

Why Your Child is Being Taught to Be a Follower



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Uh oh, I think I may have tipped the boat over on this one... and we are all about to get soaked...

The easiest way to corrupt an entire nation is through the rising generation... and **the fox is literally in the hen house as we speak!**

I know, I know... you think I am a little bit of a CRAZY person right now. Let me take off my tin foil hat for a moment and explain to you that this is not a conspiracy theory...

Your children are being brainwashed... and I have PROOF!

There is a **sick game** already in play in our public educational “system”, which is so disturbing... I was even considering not writing this report at all because I didn't want to stir up all the controversy.

However, the truth must be told... and there really is no better time than the present... so let's get on with it.

America has already begun the transformation from a Free Constitutional Republic to a Socialist Dictatorship!

However, this is not through blood shed... it is through an ATTACK on the most innocent... *YOUR children!*

You are probably thinking, “No, this can't be true!” You may even think I am being *unpatriotic* to even be suggesting such a thing! Let me tell you... I am only telling you the truth because no one else has the guts to.

It is all here... in black and white, clear as day... all the proof I need to show you that I am speaking the truth.

I didn't need to look far for it either, it comes out of the mouths and the reports of the elite men themselves.

In fact, they have been bragging about it behind our backs for quite a number of years now... actually since the early 1900s to be exact.

It is all done through their two biggest weapons, propaganda instruction and the use of behavioral modification.

Most people don't recognize that behavior modification is used in schools because there are so many other names attributed to this teaching style.

Some of the other names this "Trojan Horse" rides in as are: Outcome-Based Education, Skinnerian Mastery Learning, and Direct Instruction.

In addition to the methods used for instruction, humanistic values are taught in schools. This form of ethics education was later changed to "critical thinking."

Beware... this type of 'ethics' teaching is nothing more than a carefully crafted, but powerful annihilation of the true values of right and wrong.

Our country was founded on the basis of true and absolute values. This is what made our nation stable and free.

If the teaching of true principles and values is replaced with this garbage, **the very foundations on which our government was founded will quickly shatter!**

'They' are not satisfied with simply debasing our morals into nothing but animalistic instinct...

The 'elite' are working tirelessly to make sure YOUR children are dumbed down. Why? **Because mindless sheep are so much easier to herd into tyranny.**

Who are these 'elite'? To name a few, they are the Carnegie Corporation and the John D. Rockefellers.

They figure... With no memory of America's roots as a prideful nation, no absolute values and no independent thinkers... there will be very few to stand in their way of a one world government.

You may be asking yourself, "Is this really that big of a deal? Why should I care?"

Aristotle once said, *"To withhold the tools of education can kill a person's spirit just as surely as a bullet his body."*

There were so many brave selfless Americans that sacrificed their very lives to give us our freedom, yet **we sit back and let it be stripped from us without question.**

This war that generates the death of spirit and intellect isn't being fought on another

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nation's soil; it is waged by our own government, and in tax-exempt foundations.

Every child of the rising generation is being attacked so that in their dumb-downed state, they will follow the “system” regardless if there are right or wrongs attached.

As robotized citizens, the rising generation will consider World Government acceptable. Appealing “choice” proposals will facilitate the globalist elite to attain their goals – the brainwashing and robotization of all Americans.

This will enable the approval of lifelong education and workforce training. This is a portion of the world management scheme to realize new global feudalism.

Instead of teaching our children to think creatively, schools are factories for the socialist/fascist global workforce. The mindset has been created that what you learn in school must apply to some occupation or job that you will have in the future. This is taking place through vocational training and apprenticeships.

Children are not thought of as individuals with brains for their own free thinking, but “human capital.” Not only is this term alarming, but it also implies that **our children are dispensable!**



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Dr. Francis Schaefferⁱ discussed the dangers of the Skinnerian system that is used in schools today He states,

“Within the Skinnerian system there are no ethical controls; there is no boundary limit to what can be done by the elite in whose hands control resides.”

If ethics and values aren't being taught in school, then it is no wonder that the rising generation will have almost no leaders.

It is the goal of the educational “system” to turn YOUR child into a follower – a people who are managed through operant conditioning.

There are so many popular computer games, programs, and curricula for children that seriously depend on the Skinnerian method... How many of these “learning” items depend on *immediate rewards*?

