

What the politicians you elected have done to America

Pt. 8

One of the most effective tools our elite use to get their way is education. Or let me rephrase that, indoctrination. We see all through our so called 'education system' that what the elites want taught is not really for the benefit of the American people. It is for the benefit of the global society.

America used to be #1 in education. It was #1 because it was based on a devotion to our God. All elementary schools up to high schools used a book called The New England Primer. It taught math, spelling, morals and everything else out of scripture. The Bible was THE school book.

As our schools grew other books were brought into the classroom so the author of the First Amendment, Fisher Ames thought it was necessary to make sure that the original school book was retained: "If these [new] books ... must be retained, as they will be, should not the Bible regain the place it once held as a school book?" Virtually all of our education laws were written for a specific purpose. Many American literacy laws were directed at the necessity of understanding the Bible. A Connecticut law in 1690 read: "This legislature observing that . . . there are many persons unable to read the English tongue and thereby incapable to read the holy Word of God or the good laws of this colony . . . it is ordered that all parents and masters shall cause their respective children and servants, as they are capable, to be taught to read distinctly the English tongue." [1]

Even our places of 'higher education' concentrated on a person's relationship with Christ. Most of our colleges were established for the purpose of training ministers, Harvard,

Yale, Columbia, Princeton just to name a few. They would not even be recognized today by their founders. Harvard was established in 1636 for that reason. Their rules leave no doubt of their purpose: The 1636 rules for Harvard stated:

“Let every student be plainly instructed and earnestly pressed to consider well the main end of his life and studies and to know God and Jesus Christ which is eternal life. (John 17:3) and therefore to lay Christ in the bottom as the only foundation of all sound knowledge and learning. And seeing the Lord only giveth wisdom, let everyone seriously set himself in reading the Scriptures twice a day that he shall be ready to give such an account of his proficiency therein.”

Harvard was so dedicated to this goal that their two mottos were: “For the Glory of Christ” and “For Christ and the Church.”[2]

People today don't believe that our Christian faith should be involved in our education even though islam is being taught in our public schools: Concerns have arisen over the perceived teaching of Islam in California's seventh grade school curriculum. Questions have been raised as to whether the education within these classrooms are merely teaching about Islam or preaching the faith, in what many now view as a scandal of indoctrination of youth.

That question was central to a recent lecture and discussion addressing the topic of Islam in public elementary schools hosted by the American Freedom Alliance (AFA) at the Luxe Hotel in Los Angeles. A panel of four speakers, three of whom are public educators, conveyed their personal experiences with this subject.

One of the textbooks in question was History Alive, which was approved and adopted by the Palo Alto-based California state Board of Education in 1998. The text is part of their adoption of the History, Social Science Content Standards for CA Public

Schools.

While teaching Islam, along Christianity and Judaism, is an important part of history, the educators present at the AFA lecture pointed out that History Alive pays an enormous amount of time and attention to Islam (55 pages) in the seventh grade. When teachers were asked whether Christianity (16 pages, which focused mainly on the Crusades) and Judaism (1 page) were given the same amount of attention in the classroom, they were told yes – but in sixth grade.

This proved to be untrue – Jewish and Christian curriculums were reportedly given half as much attention as Islam was. The lecturers found this to be particularly concerning when noting America's Judeo-Christian foundation, where there is a separation of church and state. In Islam, there is no separation of church and state.[3]

In reviewing our education history we see that Christianity was at the forefront of our education system: William and Mary was founded by Reverend James Blair in 1692. This is the same William and Mary that removed the Cross from the chapel because it was too controversial. This institution was founded so that:

“The youth may be piously educated in good letters and manners and that the Christian faith may be propagated . . . to the glory of Almighty God.”[5]

Ten ministers teamed up in 1699 to form Yale. Their goal was to:

“To plant, and under Divine blessing, to propagate in this wilderness the blessed reformed Protestant religion”

In 1701 when classes began Yale set these standards:

“The Scriptures . . . morning and evening [are] to be read by the students at the times of prayer in school . . . studiously

endeavoring in the education of said students to promote the power and purity of religion.”[4]

These are just a few of the examples of the importance put on a biblical based education. We put several of the founders into colleges in their early teens using The New England Primer. We put God first and He accelerated our ability to learn.

We no longer put God first in our schools and the elites have taken virtually all our national history out as well. Today's so-called places of 'higher education' have created a bunch of pansies that need puppies, coloring books and safe places to go hide in if someone espouses an alternative point of view all the while demanding 'diversity'. If we learn how great we are we will have national pride and that does not mix with the New World Order mentality.

We have begun to teach what is called Common Core which refers to Christianity as a bloody religion and islam as a peaceful religion. This is what happens when you allow muslims to approve your school curriculum. In 2003, The American Textbook Council issued an important report on Islamic bias in standard history textbooks: Islam and The Textbooks⁶ . According to Gilbert Sewall of the American Textbook Council⁷:

Since 2003, several reports have documented bias and evasions in world history textbooks. Textbooks misrepresent Islam past and present, critics agree. They contain fallacies and untruths about jihad, sharia, slavery, status of Muslim women, terrorism, and international security.

These reviews independently reach the same conclusions. Most conspicuously, history textbooks whitewash the meaning of jihad. Houghton Mifflin's seventh grade text, Across the Centuries, has come in for singular criticism. Houghton Mifflin's books dominate the nation's largest state, but they are in no way worse on this score than competing textbooks.

Textbooks make no distinction between sharia and Western law, and they pretend that women are making great strides in the Islamic world, when all evidence indicates otherwise. Social studies textbooks ignore the global ambitions of militant Islam. They fail to explain that Muslim terrorists seek to destroy the United States and Israel. They omit geopolitical goals that include theocracy and world domination by religion.[5]

There is a purpose for this type of teaching: To reform a nation created on the ideals of limited government, free enterprise and limited government to accept government top down control will take time. There is no room in a sustainable society for those that believe that we were born with our rights and the government is to protect those rights. The government in a sustainable society will grant us our rights. Our children must be taught to accept this. Here are a few of the 'plans' that our elected politicians have bought into: First, a vision of the kind of national – not federal-human resources development system the nation could have. This is interwoven with a new approach to governing that should inform that vision.

What is essential is that we create a seamless web of opportunities to develop one's skills that literally extends from cradle to grave and is the same system for everyone . . . "coordinated by" a system of labor market boards at the local, state and federal levels" where curriculum and "job matching" will be handled by councilors "accessing the integrates computer-based program". – Mark Tucker (National Center on Education and the Economy) November 1992

Education should aim at destroying free will, so that, after pupils have left school, they shall be incapable, throughout the rest of their lives of thinking or acting otherwise than their school masters would have wished . . . Diet, injections, and injunctions will combine, from a very early age, to produce the sort of character and the sort of beliefs that the

authorities consider desirable, and any serious criticism of the powers that be will become psychologically impossible. – Bertram Russell

The philosophy of Russell has gained a lot of ground in American education. If allowed to proliferate it will completely take over the mindset of the greatest nation in the world and destroy it. This is the goal of Agenda 21, George Soros, the Builderbergs, the Illuminati, and the Council on Foreign Relations.

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Footnotes:

1. Defining America's Exceptionalism, Roger Anghis (Westbow Press, Bloomington, IN) pp. 43-44.
2. Defining America's Exceptionalism, Roger Anghis (Westbow Press, Bloomington, IN) p. 44.
3. [Islamic indoctrination being taught in LA public-schools.](#)
4. Defining America's Exceptionalism, Roger Anghis (Westbow Press, Bloomington, IN) pp. 44-45.
5. [Guide to islamist curriculum in our public schools.](#)