

The Methodical Destruction of American
Education in the Name of World Government

Dedicated to Those Who Seek the Truth

Overview

It is the goal of this writer to set forth irrefutable facts and documentation so that the reader might understand the truths about the American educational system. For approximately one hundred years, education in America has been controlled by subversive organizations, all of which answer to a central authority. These organizations have used, and are continuing to use, education as a tool of oppression. The guilty parties have infiltrated American education, and consequently the minds of Americans, with mind control techniques developed in the field of behavioral psychology which were later perfected and employed by socialist and communists on a global scale. This infiltration has led to the decay of morality, freedom, and prosperity in this country. The end goal through the covert control of the educational system is to destroy the United States Constitution and subjugate the American people, along with the rest of the world's people, into a one-world totalitarian government, or "New World Order" as those responsible call it. It must be noted that the destruction of education is only one avenue in which the perpetrators have managed to set our nation on a path to destruction. Highly informed citizens, although they are very small in number, also understand that the parties responsible for ruining our educational system have also managed to corrupt our government, religious institutions, and economy. Although the scope of this paper is education, the writer strongly encourages the reader to seek information concerning the infiltration of the other areas of society to gain a full understanding of threat facing the United States. Furthermore, serious educational researchers should also study the history of the occult. Beneath all of the visible subversive organizations influencing education, one will always find the influence of invisible secret societies upon education and society in general.

This paper will prove the following:

1. The American educational system was changed to rely upon methods developed by behavioral psychologists designed to change behaviors in humans as to make them nonresistant to world government by destroying any sense of individuality and nationalism while simultaneously instilling in them an immutable collectivist mindset.
2. A small number of elite families, specifically the Rockefellers and Carnegies, have controlled education in America through their tax-exempt foundations since the early 1900s. These families and their subordinates are supporters of international socialism and communism and are all working for the destruction of the United States and the subjugation of the American people into a world government. This planned world government is the old British Empire transformed.
3. Education in America is profoundly influenced by the Tavistock Institute located in London, which is the premiere brainwashing research facility in the world. It exercises control over numerous research institutions in the United States, namely the Aspen Institute, responsible for indoctrinating Americans into collectivist ideology conducive to world government.

4. Education “reform” in America is a scam, as both sides of the debate are controlled by the same interests. The scam is being carried out covertly through the Hegelian dialectical process.
5. The Knowledge Is Power Program (KIPP) network of schools and Teach For America are leading the education reform movement in the United States. Both of these reformers are controlled via subversive socialist organizations and networks, namely the Aspen Institute and the Rockefeller-dominated Council on Foreign Relations and Trilateral Commission.
6. The shift in American education, via charter schools, is towards privatization so that large corporations are able to train children with limited education for lifelong labor, thus ensuring servitude to the corporations within the world government structure.
7. The controllers and financiers of American education are striving to build a world government in the form of a scientific dictatorship. The creation of this dictatorship is rooted in the white supremacist pseudoscience of eugenics and facilitated by a global depopulation agenda.

The Humanist Mindset and Influence of Behavioral Psychology on American Education

Before proceeding, it is necessary to understand that the parties responsible for the demise of education in America have a humanist mindset. This is the ideology that lies beneath socialism and communism (note that socialism is the road leading to communism and both are essentially the same). Humanists believe that man is becoming God; however, they do not believe that all men are becoming God. In their minds, only the elect few have the right to rule over humanity – it is an elitist position. Humanism is just another form of atheism, and its followers adhere to the belief that man is a soulless animal, or product of evolution. Therefore, some men are more evolved than others and the most evolved have the right to control or destroy those who are less evolved – in other words, their actions are justified according to “survival of the fittest”. Some may call it Social Darwinism. Whatever the title, it is simply humanism in its purest form. Early experimental psychologists, adhering to humanist ideology, thought that man could be conditioned or molded in any way desired as long as the psychologists applied the proper techniques. The late 1800s marked a time when educational theory in America began to shift away from schools imparting knowledge to children to schools that focused on changing behavior in children. Psychologists began to ponder not what kinds of things should be taught, but rather what kind of children they wanted to mold for society. One of the earliest experimental psychologists responsible for this shift, born in Germany in 1832, was Wilhelm Wundt.

“If one assumes (as did Wundt) that there is nothing there to begin with but a body, a brain, a nervous system, then one must try to educate by inducing sensations in that nervous system. Through these experiences, the individual will learn to respond to any given stimulus, with the “correct” response. The child is not, for example, thought capable of volitional control over his actions, or of deciding whether he will act or not act in a certain way; his actions are thought to be preconditioned and beyond his control, he is a stimulus response mechanism. According to this thinking, he is his reactions. Wundt’s thesis laid the philosophical basis for the principles of conditioning later developed by Pavlov (who studied physiology in Leipzig in 1884, five years after Wundt had inaugurated his laboratory there) and American behavioral psychologists such as Watson and Skinner; for laboratories and electroconvulsive therapy; for schools oriented more toward socialization of the child than toward the development of intellect; and for the emergence of a society more and more blatantly devoted to the gratification of sensory desire at the expense of responsibility and achievement.”

(Paolo Lionni and Lance J. Klass, *The Leipzig Connection: The Systematic Destruction of American Education*, 1980, pp. 14-15)

John Dewey, often called the “Father of Progressive Education”, was profoundly influenced by the theories of Wilhelm Wundt. He believed that through a stimulus-response approach students could become conditioned for a *new social order*. Dewey wanted to move away from traditional education that focused on academic skills, intellectual development, and high literacy. He was more interested in the socialization

process because he believed that high literacy developed anti-social, independent intelligence. This is evidenced in his own writing:

“There is a false education god whose idolators are legion, and whose cult influences the entire educational system. This is language study—the study not of foreign language, but of English; not in higher, but in primary education. It is almost an unquestioned assumption, of educational theory and practice both, that the first three years of a child’s school life shall be mainly taken up with learning to read and write his own language. If we add to this the learning of a certain amount of numerical combinations, we have the pivot about which primary education swings.... It does not follow, however, that conditions—social, industrial and intellectual—have undergone such a radical change, that the time has come for a thoroughgoing examination of the emphasis put upon linguistic work in elementary instruction.... The plea for the predominance of learning to read in early school life because of the great importance attaching to literature seems to me a perversion.”

(John Dewey, *The Primary-Education Fetish*, 1898)

Powerful Families Throw Their Weight Behind Education in America

In the early years of the twentieth century, powerful families would lend financial support to the research efforts of the behavioral psychologists, which forever changed American education and society in a negative manner. To solidify this fact in the mind of the reader with the utmost redundancy, this writer will now quote four different historians who all concur with each other.

“The goal of these wealthy families and their foundations—a seamless non-competitive global system for commerce and trade—**when stripped of flowery expressions of concern for minorities**, the less fortunate, etc., represented the initial stage of what this author now refers to as *the deliberate dumbing down of america*. Seventy years later, the carefully laid plans to change America from a sovereign, constitutional republic with a free enterprise economic base to just one of many nations in an international socialist (collectivist) system (New World Order) are apparent. Only a dumbed down population, with no memory of America’s roots as a prideful nation, could be expected to willingly succumb to the global workforce training planned by the **Carnegie Corporation and the John D. Rockefellers, I and II**, in the early twentieth century which is being implemented by the United States Congress in the year 1999.”
(Charlotte Iserbyt, *The Deliberate Dumbing Down of America*, 1999, p. 7)

“In 1890, Carnegie wrote eleven essays which were published under the title *The Gospel of Wealth*. The underlying premise was that the free-enterprise system had been locked-up by men such as himself, **J.P. Morgan, and John D. Rockefeller**, and that they not only owned everything, but also controlled the government. His worry, was that subsequent generations would realize this, and work against them. His solution was to control the education system, and to create a direct relationship between the amount of education a person had, and how good of a job they could get. Therefore, this created a motivation for children to attend school, where they would be taught only what the social engineers of this country wanted them to know.”
(David Allen Rivera, *Final Warning: A History of the New World Order*, p. 114)

“This system of education was brought to the United States through the effort of coalition of big business led by **Carnegie, J.P. Morgan, and Rockefeller**; major universities like Columbia, Johns Hopkins, the University of Wisconsin, the University of Michigan, and the University of Chicago; and large foundations like **Carnegie, Rockefeller, Ford, Mellon, Peabody, Sage, and Whitney**. The success in creating an organized compulsory educational system in this country has allowed the elite of this country to prevent each generation from truly understanding how this country is actually run, thus keeping them from doing anything about it. This dumbing-down has enabled the government to more easily assimilate the people of this country into a population which can be easily deceived and controlled.”
(Ibid, p. 115)

“It was not until World War I that Hegel’s mythology of Western civilization was fully established. America, to justify its entry into the War, presented itself and the Allied Powers as, not disparate nation-states, but members of a single “Western” civilization, and capitalized on the notion of “Liberty” and “Freedom”, to cloak its imperial strategies in high ideals. Known as General Education, or the Western Civ. Course, the Hegelian interpretation of history was then imposed on the American university system. The mission was accomplished through the influence of two Illuminati front organizations, boards of trustees acting as benefactors of the educational system, the **General Board of Education (GEB) chartered by the John D. Rockefeller, and the Carnegie Foundation for the Advancement of Teaching (CFAT)**. As revealed by William H. McIlhany, in *The Tax-Exempt Foundations*, from minutes of their meetings, these foundations asked themselves the following: “is there any means known to man more effective than war, assuming you wish to alter the life of an entire people?” They could not find one, and so helped to precipitate WWI. Following the Great War, however, recognizing the need to maintain the control of the “diplomatic machinery” of the United States they had achieved, the foundations determined that they must control education”. Together, as William McIlhany described, the **Rockefeller and Carnegie foundations** decided the key to it is the teaching of American history and they must change that. So they then approached the most prominent of what we might call American historians at that time with the idea of getting them to alter the manner in which they presented the subject. Through their influence, the entire American educational system was coordinated to serve a centralized command. Control of this system would be two-pronged, dividing study into pure and social sciences. The pure or applied sciences were to serve the emerging Military-Industrial-Complex, while the social sciences, like psychology, sociology, and anthropology, were designed to study the behaviour of human beings, towards achieving means of controlling or modifying that behaviour. Lastly, the remaining fields, like history of political science, were to inculcate a proper “interpretation” of history.”

