 28 members of the Board of Directors, ten were attorneys or judges, nine were educators and five we were unable to determine their profession or their bias. One educator was a past member of the Council on Foreign Relations, one was an environmental attorney and one was a former head of the Immigration and Naturalization Service who eventually became a director of [Human Rights First](#). Three Board members had decided Latino leanings. Most, if not all of them are from the "left" coast state of California and from the Progressives side of politics. Anyone who is paying attention knows exactly where the once-beautiful State of California is going a socialist garbage dump.

But there is more disturbing information about who provides council to CCE. We checked out the National Advisory Committee and lo and behold we found another cadre of individuals and politicians whose political affiliations fall on the left side of the aisle. The nearest thing we could find to a conservative in the group was Senator Orin Hatch of Utah. But the usual suspects were there. Senator Diane Feinstein CA, Senator Edward Kennedy MA (*deceased*), Senator Patty Murray WA and a whole gaggle of other liberal types to round out the mix.

We dug into the group and people that funded the National Standards on History program, mandated by the Federal Government. What we found substantiated what we have suspected all along. A condition wherein high-paid, over-educated idiots get together in a room and by consensus come up with a plan or program that fits the socialist bias of the

group and those who fund the group. In researching some of these foundations that provide funds we found the conditions for their grants included a one-world-order, liberal view for most subjects. Multiculturalism was a main theme. (*Multiculturalism is how you divide and set in conflict a nation's culture.*) Three of those funding organizations are the Catherine T. MacArthur Foundation, the Ford Foundation and the Spencer Foundation. Check them out on Google and read their mission statements.

The net result of all these educated idiots coming together and planning our future and the future of our children is "painted" by issues that do not include American sovereignty, American freedom, American liberty, American property rights, American capitalism, or American free markets, much less a true representation of our U. S. Constitution and the Bill of Rights. However, what are included are European and United Nations style socialism, multiculturalism and radical environmentalism. Perhaps that is why these so-called educators teach our form of government, as a "Constitutional Democracy" instead of what it truly is, a "Constitutional Republic". The distinctions between the two are considerable.

Again, it must be remembered that all these folks that engage in education in one form or another, from planners, teachers and administrators, are products of the liberal colleges that dominate America's higher education. The result is predictable.

COMMON CORE STATE STANDARDS

We also investigated Common Core State Standards that have now been instituted in 40 states. It became abundantly evident that the standards were not a state effort, but a pure federal effort led by liberal globalists. The Standards had the United Nations written all over them.

Previous to writing the article we were not privy to any

specific Common Core teaching document. However, one of our long-time members e-mailed us a PDF copy of the **Common Core Mathematics** teaching document for Grades 3 thru 5. We started reading the document, looking for how they were going to teach math. To our disgust, we found it wasn't about math at all, it was about "equity" and "social justice." Have you heard these terms before? You bet you have and they didn't come out of the U. S. Constitution. [You can read this document on our website.](#)

Here are a few excerpts from the document:

"All students are entitled to quality instruction within an equitable learning environment, designed to meet their specific learning needs."

What stood out from this sentence was "... ***an equitable learning environment***". We wondered, "***what does that mean?***" Reading further it became clear what it meant and it had nothing to do with math.

The document explained further:

"Promoting and supporting equitable practices for students is a complex process and is best supported when your collaborative team examines several factors. The National Council of Supervisors of Mathematics' (2008) position statement on equity recommends that mathematics educators:"

- *"Respond to equity as a meaningful process to address social justice issues of race, language, gender, and class bias." (No math here)*
- *"Embrace a mindset shift from a student deficit perspective of equity to a focus on creating opportunities for equal access to meaningful mathematics." (No math here)*
- *"Recognize underachievement not as a result of group membership but more likely a symptom of varying beliefs, opportunities, and experiences to learn mathematics."*

(No math here)

This so-called mathematics-teaching document finished with:

“Recognizing and responding to these important facets of equity will promote the rich conversations needed in your collaborative team to promote high-quality instruction and equitable classrooms. Use the following discussion questions in your collaborative team to facilitate the conversation.”

So then we decided to look into the National Council of Supervisors of Mathematics (NCSM). We started with their mission statement, which reads:

“NCSM envisions a professional and diverse learning community of educational leaders that ensures every student in every classroom has access to effective mathematics teachers, relevant curricula, culturally responsive pedagogy, and current technology.” (Source: <http://www.mathedleadership.org/about/mission.html>)

One of the items contained in the mission statement was the liberal theme of “equity”.

“Motivate mathematics leaders to maintain a life-long commitment to provide EQUITY and access for all learners”

We had to look up “pedagogy” as it was a totally unfamiliar term. From one source we found:

“Modern pedagogy has been strongly influenced by the cognitivism of Piaget, 1926, 1936/1975; the social-interactionist theories of Bruner, 1960, 1966, 1971, 1986; and the social and cultural theories of Vygotsky, 1962. These theorists have laid a foundation for pedagogy where sequential development of individual mental processes, such as recognize, recall, analyze, reflect, apply, create, understand, and evaluate, are scaffolded. Students learn as they internalize the procedures, organization, and structures encountered in

social contexts as their own schema.” (And you wonder why are kids are so mixed up?)

The words that caught our eye in the above mission statement and the definition of “pedagogy” are “***social interactionist theories***”, “***social and cultural theories***”, “***social contexts***” and “***equity.***” The words “***social***” and “***equity***” are recurrent themes in everything we read about Common Core State Standards. These words come right out of United Nations policies, parroted by liberals and you won’t find them in the U. S. Constitution either.

Ladies and gentlemen, this Common Core Mathematics document for 3rd to 5th grades is not a teaching mathematics document it is, without a doubt, a “social” and “equity” indoctrination document. The emphasis is not on teaching mathematics it is about teaching in an acceptable “social” and “equitable” environment.

In the new American, liberal world, everything is judged by how “***fair***” and “***equitable***” are policies regarding humans and human interactions. This is all part of the United Nations Social Justice and Environmental Equity policies that are included in Agenda 21. There is no mention of unalienable rights, individual freedom, self-reliance and responsibility. There is no mention of opportunities and competition. The new, liberal world is where the government molly coddles minorities and labels them as victims requiring subsidies, welfare and special treatment. But the government gets something in return votes. God help a minority that might have to compete in the real world.

This social crap that is being inflicted on productive Americans and the public education system by government legislation and rule making, at all levels, is why cities like Detroit (*and states*) are going, or have gone broke. There is a direct correlation between government-funded, Democrat-sponsored, union-approved social policies and government

bankruptcy. Every jurisdiction that is going broke has been run by Democrats for decades, voted into office by dead beats and free loaders who want something for nothing from government instead of being self-reliant, independent and personally responsible.

So once again ladies and gentlemen we warn, “***Get Educated Idiots Out Of Education!***” If parents don’t care what their kids are being taught, then there is no hope for a free America. One day, without any warning, your kids will come home from school and you won’t recognize them any more because they will have become “***America’s Brainwashed Youth***“, fully indoctrinated with the United Nations, liberal, globalist and Common Core State Standards and they will endorse socialism with open arms. Sadly, they have already.

Should the educated idiots from our liberal colleges, and our corrupt politicians, continue to rule education, politics and policies, America’s days of freedom are numbered. The socialist indoctrination of the next leaders of America will be complete.

This article is an amalgamation of two previous articles we have written on this subject.

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