If you think about it, many of these “learning” items infiltrate home-schooled and private-schooled children. How many curriculum and textbook companies approve this method of teaching?

Regardless if your child attends public, private, or home school you need to be aware and not accept these behaviorist methods. No matter what name or disguise they have, this form of education is not education at all.

The real matter at hand is your child. **Do you want YOUR child trained like a dog?** To do whatever the “system” wants him/her to do? *Disregarding right from wrong?* American children are being held captive by these new methods and curricula and it is time we broke some of them free!

The Skinnerian methods of teaching have been in place since the 1930s. Yes, it is hard to believe, but these enemies have been hiding in plain site for over 80 years, corroding our nation one generation at a time. **How could all of this be going on right under our noses?**

Through out the 20th Century there have been many disturbing laws passed and publications printed. I will only highlight a few, along with my own commentary:

1933 – Humanist Manifesto Iⁱⁱ

“The basis of humanist belief is that there is no Almighty God, the Creator and Sustainer

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of life. Humanists believe that man is his own god. They believe that **moral values are relative, devised according to the needs of particular people, and that ethics are likewise situational.**”

“Humanists reject Judeo-Christian moral and ethical laws, such as those contained in the Ten Commandments, calling them “dogmatic,” “outmoded,” “authoritarian,” and hindrance to human progress.”

“In humanism, self-fulfillment, happiness, love, and justice are found by each man individually, without reference to any divine source. In the Judeo-Christian ethic, there is and can be no real self-fulfillment, happiness, love, or justice on earth that can be found which does not ultimately issue from Almighty God, the Creator and Sustainer....

“For the humanist, man’s greatness, his coming of age, his **total fulfillment is found when he no longer needs the idea of God.** Man gets rid of God, not just to do what he will but to regain possession of human greatness.”

How do we sit back and let this garbage be fed to our children on a daily basis?

If our nation was built on absolute, Christian values, there is no way that we could maintain a free state if this type of philosophy is accepted as the norm, especially in our schools.

1934 – Conclusions and Recommendations for the Social Studiesⁱⁱⁱ (carried out by the American Historical Association this book was the result of a project funded by the Carnegie Corporation of New York):

“The implications for education are clear and imperative: (a) the efficient functioning of the emerging economy and the full utilization of its potentialities require **profound changes in the attitudes and the outlook of the American people, especially the rising generation** – a complete and frank recognition, and its administrative procedures to the requirement of the emerging integrated order (pp. 34-35)....

“Organized public education in the United States, much more than ever before, is now compelled, if it is to fulfill its social obligations, to adjust its objectives, *its curriculum, its methods of instruction*, and its administration procedures to the requirement of the emerging integrated order.

“If the school is to justify its maintenance and assume its responsibilities, it must recognize the new order and proceed to equip the rising generation to *cooperate*

effectively in the increasingly interdependent society and to live rationally and well within its limitation and possibilities....” (p.35)

Since the 1940s and 50s (the end of WWII), the United Nation’s humanistic (non-absolute values) situational ethics philosophy has been implemented in schools.

These no right/no wrong psychotherapeutic techniques set forth by the statements of General Brock Chisholm and President Harry Truman, were further applied by B.F. Skinner, Alfred C. Kinsey, and Benjamin Bloom.

Kinsey and Bloom were known for the taxonomy of man, or **the breaking down of man into behavioral units**, which Skinner could identify, measure, and manipulate.

The work of these men provided the means for future moral pandemonium, which we continue to struggle with today.

The 1940s-1950s:

1946 –Major General G.B. Chisholm^{iv} states:

“The re-interpretation and eventually **eradication of the concept of right and wrong** which has been the basis of child training, the substitution of intelligent and rational thinking for faith in the certainties of the old people, these are the belated objectives of practically all effective psychotherapy.”

“Would it not be sensible to stop imposing our local prejudices and faiths on children and give them all sides of every question so that in their own time they may have the ability to size things up, and make their own decisions?...”

“If the race is to be freed from its **crippling burden of good and evil** it must be psychiatrists who take the original responsibility....The people who matter are the teachers, the young mothers and fathers, the parent-teacher associations, youth groups, service clubs, schools and colleges, the churches and Sunday schools – everyone can be reached and given help toward intellectual freedom and honesty for themselves and for the children whose future depends on them....”