(David Livingstone, *Terrorism and the Illuminati*, pg. 4)

The plan operated for many years, however, before being discovered. In 1954, a special Congressional Committee investigated the interlocking web of tax-exempt foundations to see what impact their grants were having on the American psyche. The Committee stumbled onto the fact that some of these groups had embarked upon a gigantic project to rewrite American history and incorporate it into new school text books. Norman Dodd, the committee's research director found, in the archives of the Carnegie Endowment for International Peace the following remarkable statement of purpose: *The only way to maintain control of the population was to obtain control of education in the U.S. They realized this was a prodigious task so they approached the Rockefeller Foundation with the suggestion that they go in tandem and that portion of education which could be considered as domestically oriented be taken over by the **Rockefeller Foundation** and that portion which was oriented to International matters be taken over by the **Carnegie Endowment***. The Rockefeller Foundation agreed to take on the domestic portion of the task. The purpose of all this interest in history, was of course to rewrite it. Dodd explained: *They decided that the success of this program lay in the manner in which American history was to be presented. They then approached four of the then most-*

prominent historians -- such as Mary and Charles Beard -- with the suggestion that they alter the manner in which they were accustomed to presenting the subject. They [were] turned down flat, so...they decided they [had] to build a coterie of historians of their own selection. The Guggenheim Foundation agreed to award fellowships to historians recommended by the Carnegie Endowment. Gradually, through the 1920's, they assembled a group of twenty promising young academics, and took them to London. There they briefed them on what was expected of them when they became professors of American history. That twenty were the nucleus of what was eventually to become the American Historical Association. In 1928, the American Historical Association was granted \$400,000 by the Carnegie Endowment to write a seven volume study on the direction the nation was to take. The thrust of these books, according to Dodd was that "the future of this country belongs to **collectivism and humanism.**" Dodd concluded from his study that these tax-exempt foundations -- by virtue of the fact that they pay for these studies -- lay at the heart of a group determined to destroy the United States. These educational changes were applied very gradually, so as not to alarm the general American populace, but they have been documented."

(William T. Stills, *New World Order: The Ancient Plan of Secret Societies*, pp. 180-181)

In 1913, Frederick T. Gates, Director of Charity for the Rockefeller foundation, published *The Country School of Tomorrow: Occasional Papers No. 1*. The paper contained a section titled "A Vision of the Remedy", in which Gates wrote:

"Is there aught of remedy for this neglect of rural life? Let us, at least, yield ourselves to the gratifications of a beautiful dream that there is. In our dream, we have limitless resources, and the people yield themselves with perfect docility to our molding hand. The present educational conventions fade from our minds; and, unhampered by tradition, we work our own good will upon a grateful and responsive rural folk. We shall not try to make these people or any of their children into philosophers or men of learning or of science. We are not to raise up from among them authors, orators, poets, or men of letters. We shall not search for embryo great artists, painters, musicians. Nor will we cherish even the humbler ambition to raise up from among them lawyers, doctors, preachers, politicians, statesmen, of whom we now have ample supply."

In 1921, the Council on Foreign Relations was established (CFR). The CFR is an insidious, socialist organization, and its members have penetrated all areas of American society at the highest levels. The CFR is a sister organization to the Royal Institute for International Affairs (RIIA), which is an arm of British Intelligence. The CFR was created under the auspices of the RIIA as a propaganda machine to shape public opinion and foreign policy in the United States as a result of the U.S. Senate blocking America's entry into the League of Nations after World War I. The League of Nations was the forerunner organization to the United Nations and also the first attempt at world government in the 20th Century. The funding for the CFR came from John D. Rockefeller, J.P. Morgan, Paul Warburg, Jacob Schiff, and other wealthy influential establishment figures.

“The Council on Foreign Relations has been the foremost flank of America’s foreign-policy establishment for more than half a century. The Council on Foreign Relations is a private organization of business executives, scholars, and political leaders that studies global problems and plays a key role in developing U.S. foreign policy. The CFR is one of the most powerful semi-official groups concerned with America’s role in international affairs. It is controlled by an elect group of men recruited from the Skull & Bones and the Scroll & Key societies of Harvard and Yale, which are both chapters of a secret branch of the Illuminati known as Chapter 322 of the Order. The members of the Order make up the Executive Committee of the Council on Foreign Relations after undergoing initiation into the Order of the Quest, also known as the Jason Society.”

(William Cooper, Behold a Pale Horse, pp. 84-85)

“The Council on Foreign Relations controls our government. Through the years its members have infiltrated the entire executive branch, State Department, Justice Department, CIA, and the top ranks of the military. Every director of the Central Intelligence Agency has been a member of the CFR. Most presidents since Roosevelt have been members. The members of the CFR dominate ownership of the press and most, if not all, of America’s top journalists are members. The CFR does not conform to government policy. The government conforms to CFR policy.”

(Ibid p. 85)

“The CFR not only has its members in the United States Government, but its influence has also spread to other vital areas of American life. According to Newell: —Its members have run, or are running, NBC and CBS, The New York Times, The Washington Post, The Des Moines Register, and many other important newspapers. The leaders of Time, Newsweek, Fortune, Business Week, and numerous other publications are CFR members. The organization’s members also dominate the **academic world**, top corporations, the huge tax-exempt foundations, labor unions, the military, and just about every segment of American life.”

(Barry Goldwater, With No Apologies, p. 231)

There is no doubt that the objective of the Council on Foreign Relations is to establish a one-world government at the expense of U.S. sovereignty. Many researchers, historians, and CFR members have acknowledged this.

“The CFR advocates the creation of a world government. The ultimate implication is that all power would be centralized in a single global authority; national identities and boundaries including our own would be eliminated.”

(James Perloff, The Shadows of Power, 1988, p. 10)

Perloff would also quote Rear Admiral Chester Ward who had been a member of the CFR for sixteen years. Admiral Ward warned of the organizations ultimate goals:

“The CFR has a goal of submergence of U.S. sovereignty and national independence into an all-powerful one-world government. This lust to surrender the sovereignty and independence of the United States is pervasive throughout most of the membership. In

the entire CFR lexicon, there is no term of revulsion carrying a meaning so deep as America First.”

(Ibid, p. 10)

The grandchild of John D. Rockefeller, David Rockefeller, is the current patriarch of the criminal Rockefeller family and founder of the Trilateral Commission, a sister organization to the CFR. During a speech in 1991 at a meeting of the Trilateral Commission, he made the following admission:

“We are grateful to the Washington Post, The New York Times, Time Magazine and other great publications whose directors have attended our meetings and respected their promises of discretion for almost forty years. It would have been impossible for us to develop our plan for the world if we had been subject to the bright lights of publicity during those years. But the work is now much more sophisticated and prepared to march towards a world government. The supranational sovereignty of an intellectual elite and world bankers is surely preferable to the national auto-determination practiced in past centuries.”

David Rockefeller wrote in his autobiography the following:

“Some even believe we (the Rockefeller family) are part of a secret cabal working against the best interests of the United States, characterizing my family and me as internationalists and of conspiring with others around the world to build a more integrated global political and economic structure – one world, if you will. If that’s the charge, I stand guilty, and I’m proud of it.”

(David Rockefeller, Memoirs, p. 405)

CFR and Trilateral Commission member, Richard Gardner, wrote the following concerning the erosion of U.S. national sovereignty in exchange for world government under the umbrella of the United Nations in an article in the April 1974 issue of *Foreign Affairs*, a magazine published by the Council on Foreign Relations:

“In short, the “house of world order” will have to be built from the bottom up rather than from the top down. . . but an end run around national sovereignty, eroding it piece by piece, will accomplish much more than the old-fashioned frontal assault. Of course, for political as well as administrative reasons, some of these specialized arrangements should be brought into an appropriate relationship with the central institutions of the United Nations system.”

Toward a New World Order

With the Council on Foreign Relations and the powerful tax-exempt organizations controlled by the Rockefellers, Carnegies, and other elite families firmly established, the 1930s proved to be a time when humanism and socialism gained widespread support among academic and political circles.

