

## The Curriculum Creators – Final Part

Excerpts from Barbara M. Morris' 1979 book *Change Agents in the Schools: Destroy Your Children; Betray Your Country* are continued with a look at the *Humanist Manifesto II* contents:

More on the Humanist "Articles of Faith":

On education:

*"We believe in the right to universal education . . . The schools should foster satisfying and productive living. They should be open at all levels to any and all; the achievement of excellence should be encouraged. Innovative and experimental forms of education are to be welcomed."*

*The educators make much of fostering "satisfying and productive living." But what does it mean? It means that schools, in keeping with, Humanist belief, provide students with the bare minimum or "survival skills" that will enable them to merely get by in adult life—to be satisfied with a government definition of what is considered "enough" and to accept dead-end jobs that provide just enough income to pay for "satisfying living"—enough food, amusements, sex and shelter. "Achievement of excellence" can mean anything and has no relation to academic excellence. A child can "achieve excellence" in getting along with his peers or in any other non-academic effort.*

*As for the "innovative and experimental forms of education"—this is about all that exists in government schools, and failing SAT scores prove it.*

On national sovereignty:

*"The best option is to transcend the limits of national sovereignty . . . we look to the development of . . . world law. . . ."*

*"We believe in . . . international courts . . . the arts of negotiation and compromise. . . .It is a planetary imperative to reduce the level of military expenditures . . . ."*

*"Commitment to all humankind is the highest commitment . . . it transcends the narrow allegiances of church, state, party, class or race . . . What more daring a goal for humankind than for each person to become . . . a citizen of a world community. . . ."*

*With the help of federal funds and in accord with government policy, schools are indoctrinating children with "peace studies," "global perspectives" and similar sounding programs—all with the same intent—to promote acceptance of "the limits of national sovereignty."*

*Learning "the arts of negotiation and compromise" are considered "new" basic skills. Expenditures for defense are down to an alarmingly low level. In other words, the U.S. is well into accepting and promoting the Humanist demand for a "world community."*

On the environment:

*"The world community must engage in cooperative planning concerning the use of rapidly depleting resources. The planet earth must be considered a single ecosystem . . . excessive population growth must be checked . . . Exploitation of natural resources . . . must end."*

*Do you now understand why there is an "energy crisis?" The "crisis" isn't that there aren't enough natural resources—the "crisis" had to be created to satisfy the Humanist demand for "cooperative planning" to save "depleting resources." Actually, it has been determined by reputable scientists that natural resources are not being depleted. Even if a shortage of energy*

*sources existed, the problem could be remedied by a free, productive nation, such as the United States used to be.*

*The next time you hear a complaint about the "planet earth" and the terrible fate that is about to befall our "single ecosystem" because of "excessive population growth" and exploitation of natural resources"—remember it is propaganda to further the Humanist/Socialist goal of a world dictatorship.*

*In summary:*

*Our society has been built on the Judeo-Christian ethic. Our laws have reflected the admonitions of the Ten Commandments and the God-given rights and guarantees enumerated in the federal and state constitutions .*

*Gradually, as social standards and religious beliefs were allowed to be cast aside to satisfy the demands of "pluralism," non-theists made great strides. We are now in open conflict. We now have nothing less than a revolution taking place. Schools have become open agents of social change, working steadily to enthrone the "articles of faith" of the religion of Humanism.*

*At the same time, parents, who, for the most part are the remnant of Christianity, are fighting to return the schools to institutions of academic learning. What success they achieve is always short-lived. Attitudes, values and behaviors must be changed for the coming new world order that will involve at the same time, the worship of man and the enslavement of mankind: a terrifying prospect that is already upon us.*

*There is much more to the Humanist Manifesto that can be related to present conditions. Parents are urged to study the entire document.*