“The battle, if it is to undertaken, will be long and difficult but the truth will prevail – whenever enough people want it to. With luck we have perhaps fifteen or twenty years before the outbreak of the next world war if we remain as we are, twenty years in which to change the dearest certainties of enough of the human race, twenty years in which to

root out and destroy the oldest and most flourishing parasitical growth in the world, the tree of knowledge of good and evil, so that man may learn to preserve his most precious heritage, his innocence and intellectual freedom, twenty years in which to remove the necessity for the perverse satisfactions to be found in warfare.”

1947 – National Training Laboratory (NTL) established. Founders had connections with the Office of Strategic Services (OSS), forerunner to the Central Intelligence Agency. The NTL in accord with the National Education Association would become an agency for human relations training, or otherwise change agent or brainwashing.

Bertrand Russell^v states:

“Education should aim at **destroying free will** so that after pupils are thus schooled they will be **incapable throughout the rest of their lives** of thinking or acting otherwise than as their school masters would have wished...Influences of the home are obstructive; and in order to *condition students*, verses set to music repeatedly intoned are very effective....”

“It is for a future scientist to make these maxims precise and discover exactly how much it costs per head to make children believe that snow is black.”

“When the technique has been perfected, every government that has been in charge of education for more than one generation will be able to **control its subjects** securely without the need of armies or policemen.”

1952 – “Modern Math” introduced to American students. This type of math **prevents children from learning how to apply math to real life situations**.

As war brewed in the early 1900s, large amounts of women were taken from the homes to work in factories. This destroyed the historic role of woman as homemaker and “heart” of the family.

The Carnegie Foundation sent a letter to President Woodrow Wilson encouraging the continuance of the war.

The Carnegie Foundation realized that by **attacking education**, they would be able to prevent life in America from returning to the way that it was. They engaged the Rockefeller Foundation to help them with this huge task.

According to the Reece Committee Report, “They divided the task in parts, giving to the

Rockefeller Foundation the responsibility of *altering education* as it pertains to domestic subjects, but Carnegie retained the task of altering our education in foreign affairs and about international relations.”

This altering education is still around today. As alternative lifestyles are deemed acceptable, humanist values become more and more prevalent. Sex education and morality were taught during this time.

1958 – National Defense Education Act passed by the U.S. Congress. This act set the stage for federal control of education through profound financing for behavioral modification, science, mathematics, guidance counseling, and testing:

“The defense of this nation depends upon the master of modern techniques developed from complex scientific principles. It depends as well upon the discovery and development of new principles, new techniques, and new knowledge.”

Some facts from the 1960s:

In the 1960s the purpose of education seemed to revolve around students’ **emotional health instead of academics**. There were two major federal initiatives in the 60s with funding from The Elementary and Secondary Education Act of 1965.

This particular **scheme to dumb down America** not only affected students, but also teachers...

The two initiatives were: the 1965-1969 Behavioral Science Teacher Education Program and the 1969 publication by the federal government of *Pacesetters in Innovation*. This was a catalog that demonstrated how behavior modification programs were to be used in schools.

Teacher preparation courses in the 1960s focused on **Soviet ideas** of school-to-work programs. This also was the age when Skinnerian techniques became full-fledged programs.

The 1970s:

Into the 1970s, teacher education was modified even further to incorporate Skinnerian methods. *Instead of worrying about the subject matter on hand, teachers were trained to focus on performance of their students.*

During this time even mastery learning approaches to sex education were implemented. Various reports on population control came out in the 70s.

Liberal family planning education was indoctrinated in schools, including recommendations for the legalization of abortion (*U.S. Senate Journal Resolution #214*). Additionally, in this decade there was a lot of propaganda about forced sterilization.

Teachers were held under scrutiny if they didn't teach as directed. Evaluations were held allowing districts to fire a tenure teacher without a court hearing.

Voucher systems were constantly in the spotlight in this decade as well. With federal money used in private schools, this would be the way for federal control to enter even the private sector.