“A flock of individuals of collectivist persuasion jumped on Monsieur Mantoux’s bandwagon in “The Troubling Thirties.” Aldous Huxley brought along his *Brave New World*; Professor George Counts contributed his *Dare the School Build a New Social Order?*; William Z. Foster (national chairman of the Communist Party of the United States of America) wrote his *Toward a Soviet America*; John Dewey co-authored *The Humanist Manifesto I*; the Carnegie Corporation added its *Conclusions and Recommendations for the Social Studies and its Eight-Year Study* (which was in the 1990s referred to by the Education Commission of the States as the model for Outcome-Based Education); and surprisingly, Herbert Hoover proposed a Research Committee on Recent Social Trends to Implement the Planned Society. The thirties were indeed troubling. Unfortunately, the average American was unaware of the important steps being taken to collectivize (socialize) this nation, particularly that of utilizing the schools as the vehicle through which Mantoux’s “new world” could be brought into being.”

(Charlotte Iserbyt, *The Deliberate Dumbing Down of America*, p. 17)

In 1934, a book was published titled *Conclusions and Recommendations for the Social Studies*. This book was the result of a study called the “Investigation of the Social Studies in the Schools” funded by the Carnegie Corporation for the amount of \$340,000. The book was an outline for using education to transform the United States from a constitutional republic to a socialist state. The following are excerpts from the book:

“The Commission was also driven to this broader conception of its task by the obvious fact that American civilization, in common with Western civilization, is passing through one of the great critical ages of history, is modifying its traditional faith in economic individualism, and is embarking upon vast experiments in social planning and control which call for large-scale cooperation on the part of the people.... (pp. 1–2)

“Cumulative evidence supports the conclusion that in the United States as in other countries, the age of *laissez faire* in economy and government is closing and a new age of collectivism is emerging.... (p.16)

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 outlook of the American people, especially the rising generation—a complete and frank recognition that the old order is passing, that the new order is emerging.... (pp. 34–35)

In 1939, Adolph Hitler was brought to power through underground socialist channels of the elite class in America and Britain. Let there be no confusion about Hitler's politics – he was a socialist. "Nazi" means national socialism. Hitler wrote the following in *Mein Kampf*:

"Summing up: the populist state will have to put general scholastic instruction into a shortened form, including the very essentials. Outside of that, opportunity must be offered for thorough, specialized scholarly training. It is enough if the individual person is given a store of general knowledge in broad outline, receiving a thorough detailed and specialized training only in the field which will be his in later life.... The shortening of the schedule and of the number of classes thus attained would be used for the benefit of the development of the body, the character, of will and resolution.... There should be a sharp distinction between general and specialized knowledge. As the latter threatens, especially today, to sink more and more into service of Mammon, general cultivation, at least so far as its more idealistic approach is concerned, must be preserved as a counter-weight. Here too the principle must be incessantly pounded in that industry and technology, trade and commerce can flourish only so long as an idealistically minded national community provides the necessary conditions. These conditions are founded not on materialistic egoism, but on self-denying readiness for sacrifice."

Note Hitler's collectivist mindset and the idea that specialized knowledge is of great value. This is similar to the concept of school-to-work programs that have developed in the United States in the past few decades. The current trend in American education, naturally supported by large corporations, is geared toward global workforce training, which emphasizes a shortened general education in exchange for specialized skills training. This is socialism rearing its head once again in our time, just as it did in Nazi Germany – only this time on an international scale.

The Point of No Return

During the 1940s and 1950s, the communist and socialist “change agents” had infiltrated our government at the highest levels which enabled them to put the United States on a path to destruction via control of its educational system. This was a time period when several key pieces of humanist and socialist legislation were passed affecting education. It was also a time when several mass mind control organizations stepped up efforts to psychologically enslave the American people into collectivist and humanist thought in order to establish world government. American education is still on the course set forth during 1940s and 1950s.

The most significant weapon of the international socialists and communists being used against the American people is the Tavistock Institute. Founded in 1921 with support from the Rockefellers, Tavistock is the mother of all human behavior laboratories designed to influence public opinion and condition minds for world government.

“From its modest but vitally important beginning at Wellington House, the Tavistock Institute for Human Relations expanded rapidly to become the world’s premier top-secret “brainwashing” institute. The British Monarchy, Lord Rothschild, and the Rockefellers were responsible for funding the venture.”

(Dr. John Coleman, The Tavistock Institute for Human Relations, p. 1)

“In the middle of WWII, Tavistock received additional funding from David Rockefeller, in return for helping take over the former Reynard Heydrich’s German secret intelligence service. The whole apparatus and personnel of the brilliant top Nazi security service was bodily transported to Washington D.C., in violation of the supreme law of the land. It now began to be called “Interpol.”

(Ibid, p. 149)

“Few Americans know that almost every development in psychology in the United States in the past sixty-five years has been directed by the Bureau of Psychological Warfare of the British Army. A short time ago, the present writer learned a new name, The Tavistock Institute of London, also known as the Tavistock Institute of Human Relations. “Human relations” covers every aspect of human behavior, and it is the modest goal of the Tavistock institute to obtain and exercise control over every aspect of human behavior of American citizens. Because of the intensive artillery barrages of World War I, many soldiers were permanently impaired by shell shock. In 1921, the Marquess of Tavistock, 11th Duke of Bedford, gave a building to a group which planned to conduct rehabilitation programs for shell shocked British soldiers. The group took the name of “Tavistock Institute” after its benefactor. The General Staff of the British Army decided it was crucial that they determine the breaking point of the soldier under combat conditions. The Tavistock Institute was taken over by Sir John Rawlings Reese, head of the British Army Psychological Warfare Bureau. A cadre of highly trained specialists in psychological warfare was built up in total secrecy... During World War II, the Tavistock Institute combined with the medical sciences division of the Rockefeller Foundation for esoteric experiments with mind-altering drugs. The present drug culture of the United States is

traced in its entirety to this institute (Tavistock), which supervised the Central Intelligence Agency's training programs."

(Eustace Mullins, Secrets of the Federal Reserve, pp. 298-299)

There are numerous "think tanks" and research institutions in the United States under the control of Tavistock. The Brookings Institution, Hudson Institute, Stanford Research Institute, Rand Corporation, Institute for Policy Studies, MIT, University of Pennsylvania Wharton School of Finance and Commerce, and National Training Laboratories are all under the control of Tavistock. The most important institute under the control of Tavistock is the Aspen Institute, formerly called the Aspen Institute for Humanistic Studies.

"The jewel in Tavistock's crown is the Aspen Institute in Colorado, which for years was under the direction of Robert Anderson, a graduate of the University of Chicago, preeminent for brainwashing in the United States."

(Dr. John Coleman, The Tavistock Institute for Human Relations, p. 200)

The following key excerpts provide an excellent analysis of the Aspen Institute for Humanistic Studies. The excerpts are taken from a political watchdog group that publishes a journal called *Trilateral Observer*. The title of the journal refers to the Trilateral Commission, which is a subversive pro-world government organization, founded by David Rockefeller and consummate Marxist Zbigniew Brzezinski, as a sister organization to the Council on Foreign Relations. In *Trilateral Observer Vol. 3, Issue 9, September, 1980*, we find the following:

"Roots of modern-day Humanism go back to at least fifth century B.C. to the Greek philosopher Protagoras who said, "Man is the measure of all things." During the period of the Enlightenment, philosophers such as Jean Jacques Rousseau (1712-1778), Immanuel Kant (1724-1804), Georg Hegel (1770-1831) and slightly later Karl Marx (1818-1883), developed humanistic doctrines that have worked their way into the 20th century in the form of Humanism, Marxism, Socialism, Communism, Collectivism and Rationalism."

"The following selected quotes from Humanist Manifesto II will give you a general idea of its content:

"As in 1933, Humanists still believe that traditional theism, especially faith in the prayer-hearing God, assumed to love and care for persons, to hear and understand their prayers, and to be able to do something about them, is an unproved and outmoded faith. . . Reasonable minds look to other means for survival... False 'theologies of hope' and messianic ideologies, substituting new dogmas for old, cannot cope with existing world realities... No deity will save us, we must save ourselves".

"[Humanism]... transcends the narrow allegiances of church, state, party, class or race in moving toward a wider vision of human potentiality. What more daring a goal for humankind than for each person to become, in ideal as well as practice, a citizen of a world community. "

"We deplore the division of humankind on nationalistic grounds. We have reached a turning point in human history where the best option is to transcend the limits of national sovereignty and to move toward the building of a world community in which all sectors of the human family can participate. "

"The principle around which the United Nations and the International Court of Justice are organized is that the scope of national sovereignty must be curtailed and that nations must be willing to accept, as against what they conceived to be their own self-interest, the democratically arrived at decisions of the world community. "

"There is an extraordinary parallelism between Humanists and Marxists. Among the more obvious are:

- rejection of traditional Christianity and religion
- the necessity for subordination of the individual to state and the community
- catchwords of both Humanism and Marxism are "democracy, peace and high standard of living"
- individual rights and beliefs are non-existent
- collectivism is supreme.

"Humanism today is being "taught" throughout the business world by the **Aspen Institute**, particularly to the multinational corporation community. The major financiers of Aspen also are the major financiers of Trilateralism, and no less than seven members of the Trilateral Commission also serve at the Aspen Institute."

"The Aspen Institute was founded in 1949 by Professor Giuseppe Borgese, Chancellor Robert M. Hutchins (both of University of Chicago) and Walter Paepcke, a Chicago businessman. In 1957, Robert O. Anderson became chairman, and has been its guiding force ever since. In 1969, chairmanship switched to Joseph E. Slater, a member of the Council on Foreign Relations and formerly of the Ford Foundation."

