

What Kind Of America Are We Sowing Seeds For?, Part 2

We will pay a price, a heavy price, for not teaching the truth about this great country. Yes, there are a lot of people that are constantly degrading America. These people do not know the real America. They don't know what our Founders went through and the price they paid to give us the country that we live in today. The pastors of the Founding era were most influential and the most persecuted by the British. *There was a class of clergymen and chaplains in the Revolution whom the British, when they once laid hands on them, treated with the most barbarous severity. Dreading them for the influence they wielded and hating them for the obstinacy, courage, and enthusiasm they infused into the rebels, they violated all the usages of war among civilized nations in order to inflict punishment upon them*⁴

Many of the pastors were openly tortured and purposely targeted sometimes in sadistic ways. One pastor, Reverend Naphtali Doggett, who was also President of Yale, resisted strongly to the British's practice of destruction and desecration of private homes and property. He was eventually captured and over a period of several hours the British stabbed Doggett with their bayonets. His release was eventually secured but he never recovered from his wounds and was the cause of his death. Another pastor, Reverend James Caldwell of New Jersey resisted the British with the same tenacity and his church was burned and he and his family were murdered.

The treatment of the pastors by the British was criminal at best. They were imprisoned, abused and killed and most times suffered more than a regular soldier receiving harsher treatments and more severe penalties. The British went further

in their want for revenge in targeting the churches of the captured pastors destroying over half of the churches in New York City. Most of the churches in Virginia were the targets of the British as well. The British followed this pattern throughout the Colonies.[1] Why are these sacrifices not taught in our schools but the tenants of Islam are? We are ignoring, on purpose, the greatness that made America great. I believe that this is because most of our schools, all levels, have been infiltrated with globalists that believe that America must come down and be a part of the world as a member, but not a sovereign nation. The proof is what they are teaching in schools. "Don't know much about history . . .," goes the famous song. It's an apt motto for the Common Core's elementary school curriculum.

And it's becoming a serious problem.

A 2014 report by the National Assessment of Educational Progress showed that an abysmal 18 percent of American high school kids were proficient in US history. When colleges such as Stanford decline to require Western Civilization classes or high schools propose changing their curriculum so that history is taught only from 1877 onward (this happened in North Carolina), it's merely a blip in our news cycle.

A 2012 story in Perspectives on History magazine by University of North Carolina professor Bruce VanSledright found that 88 percent of elementary school teachers considered teaching history a low priority.

The reasons are varied. VanSledright found that teachers didn't focus on history because students aren't tested on it at the state level. Why teach something you can't test?

A teacher I spoke with in Brooklyn confirmed this. She said, "All the pressure in lower grades is in math and English Language Arts because of the state tests and the weight that they carry." [2]

Social justice is not justice. It punishes the ones that work hard and rewards laziness, but it is being taught. *In a recent article, J. Martin Rochester, a professor of political science at the University of St. Louis-Missouri, raised concerns about [teaching social justice in schools](#). Rochester's problem with teaching social justice in schools is focused on two simultaneous axes. One, he thinks that social justice exists outside the jurisdiction of school curricula, and second that those who would teach social justice approach it only from a liberal perspective.*

As an educator who includes social justice as a necessary part of my classroom practice, I think Rochester got some things right but a lot of things wrong.

Education Has Always Been Political

Rochester's first insinuation is that schools ought to focus on the traditional curricula of reading, writing, mathematics, sciences, etc. Schools ought not to, in Rochester's words, "aspire to be churches or social work agencies." [3]

We believe that there is a specific world out there but what we are teaching our kids, they will be educated for a world that isn't there. Even with a growing population that will produce needs for more food, better manufacturing ideas and a whole myriad of other things that just cover basic life needs, we are not addressing these issues. *Our [math skills are falling](#). Our [reading skills are weakening](#). Our children have become less literate than children in many developed countries. But the crisis in American education may be more than a matter of sliding rankings on world educational performance scales.*

WIRED OPINION

About

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Our kids learn within a system of education devised for a world that increasingly does not exist.

To become a chef, a lawyer, a philosopher or an engineer, has always been a matter of learning what these professionals do, how and why they do it, and some set of general facts that more or less describe our societies and ourselves.[4] How long can we ignore these basic needs before we are forced into the New World Order simply because we can no longer cope with needs, we will have? Why not be the world leader in these innovations instead of the victims of the needs?

Our Founders gave us a system that within just a few short years made us a world leader. That is why Alexis De Tocqueville wrote Democracy in America just 52 years after we gained our independence from Britain. An achievement never before seen in world politics. Let me say this, I would support a One World Order IF America and her **original** policies were the ones in charge. But that is just what the OWO doesn't want to happen, they want to be in charge.

Our Founders gave us freedoms that were not known in the world except for the elite. These freedoms gave every American the opportunity to rise from poverty to great wealth. Under the OWO, those freedoms will be gone, private property will be gone, passing our wealth to our children will be gone because we will no be allowed wealth. We don't teach our freedoms because if we know our rights, we will oppose losing them. If we don't know them, we will not know when they are taken away. That is their goal and they are succeeding.

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FootNotes

1. Defining America's Exceptionalism, Roger Anghis (Westbow Press, Bloomington, IN) pp. 165-166.
2. [Why schools have stopped teaching American history](#)
3. [It's non negotiable we have to teach social justice in our schools](#)
4. [On learning by doing](#)