Various school textbooks and materials were used in the 1970s that were developed by the National Diffusion Network. These materials were less expensive and had their own *agenda of pushing humanistic curricula.*

The 1980s:

In the 1980s the Effective Schools Research showed that academic scores were declining. To “solve” the problem Outcome-Based Education was adopted in every school in the nation.

The U.S. Department of Education still funds this type of education even though evidence shows that students do not benefit from this type of instruction.

1982 – U.S. Secretary of Education T.H. Bell's Commission on Excellence Published *A Nation at Risk: The Imperative for Educational Reform in 1982.*

This commission asked that students be measured with the Carnegie Unit (4 years of math, 4 years of English, 4 years of history, etc.) in order to graduate high school.

It also suggested that schools develop the U.N. agenda including *socialist* lifelong learning and training for the *global workforce.*

This commission went into effect a year later, incorporating more of Skinnerian ideas.

1984 – The National Assessment of Educational Progress was transferred to Educational

Testing Service in 1983. This move was essential for Carnegie to fund and direct ECS and ETS activities.

1985 – Inner city schools used as an effective school research experiment began. These schools still use mastery learning.

1987 – Home-schooled children and parents attacked with various articles. One stating, “Certified teachers are state-mandated child-abuse reporters. When children are allowed to be kept at home, there may be no outside contact, no help for the abused child.”

1988 – Group learning and group cooperation emphasized in classrooms. These types of learning are pushed in communist countries.

1989 – Kidder’s Global Ethics program initiated. **This program bases character, values, and ethics on consensus decisions by a group instead of absolute, long-lasting principles.**

1989 – Truancy bills put into place, even affecting home-schooled children, forcing them to be placed in foster care.



The 1990s:

This era proved to be the time when almost anything could go on in the classroom, including controversial sex, drug, and death education, despite parental objections.

Teachers felt the brunt of mastery and direct instruction. “Quality” teaching comes into the picture. *If teachers didn't perform accordingly, they lost their jobs!*

Social construction views of learning also implemented. **This is how many children developed different social and political points of view from their parents.**

1996 – U.S. Ambassador to the United Nations Madeline^{vi} stated:

“Setting Global Standards. The United Nations is one instrument that we use to make this world a little less inhumane, a little less brutal, a little less unfair than it otherwise would be.

“This brings us to another important, and basic, function of the United Nations. And that is its role in creating a **global consensus about what is right and what is wrong**” (p.14).

It is scary what they are teaching our children without parental consent!

1998 – The Reading Excellence Act funds Skinnerian behavioral approaches to reading.

As time goes forward additional laws have come into the picture that only harm our nation's children and their education, even though they may have a nice name attached to them (i.e. No Child Left Behind Act).

America's children are *not getting proper academic instruction* due to corrupt self-seekers who fund and influence governmental procedures.

It is essential for parents to know and understand what is being taught in our children's classrooms, and **supplement their education with proper leadership and values education to counteract and reverse its terrible affects.**



**Don't let this happen to your children any longer!
Discover what you can do to save your child's future at
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- i Dr. Francis Schaeffer. *Back to Freedom and Dignity* (1972)
- ii Humanist Manifesto I in the *New Humanist* (Vol. VI., #3, 1933: Yellow Springs, Ohio). Excerpts taken from *Secular Humanism and the Schools: The Issue Whose Time Has Come* by Oralee McGraw, Ph.D. (Critical Issues, Series 2, The Heritage Foundation: Washington, D.C., 1976)
- iii *Conclusions and Recommendations for the Social Studies* (Chas. Scribner's Sons: New York, 1934) compiled by the American Historical Association.
- iv "The Psychiatry of Enduring Peace and Social Progress" in *The William Alanson White Memorial Lectures* by Major General G.B. [Brock] Chisholm, C.B.E., M.D., Deputy Minister of Health, Department of National Health and Welfare, Canada (Vol. 9, No. 1). Republished in March 1948 (No. 437) in the *International Conciliation*, published by the World Health Organization and Carnegie Endowment for International Peace.
- v Bertrand Russell. *Impact of Science Upon Society* (Columbia University Press: New York, 1951; Simon and Schuster: New York, 1953)
- vi Edward Hunter. *Brainwashing: The Men Who Defied It* (Vanguard Press, Inc.: New York, New York, 1956), chapter 11, "A Matter of Integrity."