FUNDING OF ASPEN INSTITUTE FOR
HUMANISTIC STUDIES - 1979 COLORADO

Atlantic Richfield Foundation	\$900,000	Long term support
Atlantic Richfield Foundation	\$250,000	Humanities & Arts Program
Atlantic Richfield Foundation	\$32,250	Environmental Program
Weyerhaeuser Foundation	\$15,000	To underwrite planning for project "Consequences of a hypothetical world climate change"

Rockefeller Foundation	\$150,000	To “bring together integrated and emerging leaders from all sectors of society to discuss and help shape policy by recommendations on contemporary issues.”
Rockefeller Foundation	\$15,000	“Cost of executive seminar on women and men in a changing society.”
Rockefeller Foundation	\$148,000	“Arms control and international security.”
SEPTEMBER 1, 1980 – WASHINGTON D.C		
Carnegie Corporation	\$15,000	“Seminar series of Committee for the Third Sector”
NEW YORK		
Prudential Foundation	\$10,000	
Ford Foundation	\$24,395	Conference on student aid policies
Ford Foundation	\$5,000	Comparative study of state judicial systems
Markle Foundation	\$220,000	“To provide forum for investigation and discussion of communication in modern society, specifically to investigate relationship between choice in programming content and increasing number of distribution channels for communications”
Rockefeller Brothers Fund	\$30,000	“Islamic Middle East program”
Rockefeller Brothers Fund	\$28,000	“Developing the CEO: educating the integrative leader”

THE ASPEN EXECUTIVE SEMINAR PROGRAM

“While central offices of Aspen are in New York City, it has "centers of activity" (i.e. seminar and housing facilities) in Washington, D.C., Cambridge, Princeton, New Haven, Boulder, Hawaii, Tokyo and Berlin.

According to an Aspen publication:

"The idea behind the Aspen Institute has three essential ingredients: to gather thoughtful men and women around the table, not across the table; to explore the power of ideas in great literature stretching from ancient to contemporary time, and to translate ideas into policies and actions that meet the challenge of our age."

*"In view of the rapidly increasing worldwide activities of the Institute, its international Board of Trustees and key staff act on the Institute's long-standing principle **to maintain absolute control over the selection of individual participants** and their mix in all its meetings, the locations at which its meetings are held, as well as the subjects to be discussed. "*

“At these meetings, a hotchpotch of corporate executives, military people, intellectuals and media personages "mingle" and become "educated," typically for a period of two weeks at a time. **This subtle form of brainwashing on global affairs is coupled with the breaking down of hard line principled positions through peer pressure.** As Wilbur Mills once said, "To get along you have to go along."

“This is quite successful. For example, Newsweek reports that Bill Moyers (a special adviser to Aspen Institute) has drawn more than ten of his Public Broadcasting Service programs from contacts and ideas developed at Aspen. PBS is supported by many of the same foundations that support the Aspen Institute and Trilateralism in addition to large amounts of public money (Corporation for Public Broadcasting, etc.). Once again we observe a "blurring" of institutions where elitists combine their money with public financing to achieve their own ends and spread their global propaganda.”

“Some of the participants in this program will not surprise you: Harlan Cleveland, John Gardner, Trilateral Henry Kissinger, Marion Doenhoff and Pehr Gyllenhammar.”

“Without question, this Aspen program is a well-funded attack on Constitutional America.”

CONCLUSIONS

- Humanism is a man-centered, atheistic religion inconsistent with and indeed utterly opposed to traditional Christianity, Biblical theology or Orthodox Judaism.
- The philosophy has been nurtured and promoted by the same group of globalists that nurtures and supports communism.
- Humanism is intimately connected with Trilateralism, and calls for the elimination of nationalism and nationalistic boundaries.
- Trilateral-style Humanism is procreated primarily by The Aspen Institute, and is funded by taxpayers' money as well as by private foundation and corporate funds.

[END OF TRILATERAL OBSERVER NEWSLETTER]

The Aspen Institute has since expanded its influence by several times over, providing humanistic training to tens of thousands of corporate executives.

With regard to funding, 2004 saw major support from globalist-oriented foundations.

Carnegie Corporation	\$1,165,400
Ford Foundation	\$2,365,000
William and Flora Hewlett Foundation	\$865,450
John S. and James Knight Foundation	\$125,000
Charles Stewart Mott Foundation	\$1,880,053
David and Lucile Packard Foundation	\$200,000
Rockefeller Brothers Fund	\$550,000
Rockefeller Foundation	\$950,000
Alfred P. Sloan Foundation	\$355,000
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TOTAL	\$8,330,903

*source of funding information: www.augustreview.com

In 2004, the Aspen Institute, under the direction of Walter Isaacson, President and CEO of Aspen Institute, and Stephen Heintz, president of the Rockefeller Brothers Fund, published a major 164-page propaganda piece titled “U.S. in the World, Talking Global Issues with Americans: A Practical Guide”. Task Force members for the publication included individuals from the following organizations:

- The United Nations Foundation
- Council on Foreign Relations
- Brookings Institution (Tavistock)
- Global Interdependence Initiative
- Carnegie Endowment for International Peace
- Rockefeller Brothers Fund
- World Policy Institute
- Center for Global Development
- RAND Corporation (Tavistock)
- One World U.S.
- Global Justice

This publication was a guidebook to help change agents indoctrinate Americans into collectivism and acceptance of world government. It was loaded with scripted statements and rebuttals to be used by change agents when encountering Americans who are resistant to collectivism and world government. This guidebook is psychological warfare, par excellence.

According to p. 55 of the guide, when Americans say “There is no such thing as an international community”, change agents are instructed to respond as follows:

“We know how profoundly events in far-off places can affect us and how interconnected nations and people are becoming, thanks to the ties of travel, communications, and trade. We’re already living in a global neighborhood. The challenge for us now is to work with other nations to **transform this global neighborhood—slowly but surely—into a global community**, with shared values and a shared commitment to solving our common problems. It’s a natural next step.”

The guide also gives change agents a list of “Top 20 Recommendations” for dealing with resisters. On pp. 34-35 of the guide, it lays out Recommendation #2 as follows (note the manipulative technique of finding common ground with the listener by invoking emotions pertaining to the listener’s children):

*“2: Put your proposals and arguments in the context of an **interconnected world**.”*

“When you prompt Americans to consider how we’re linked to the rest of the world, you create a more supportive context for the rest of your arguments. From the perspective of “interdependence,” isolationism and withdrawal from the world become unrealistic. Teamwork seems more a requirement than an option. The golden rule takes on new meaning. Thinking long term is smart leadership. Tackling complex problems with

comprehensive solutions is a necessity. Realism acquires a new definition. And so on. Conversely, wording choices that push Americans toward an “us-versus-them” way of thinking—or that reinforce the idea that the world “out there” is a scary place where only bad things happen—can have the opposite effect. Having the respect and trust of other nations might matter less. Blaming others can become routine. Hatred can be fueled. Issues can seem more cut-and-dried. Power and force can seem to be the only things others will understand. And so on. **You can encourage interdependent thinking by emphasizing the values, aspirations, challenges, and outcomes we share with others around the world** (e.g., in an interconnected world, we succeed or fail together ... the global environment affects everyone on the planet ... a healthy global economy benefits us all ... **we all want the same thing for our kids**, etc.). This guide suggests different ways of invoking the idea of interconnectedness.”

On p. 42 of the guide, Recommendation #19 is found in conjunction with a defense of the United Nations:

“19: Don’t repeat your opponents’ position, bad questions, bad facts, or misconceptions. Break the habit of saying “This is NOT about X, it’s really about Y...” Plan ahead to bridge effectively from bad questions or criticisms to the big ideas and frames that shape your arguments.”

“Stop doing those with whom you disagree the favor of repeating their arguments or big ideas. Doing so only helps them carry out recommendations 1, 10, and 11 above by reinvigorating the images and notions they are working hard to put into listeners’ heads. Once you’ve done so, you’ll face an uphill battle to make your big ideas and messages stick. Say, for instance, that you are on television with a counterpart who has just attacked all United Nations bodies as bureaucratic, wasteful talk shops. To demonstrate that you are a pragmatic realist who recognizes the need for reform, your instinct might be to agree with part of the critic’s comment before challenging it—for example, “Sure, we know that the UN system is seriously flawed, and we should encourage reforms like X, Y and Z. ... But UN program X is working well and we should invest more in it.” Or you might try to rebut the criticism—for example, “The UN is not a talk shop that wastes taxpayer dollars ... it actually is a place where we get a big return on our investment.” With either response, though, you’ve made your life more difficult by reminding listeners of the criticism and invigorating a “system broken, beyond repair” mindset.” A better strategy for responding to a bad question or criticism is to bridge quickly back to your big ideas and your frames. For instance, if someone asks “Isn’t the UN just an ineffective waste of taxpayer dollars,” start your answer with your definition of what the UN is, as opposed to what it isn’t (e.g., “Actually, the UN is ... a place where we get a big return on our investment ... [give an example]. ... Like any institution, it periodically needs updating and retooling to work well ...” Similarly, resist being drawn into discussions of issues or positions that you are uncomfortable addressing; they can’t report what you don’t say.”

Another damaging step toward the ruin of the American educational system and victory for international communism and socialism came with the founding of the United Nations, which pushed the world closer to global government. The United Nations, founded in 1945, would replace the League of Nations and become the new framework for global government. The United Nations is headquartered in New York City and has 192 member countries. The UN building sits on an 18-acre plot of land donated by John D. Rockefeller, which he purchased for \$8,500,000. In addition to the Rockefellers, support came from the Council on Foreign Relations (which sent 47 of its members with the American delegation to the UN conference in San Francisco), John Foster Dulles, James P. Warburg, and many others with pro-communist leanings. The United Nations is a remarkably sinister organization. It is the epitome of international socialism and communism. The Constitution of the United Nations is almost identical to the Constitution of the former Soviet Union.

“Alger Hiss became the acting Secretary-General after the establishment of the UN. It was Hiss, and Joseph E. Johnson (who later became Secretary of the Bilderbergers) who wrote much of the UN Charter, patterning it after the Constitution of Russia, and the Communist Manifesto.”

(David Allen Rivera, Final Warning: A History of the New World Order, p. 258)

“Trygve Lie, the first official UN Secretary General, was a high-ranking member of Norway’s Social Democratic Labor Party, which was an offshoot of the Third Communist International. Dag Hammarskjold, the second Secretary-General, was a Swedish socialist who openly pushed communist policies, and U Thant, the third Secretary, was a Marxist.”

(Ibid, p. 167)

The fourth Secretary-General of the United Nations from 1972-1981 was Kurt Waldheim, a Nazi who served in the German Wehrmacht during World War II. The UN is not an international authority designed to keep the peace among nations as some might like to describe it. A former Assistant Secretary-General of the United Nations, Robert Muller, said the following:

“We must move as quickly as possible to a one-world government; a one-world [humanist] religion; under a one-world leader.”

(Dwight L. Kinman, The World’s Last Dictator, p. 81)

“United States membership in the United Nations Educational, Scientific and Cultural Organization (UNESCO) in 1946 set in motion the destabilization of our society through the rejection of absolute morals and values, Judeo-Christian tradition, and Roman law. Legislation authorizing United States membership in UNESCO marked the end of United States autonomy in a very crucial area: that of education. From this time on UNESCO would dictate education policy to our government and others. This legislation was accompanied by President Harry Truman’s remarkable statement: “Education must establish the moral unity of mankind.” Truman’s recommendation was bolstered by General Brock Chisholm, a Canadian psychiatrist and friend of Soviet agent Alger Hiss.

Chisholm redefined health to include “mental” health, and presented a paper entitled “The Psychiatry of Enduring Peace and Social Progress” to the United Nations World Health Organization (WHO) in 1946 which “reinterpreted” (eradicated) the word “morality.” Chisholm asserted that the reinterpretation and eventually eradication of the concept of right and wrong... these are the belated objectives of practically all effective psychotherapy. Brock Chisholm went on to recommend that teachers all over the world be trained in “no right/no wrong” psychotherapeutic techniques found in the schools today.”

(Charlotte Iserbyt, *The Deliberate Dumbing Down of America*, pp. 27-28)

John T. Wood (Idaho), from a report titled “The Greatest Subversive Plot In History: Report To The American People On UNESCO” from The Congressional Record, Proceedings and Debates of the 82nd Congress, First Session in the U.S. House of Representatives, Thursday, October 18, 1951, said the following:

“Mr. Speaker, I am herewith appending an article published by the American Flag Committee... bearing the title “A Report to the American People on UNESCO.” Just how careless and unthinking can we be that we permit this band of spies and traitors to exist another day in this land we all love? Are there no limits to our callousness and neglect of palpable and evident treason stalking rampant through our land, warping the minds and imaginations of even our little children, to the lying propaganda and palpable untruths we allow to be fed to them through this monstrous poison?”

“UNESCO’s scheme to pervert public education appears in a series of nine volumes, titled *Toward World Understanding* which presume to instruct kindergarten and elementary grade teachers in the fine art of preparing our youngsters for the day when their first loyalty will be to a world government, of which the United States will form but an administrative part.”

“The program is quite specific. The teacher is to begin by eliminating any and all words, phrases, descriptions, pictures, maps, classroom material or teaching methods of a sort causing his pupils to feel or express a particular love for, or loyalty to, the United States of America. Children exhibiting such prejudice as a result of prior home influence - UNESCO calls it the outgrowth of the narrow family spirit - are to be dealt an abundant measure of counter propaganda at the earliest possible age. Booklet V, on page 9, advises the teacher that:

“The kindergarten or infant school has a significant part to play in the child’s education. Not only can it correct many of the errors of home training, but it can also prepare the child for membership, at about the age of seven, in a group of his own age and habits—the first of many such social identifications that he must achieve on his way to membership in the world society.”

[END OF CONGRESSIONAL TESTIMONY]

In 1953, the behavioral psychologists made their lasting mark on education by perfecting the work of Wundt and Dewey. Skinner, Bloom, and others set the stage for the complete indoctrination and conditioning of children inside classrooms by means of operant conditioning, thus allowing for total societal control in the future.

“Professor Skinner published *Science and Human Behavior* in which he said, “Operant conditioning shapes behavior as a sculptor shapes a lump of clay.” Also, in 1953, as if commissioned by Skinner and Kinsey to come up with a system to facilitate the necessary “changes” in behavior through operant conditioning and restructuring of the human personality (taxonomizing it), Professor Benjamin Bloom with the assistance of Professor David Krathwohl completed *Taxonomy of Educational Objectives*—a classification of learning behavior encompassing the cognitive, affective and psychomotor “domains” of learning. Webster’s Dictionary defines “taxonomy” as follows: “the study of the general principles of scientific classification: systematics.” It should be noted that “scientific classification” related to education of a human being involves breaking behavior down into categories—to be measured and observed—behavior (actions) which can be isolated from the human personality with its important spiritual dimension. Bloom said in *Taxonomy* that “the philosopher, as well as the behavioral scientist must find ways of determining what changes (values) are desirable and perhaps what changes are necessary.” He stated that for the schools to attempt to change values is a virtual “Pandora’s Box,” but that

“Our “box” must be opened if we are to face reality and take action, and that it is in this “box” that the most influential controls are to be found. The affective domain contains the forces that determine the nature of an individual’s life and ultimately the life of an entire people.”

“Kinsey and Bloom, as scientists, were involved in the breaking down of man (taxonomizing) into units of behavior which Skinner, as a behaviorist, could identify, measure and change. This breaking down or “deconstructing of Man” was intended to separate man from his God-given, freedom-providing identity. This opened the door to the study of methods to control man and society: enter Skinner, representing the Behaviorist School of the non-science “science” of psychology. Bloom changed the focus of education from a general, liberal arts education which benefited man as a whole to a narrow training which would be based on the behavioral psychologists’ determination of what changes in “thoughts, feelings, and actions” would be desirable and, perhaps, necessary for the benefit of society as a whole. Bloom’s *Taxonomy* provided the finishing and crucial touch to the foundation laid by Dewey and others of the bedrock of today’s education and teacher training.”

(Charlotte Iserbyt, *The Deliberate Dumbing Down of America*, pp. 28-29)

One of the popular phrases among teachers today is “higher order thinking”. Because of Bloom’s work, teachers frequently speak of their students being able to reach higher order thinking. Bloom wrote the following about higher order thinking:

“...a student attains “higher order thinking” when he no longer believes in right or wrong. A large part of what we call good teaching is a teacher’s ability to obtain affective objectives by challenging the student’s fixed beliefs... a large part of what we call teaching is that the teacher should be able to use education to reorganize a child’s thoughts, attitudes, and feelings.”

(Benjamin Bloom, Major Categories in the Taxonomy of Educational Objectives, 1956, p. 185)

The above statement from Bloom is typical of the humanist education theorists that control our schools in the United States. Another typical statement comes from Dr. Chester M. Pierce, a Harvard Professor of Education and Psychiatry. In an address at the Childhood International Education Seminar in 1973, Dr. Pierce stated:

“Every child in America entering school at the age of five is insane because he comes to school with certain allegiances to our founding fathers, toward our elected officials, toward his parents, toward a belief in a supernatural being, and toward the sovereignty of this nation as a separate entity. It’s up to you as teachers to make these sick children well by creating the international child of the future.”

Nearing the 21st Century

The last four decades of the 20th Century saw radical changes in education nationwide due to the actions of humanist and socialist change agents who followed in the footsteps of their predecessors of the 1940s and 1950s. Legislation was passed that removed local control of schools and placed control in the hands of the federal government, thus ensuring control of society by elitist social engineers. Federally controlled organizations and programs were created, which ensured the changing of teachers into behavior “molders” using Skinnerian methods instead of teachers who imparted knowledge to children using traditional methods. Additionally, federal workforce training programs were implemented in schools to provide lifelong laborers for corporations in the 21st Century – all in the name of a highly controlled, socialist world government. A list of major changes follows:

- The Behavioral Science Teacher Education Program (BSTEP), initiated in 1965, funded by the U.S. Department of Health, Education, and Welfare; purpose was to change teachers into social change agents as opposed to knowledge givers
- Elementary and Secondary Education Act (ESEA) of 1965, targeted low income minority children with Skinnerian based programs
- The Education Commission of the States (ECS), 1965, ensured that all the states in the nation had the same or similar curriculum
- Federal grant, in 1968, under title III of ESEA in the amount of \$848,536 given to Ethna Reid of Granite School District, Salt Lake City, Utah, to develop a Mastery Learning program (Skinnerian based) called Exemplary Center for Reading Instruction (ECRI) for widespread use in American Schools
- The National Diffusion Network (NDN), established in 1974 to disseminate federally funded Skinnerian behavior modification curriculum to the states
- Project Instruct, 1975, a Mastery Learning/Skinnerian program was approved by the U.S. Office of Education for dissemination to schools across the country
- Congress, in 1979, approved the creation of the U.S. Department of Education, which established major centralization and strengthened cooperation with the United Nations, thus leading to implementation of U.N. educational programs in American schools
- In 1985, President Reagan and Soviet President Gorbachev signed an agreement for education experts from the United States and the Soviet Union to collaborate with each other in the realm of education (i.e. sharing of curricula, teaching methods, textbooks, etc.)
- The Carnegie Corporation, in 1985, signed agreements with the Soviet Academy of Sciences, which fostered the cooperation of teaching higher level skills and complex subjects to younger children in order to prepare them for the socialist controlled global workforce
- The New American Schools Development Corporation was established in 1991, President Bush requested that the business community provide funding for “break-the-norm”, or “charter schools”
- The School-to-Work Opportunities Act was passed by Congress in 1994, established Soviet style polytechnic training in American schools

- The Goals 2000 act was signed by President Clinton in 1994, laid groundwork for restructuring of schools from the teaching of traditional academics to workforce training
- President Clinton signed the Charter School Expansion Act of 1998, legally opening the door to corporate influence on charter schools

The Scam of Education Reform in America

Education reform in the United States is a scam, as both sides of the debate are controlled by the same interests. The so-called “reformers” are not reformers at all. In fact, they are the exact same people who intentionally destroyed education in this country, and now they are conveniently offering their own solution to the crisis. The process through which the scam is carried out lies in the Hegelian dialectic. This dialectical process is also sometimes referred to as “ordo ab chaos”, or order out of chaos. Georg Wilhelm Friedrich Hegel (August 27, 1770 – November 14, 1831) is credited with developing Hegelian dialectic. The Hegelian dialectic is the silent weapon of choice for communist and socialist change agents. It is highly effective in forcing change because the general public can not detect its gradual nature. The dialectic works as follows: The “Thesis” is represented by an established practice or idea which is pitted against the “Antithesis”, which is a fabricated crisis of opposition. The crisis causes the “Thesis” to compromise itself, which results in a desired “Synthesis”. This process can be played out over and over on many different fronts, creating numerous false crises while continually heading in the predetermined direction set forth by the change agents. One can see the dialectic at work on education in this country. For example, the “Thesis” was the quality, academic based educational system that existed prior to the 1900s. The “Antithesis” was behavior modification/values change intentionally designed to destroy academics and “dumb down” the people. The “Synthesis” is an ignorant, deceived global workforce for the New World Order, which is currently being propped up by the so-called reformers. Again, the “reformers” are the same communist and socialist changed agents who ruined education in the first place so that they could “save” it later.

Currently, the education reform debate rages in this country between two seemingly different parties. On one side is the National Education Association and its supporters, and on the other side of the debate is the Knowledge Is Power Program (KIPP) and Teach For America (TFA) representing charter schools. However, the elite socialists and communists control both sides. Bear in mind that the majority of people involved with these two camps are unaware of this truth and are good people who really believe that they are making a difference in the lives of children, but they are being brainwashed and manipulated by their hidden controllers who have propped them up with funding in order to pull their strings from behind the scenes. The powerful tax-exempt foundations and their affiliated think tanks and corporations, are behind it all – and a highly controlled, socialist society under world government is the endgame.

The National Education Association was compromised several decades ago via the Rothschild and Rockefeller-funded Tavistock Institute. Thousand of teachers and leaders have been run through the brainwashing mill of National Training Laboratories, which is run by Tavistock.

“The National Training Laboratories gained control of the 2-million strong National Education Association and with this success, came complete control over education in American schools and universities.”

(Dr. John Coleman, The Tavistock Institute for Human Relations, p. 198)

Charlotte Iserbyt corroborates what Dr. Coleman has written:

“National Training Laboratory (NTL) was established in 1947. The first laboratory session on human relations and group processes was held at Gould Academy in Bethel, Maine. Founders of the National Training Laboratory had important connections with the Office of Strategic Services (OSS)—World War II forerunner to the Central Intelligence Agency (CIA). The NTL would become—with the National Education Association (NEA)—a premiere agency for human relations training (change agent/brainwashing). A 1962 book published jointly by NTL and the NEA entitled *Five Issues in Training* addressed the process of “unfreezing, changing, and refreezing” attitudes in order to bring about change by stating the following: “The Chinese communists would remove the target person from those situations and social relationships which tended to confirm and reinforce the validity of the old attitudes.” This process is widely used in education, theology, medicine, business, government, etc., by pressuring individuals to participate in “retreats,” removing them from familiar surroundings to “unfreeze” their attitudes and values. People have been coming from all over the world to attend these retreats at NTL in Bethel, Maine since its founding.”

(Charlotte Iserbyt, *The Deliberate Dumbing Down of America*, pp. 38-39)

A description of some of the National Training Laboratory’s brainwashing methodology was published in 1993. The following excerpts come from The United States Coalition for Education for All’s publication *EFA Today, January-March, 1993 issue*. Russell Bong of the National Training Laboratory’s Institute for Applied Behavioral Science wrote an article titled “Overcoming Resistance and Facilitating Change: The NTL Institute’s Approach”:

“Founded in 1947, the NTL Institute was affiliated with the National Education Association during its first 20 years of operation. The Institute became independent in 1967 and today serves as a nonprofit professional membership organization of applied behavioral science experts.... Dedicated to developing and applying scientific methods to behavior modification, the Institute facilitates productive change at the individual, social, organizational, and macro-system levels....To elaborate, attitudes are primarily shaped by values and beliefs, which, in turn, are shaped by both perceptions and misperceptions. NTL’s approach seeks to fundamentally change personal attitudes, which it does by reshaping underlying beliefs and by eliminating dysfunctional misperceptions.... It all comes down to a basic tenet: In order to facilitate change on a larger level, individuals must first work for change on a personal level. To become a true and effective agent of change, one must facilitate change within oneself.”

The National Education Association has also openly endorsed world government. Joy Elmer Morgan, the editor for the *Journal of the National Education Association*, wrote in the January 1946 NEA Journal an article titled “The Teacher and World Government” the following:

“In the struggle to establish an adequate world government, the teacher has many parts to play. He must begin with his own attitude and knowledge and purpose. He can do much to prepare the hearts and minds of children for global understanding and cooperation... At the very top of all the agencies which will assure the coming of world government must stand the school, the teacher, and the organized profession.”

Of course, the socialists and communists have their grip on the KIPP/TFA side of the dialectic, primarily through the Rockefeller-dominated Council on Foreign Relations and Trilateral Commission and the Tavistock-controlled Aspen Institute. What follows is the original research of this writer.

Concerning KIPP and TFA leadership, Walter Isaacson is chairman of the board at TFA and is President and CEO of the Aspen Institute. He is also a member of the Council on Foreign Relations. Howard Stringer sits on the national board of directors at TFA and is also a member of the Council on Foreign Relations and the Trilateral Commission. KIPP Foundation board member, Katherine Bradley, is associated with the Aspen Institute and also sits on the board at TFA. Her husband, David G. Bradley, sits on the board of trustees at KIPP D.C. and is a member of the Council on Foreign Relations and the Trilateral Commission. The Bradley's co-founded the CityBridge Foundation, which donates money to KIPP. Donald Graham sits on the board at KIPP D.C. and is a member of the Trilateral Commission and Bilderberg. David W. Leebron sits on the board of the KIPP Foundation and is a member of the Council on Foreign Relations. David Gergen is on the board of trustees at Aspen Institute and is a regional board chair member at TFA. He is also a member of the Council on Foreign Relations, Trilateral Commission, and Bohemian Grove. Larry H. Summers was a former TFA board member and is a current member of the Council on Foreign Relations, Trilateral Commission, and Bilderberg. Reed Hastings sits on the board of the KIPP Foundation and was a Henry Crown Fellow at the Aspen Institute in 1998. KIPP co-founders, Dave Levin and Mike Feinberg, both sit on the board of the KIPP Foundation and came up through TFA. Mike Feinberg was also a speaker at the 2010 Aspen Ideas Festival run by the Aspen Institute. Executive Director of TFA, Kira Orange Jones, is a 2010 Aspen Institute NewSchools Fellow. Head of Primary Schools – Houston, and founder of KIPP Shine Prep, Aaron Brenner, is a 2010 Aspen Institute NewSchools Fellow. KIPP TRUTH Academy board member, Peter Brodsky, is a member of the Aspen Institute's Society of Fellows and is also an individual donor to the Aspen Institute. Richard Barth, CEO and President of the KIPP Foundation, was a member of the inaugural class of the Aspen Institute NewSchools Fellowship program. Richard Barth is married to Wendy Kopp, who is the CEO and co-founder of TFA. Wendy Kopp is also the CEO and co-founder of Teach For All: The Global Network for Expanding Educational Opportunity, which is the international arm of TFA and partially funded by UNESCO. Laura Wilson Phelan is the vice president for country relations for Teach For All and is also an International Affairs Fellow at the Council on Foreign relations. President and CEO of media giant Viacom, Philippe Dauman, sits on the board at the KIPP foundation. He also sits on the board at The Paley Center for Media with one of the major architects of the New World Order, Henry Kissinger, who many researchers consider to be the single greatest traitor to the American people in the history of the United States. Henry Kissinger is also a lifetime trustee at the

Aspen Institute, a member of the Council on Foreign Relations, Trilateral Commission, and Bilderberg. Leo J. Hindery, Jr. sits on the national board of directors at TFA and is also a member of the Council on Foreign Relations. He is also a trustee at the Paley Center for Media, which was named after the founder of CBS, William Paley, who was a former British intelligence agent and trained in mass brainwashing techniques at the Tavistock Institute during World War II.

KIPP's biggest donors are also deeply connected with the same subversive organizations as follows. Chief of Staff at Atlantic Philanthropies, Kate Bullinger, is a member of the Council on Foreign Relations. Atlantic Philanthropies board member, Michael Sovern, is a member of the Council on Foreign relations. Elizabeth J. McCormack is a board member at Atlantic Philanthropies and a member of the Council on Foreign Relations. She is also a philanthropic advisor to the Rockefeller family. Atlantic Philanthropies also funds UNESCO. The Bill and Melinda Gates Foundation donates millions of dollars to UNESCO and entered into a major agreement with UNESCO in which the contract states that Bill Gates supports the educational objectives of UNESCO. Bill Gates, his father William Gates, and wife Melinda Gates, have all attended Bilderberg meetings. The Eli and Edythe Broad Foundation is another major KIPP donor. In 2009, Eli Broad was awarded the David Rockefeller Award for "enlightened generosity and effective advocacy of cultural and civic endeavors". In 2007, Eli Broad was awarded the Carnegie Medal of Philanthropy. Executive Director of Rainwater Charitable Foundation, Kelly Garrett, is a 2010 Aspen Institute NewSchools Fellow. Managing Director of the Robertson Foundation, Lata Reddy, is a 2010 Aspen Institute NewSchools Fellow. The William and Flora Hewlett Foundation gave \$865,450 to the Aspen Institute in 2004. Another power player and KIPP donor is Sheryl K. Sandberg. She is a member of the Council on Foreign Relations, a trustee at Brookings Institution (Tavistock), former Chief of Staff at the U.S. Treasury Department, and former economist at the World Bank.

Again, the same manipulative tax-exempt foundations and their affiliated think tanks and corporations are behind the intentional destruction of education as well as its reform. The ultimate goal, or synthesis, is a world government with a dumbed down global workforce, ready and willing to serve their corporate masters. The real reason behind the creation of "choice" through the charter school movement was to open the door to corporate influence. The United States is now seeing the early stages of a corporate takeover of education.

In an article titled "The Corporate Takeover of American Schools", published on November 16, 2010, by The Guardian/UK, Paul Thomas wrote:

"The top positions in state education across the US – for example, Secretary of Education Arne Duncan, recent chancellors Joel Klein (New York) and Michelle Rhee (Washington, DC), and incoming Chancellor Cathleen P Black (New York) – reflect a trust in CEO-style leadership for education management and reform. Along with these new leaders in education, billionaire entrepreneurs have also assumed roles as education saviours: Bill and Melinda Gates, and Geoffrey Canada."

“Gates, Canada, Duncan, Klein and Rhee have capitalized on their positions in education to rise to the status of celebrities, as well – praised in the misleading documentary feature *Waiting for Superman*, on *Oprah*, and even on Bill Maher’s *Real Time*.”

“What do all of these professional managers and entrepreneurs have in common? Little or no experience or expertise in education. (Instead they have degrees in government and law, along with nontraditional entries into education and strong ties to alternative certification, such as Teach for America. Further, they all represent and promote a culture faith in the power of leadership above the importance of experience or expertise.”

“One very visible effect of this trend for recruiting CEO-style leaders and billionaire entrepreneurs is the new commitment to corporate-sponsored charter schools – such as the Knowledge is Power Program (KIPP) and the Harlem Children’s Zone (HCZ) amongst the most high profile.”

The Racist Hierarchy of World Government

The elitist men who are doing this to the educational system in America do not care about minority children or any children at all. Their greatest concerns are money and control. At the highest ranks of organizations like the Council on Foreign Relations, Trilateral Commission, Bilderberg, and others is a hardcore group of men who belong to occult societies. They are, in fact, criminals and racist to the core. All of them are controlled by the Anglo-Aryan establishment in Britain. At the helm of this Anglo-Aryan power is the British Royal Family working in conjunction with the Rothschild banking dynasty. The center of their criminal enterprise is what is referred to as the Crown, which is located in the inner-city of London and is an independent, sovereign state operating outside the jurisdiction of the United Kingdom. This oligarchy controls the Bank of England and the United States Federal Reserve, both of which are private corporations created to bankrupt both nations through the covert control of each nation's money supply in order to create a false economic crisis that can only be resolved with a one-world currency, thus giving complete financial control to the Crown. The Crown is simply the old British Empire transformed. Contrary to popular belief, the British Empire is alive and well. Its perceived decline was a result of its own propaganda. The planned world government is the British Empire, and its primary goal is to subjugate the American people and the entire world into spiritual, political, and economic bondage. One of the many subversive political arms of the British Empire is called the Round Table.

The Rothschild-funded Round Table controls the Royal Institute for International Affairs, Council on Foreign Relations, Bilderberg Group, and Trilateral Commission. The Round Table was founded by admitted racist and British imperialist, Cecil Rhodes. Referring to the Anglo-Aryan race, Rhodes stated in his last will "I contend that we are the first race in the world and that the more of the world we inhabit the better it is for the human race." Instrumental in the creation of the De Beers diamond conglomerate, Rhodes exploited poor blacks in South Africa as diamond mine slave laborers to aid the expansion of the British Empire in the region and elsewhere. Rhodes also expressed his desire for the United States to be brought back under the control of the British Empire and for the British Empire to rule the world. With Rothschild backing, Rhodes set out to accomplish these goals by forming a secret society that eventually became known as the Round Table.

"Using the Jesuits and the Masons as organizational models, Rhodes, Rothschild agent Lord Alfred Milner (1854-1925); other Ruskin associates at Oxford such as Arnold Toynbee, Arthur Glazebrook, Sir George Parkin, Philip Lyttleton Gell, Sir Henry Birchenough; and a similar group at Cambridge, led by social reformer and journalist William T. Stead, which included, Lord Reginald Baliol Brett, Sir John B. Seeley, Lord Albert Grey, and Edmund Garrett; joined together to form a secret group, on February 5, 1891. There was an Inner Circle, known as the 'Circle of Initiates,' led by Rhodes, and included an Executive Committee with Stead, Brett, and Milner, the chief Rhodes Trustee; and other members like Lord Arthur Balfour (British Foreign Secretary who

wrote to Rothschild promising his support for the establishment of a Jewish homeland in Palestine), Lord Lionel Walter Rothschild, Sir Harry Johnston, and Lord Albert Grey. The Outer Circle was known as the 'Association of Helpers,' but was not implemented until 1909-1913, when Milner established it as the Round Table organization. Their goal was to eventually establish a one-world government, which would be controlled by the international banking community, under the cloak of socialism."

(David Allen Rivera, *Final Warning: A History of the New World Order*, p. 141)

"The man charged by the Round Table with bringing the United States within the financial control of the Rothschilds was German-born Jacob Schiff. In America, Schiff bought into Kuhn and Loeb, a well-known private banking firm. Shortly after he became a partner, he married Loeb's daughter, Teresa. Then he bought out Kuhn's interests and moved the firm to New York, where it became Kuhn, Loeb, and Company, international bankers, with Schiff, agent of the Rothschilds, ostensibly as sole owner. Then, following the Civil War, Schiff began to finance the great operations of the Robber Barons. Thus, Jacob Schiff financed the Standard Oil Company for John D. Rockefeller, the Railroad Empire for Edward R. Harriman, and the Steel Empire for Carnegie."

(David Livingstone, *Terrorism and the Illuminati*, p. 158)

"However, instead of monopolizing all the other industries for Kuhn, Loeb, and Company, Schiff opened the doors of the House of Rothschild to bankers like J.P. Morgan. In turn, the Rothschilds arranged the setting up of London, Paris, European and other branches for these bankers, but always in partnerships with Rothschild subordinates, and with Jacob Schiff in New York as boss. Thus, at the turn of the nineteenth century, Schiff exercised firm control of the entire banking fraternity on Wall Street, which by then, with Schiff's help, included Lehman brothers, Goldman-Sachs, and other internationalist banks that were headed by men chosen by the Rothschilds."

(Ibid, p. 159)

"John D. Rockefeller Sr. was tasked by the Rothschilds, through their agents John Jacob Astor and Jacob Schiff, to gain control of the American oil industry... John D. Rockefeller Sr. founded Standard Oil, which, through the second half of the nineteenth century, achieved infamy for its ruthless practices towards its competitors. Growing public hostility toward monopolies, of which Standard Oil Trust was the most egregious example, caused a number of states to enact anti-monopoly laws, leading to the passage of the Sherman Antitrust Act by Congress in 1890. In 1892, the Ohio Supreme Court decided that Standard Oil was in violation of its monopoly laws. Rockefeller evaded the decision by dissolving the trust, and transferring its properties to companies in other states, with interlocking directorates, so that the same men continued to control its operations. In 1899, these companies were brought back together in a holding company, Standard Oil Company of New Jersey, which existed until 1911, when the U.S. Supreme Court declared it in violation of the Sherman Antitrust Act, and therefore illegal. The splintered company, though under various names, continued to be run by Rockefeller.

Thus, the fate of the world would be guided the Round Tablers, headed by the Rothschilds in London, and their various subsidiaries, aided by the control Rockefeller would come to exercise over the United States through his monopoly of its crucial oil supply.”

(Ibid, p. 159)

Professor Carroll Quigley was one of the most revered economists of the 20th century. Quigley was a mentor to President Clinton and also worked closely with the Round Table organizations. He wrote the following in his monumental, revealing book concerning the groups controlled by the Round Table:

“There does exist, and has existed for a generation, an international Anglophile network which operates, to some extent, in the way the radical Right believes the Communists act. In fact, this network, which we may identify as the Round Table Groups, has no aversion to cooperating with the Communists, or any other groups, and frequently does so. I know of the operations of this network because I have studied it for twenty years and was permitted for two years, in the early 1960’s, to examine its papers and secret records. I have no aversion to it or to most of its aims and have, for much of my life, been close to it and many of its instruments.”

(Carroll Quigley, Tragedy and Hope: A History of the World in Our Time, p. 950)

According to the final will of Cecil Rhodes, he wanted to establish a scholarship program for students to be indoctrinated into British imperialism in order to carry out his plan for British domination of the world. Through the Rhodes Scholarship Fund at Oxford University, controlled by the Fabian Socialists, came the Rhodes Scholars program. Many powerful and influential people have been Rhodes Scholars. Rhodes scholars are British agents, and they have infiltrated our government and educational system. The following list is only a tiny fraction of influential Rhodes Scholars and demonstrates the level of power they have attained in the United States. Note that the offices/positions/affiliations listed may be past or present.

- William Clinton (U.S. President, Council on Foreign Relations, Trilateral Commission)
- Walter Isaacson (Teach For America – Chairman of National Board of Directors, President and CEO of Aspen Institute)
- David Boren (U.S. Senator, President of Oklahoma University, Skull and Bones, Council on Foreign Relations)
- R. James Woolsey, Jr. (Director of Central Intelligence Agency, Council on Foreign Relations)
- Stansfield Turner (Director of Central Intelligence Agency)
- Gen. Bernard Rogers (Supreme Commander of NATO forces in Europe 1979-87)
- Gen. Wesley Clark (Supreme Commander of NATO forces in Europe 1997-2000)
- Dean Rusk (Council on Foreign Relations, Secretary of State)
- Nicholas Katzenbach (Attorney General, Council on Foreign Relations)
- Byron Raymond White (U.S. Supreme Court Justice)

- Richard Lugar (U.S. Senator, Chairman of the Senate Committee on Foreign Relations)
- Hedley Donovan (senior advisor to President Carter, Editor-in-Chief of Time Magazine)

On July 20, 1951, William Fulton wrote the following in an article in the Chicago Tribune under the title "Rhodes' Wards Head Global Foundations," subtitled "Dole Out Cash for One Worlders":

"New York, July 20 - American Rhodes scholars, who are spoon-fed doses of internationalism a la mode British imperialism at Oxford University, England, are prominent back home in the affairs of the big foundations doling out funds toward globalist schemes and one world propaganda. **Higher echelon offices in Carnegie, Rockefeller and other privately endowed foundations are held by Rhodes scholars.** This is in keeping with the aims of the late Cecil Rhodes, British Empire builder. He left his fortune for the conversion of scholars who would promote his dream of an Anglo-Saxon federation to dominate the world. In this way Rhodes hoped to return the United States to the empire. So far the Rhodes will has underwritten the education and indoctrination of 1,400 Americans at the English university since 1904. The annual output is 32. They have fastened onto key positions in the state department and other governmental agencies, just as Rhodes hoped it would happen."

"**Both-the Carnegie and Rockefeller institutions** have contributed heavily toward 'international' studies to further the United Nations and other supra-governmental plans designed at chipping away American sovereignty. They have also financed organizations and students which according to congressional sources, smack of communism, in itself a form of internationalism. The foundations have been the big moneybags for globalist propaganda through the Woodrow Wilson Foundation, World Peace Foundation, Foreign Policy Association, **Council on Foreign Relations**, and Carnegie Endowment for International Peace."

The founding members of the Round Table were all Freemasons. All of the occult orders such as Freemasonry are ideologically one in the same, having at their very core, a racial doctrine of white supremacy and humanism. The myth of Aryan man was largely popularized by the influential mystic and Freemason, Helena Blavatsky. Hitler was strongly influenced by Blavatsky and used to keep a copy of Blavatsky's book beside his bed. He was indoctrinated into the occult via the Thule Society. The Thule Society of Germany was a sister organization to America's Skull and Bones, both of which were offshoots of ancient Freemasonry. One of the most revered high-ranking Freemasons of all time and the man most responsible for the explosive growth of Freemasonry in the United States, Albert Pike, wrote the following concerning himself and his Masonic brothers:

“for we, of whatever mixture of European blood, are wholly of the Aryan race... We are by nature Aryan, Indo-European, not Semitic... The indigenous peoples whom the Aryans conquered, and with whom they mixed, were of a race or races totally different from the Semites.”

(Albert Pike, Indo-Aryan Deities and Worship – As Contained in the Rig Veda, p. 1, copyright 1930 by The Supreme Council, 33 degree, Ancient and Accepted Scottish Rite of Freemasonry, for the Southern Jurisdiction of the United States of America)

“I do not apply these words to races of men like the lowest Africans, Australians and American Indians; but to the great races whose history is the history of civilization. The Aryan race was never a race of barbarians.”

(Ibid, p. 13)

The hierarchy of the Round Table organizations was responsible for bringing Hitler to power in Nazi Germany. Hitler was merely a tool of the British and American socialist elites who engineered both World Wars I and II. The following key conspirators would attend the meeting at which the Treaty of Versailles was written in 1919 to officially end World War I: John Foster Dulles (one of the founders of the Council on Foreign Relations), Paul Warburg (American Banker and Rothschild agent), Max Warburg (brother of Paul Warburg and head of Germany’s finances). When the Treaty of Versailles was written in 1919 to end World War I, the treaty was written to create conditions in Germany for World War II. Dulles was responsible for writing the portion of the treaty that demanded Germany pay large amounts of war reparations to the victorious nations involved in the conflict. These payments resulted in the hyperinflation of German Currency from 1920 – 1923, the destruction of Germany’s middle class, and the opportunity for somebody like Hitler to come to power to end Germany’s economic problems.

“It was Montagu Norman, as Chairman of the Bank of England, who, from 1933 through 1939, met repeatedly with Hjalmar Schacht, Reich Minister of Economics, and a member of the Rhodes Round Table, to plan the overall budget of the Nazi regime with British credit.”

(David Livingstone, Terrorism and the Illuminati, p. 183)

Hitler was also funded by bankers from Wall Street, specifically those connected to the chemical cartel, I.G. Farben. This was the chemical company that oversaw the production of the Zyklon B gas used to exterminate people in Nazi concentration camps.

“without I.G. Farben’s immense production facilities, its far reaching research, varied technical experience and overall concentration of economic power, Germany would not have been in a position to start its aggressive war in September, 1939.”

(Joseph Borkin, The Crime and Punishment of I.G. Farben, 1978, p. 1)

“Without the capital supplied by Wall Street, there would have been no I.G. Farben in the first place, and almost certainly no Adolf Hitler and World War II.”

(Antony C. Sutton, Wall Street and the Rise of Hitler, 1976, p. 33)

The Rockefellers and Warburgs were the financial power behind I.G. Farben. Rockefeller's Standard Oil and I.G. Farben had been merged through various cartel arrangements into a single firm. It was led until 1937 by the Warburgs, who were Rockefeller's partners.

The Racist Pseudoscience of Eugenics and Global Depopulation in the Name of World Government

The elites behind American education are intimately involved with the racial pseudoscience of eugenics and the depopulation agenda. Eugenics is a pseudoscience utilized by the elites to dominate the human race by controlling reproduction. The global elite are currently using eugenics as a means to commit mass genocide against the peoples of the third-world countries in order to ensure complete control over the world's resources, thus guaranteeing total political control under world government. The underlying philosophy of this strategy of dominance, known as Malthusianism, was implemented by the Round Table. In 1798, British Scholar, Thomas Malthus wrote in his "*Essay on Population*" the following:

"Instead of recommending cleanliness to the poor, we should encourage contrary habits. In our towns we should make the streets narrower, crowd more people into the houses, and court the return of the plague. In the country, we should build our villages near stagnant pools, and particularly encourage settlement in all marshy and unwholesome situations. But above all, we should reprobate specific remedies for ravaging diseases; and those benevolent, but much mistaken men, who have thought they were doing a service to mankind by projecting schemes for the total extirpation of particular disorders."

Malthus thought that the elite should adopt certain social policies to keep the population from growing disproportionately larger than the supply of food. In other words, genocide was justifiable in order to survive. Charles Darwin (1809-1882) was heavily influenced by Malthus and would embed Malthus' social ideas into his theory of evolution and natural selection. Darwin's cousin, Francis Galton (1822-1911), extended Darwin's theories into a concept of social intervention via selective breeding. Galton, considered the father of eugenics, thought that the better human stock should be encouraged to breed, while the less desirable stock should be discouraged from reproduction or depopulated. According to Galton, the whole race of mankind could be improved through this process. Galton thought the following of blacks:

"the average intellectual standard of the negro race is some two grades below our own... the number among the negroes of those whom we should call half-witted men, is very large... The mistakes the negroes made in their own matters, were so childish, stupid, and simpleton-like, as frequently to make me ashamed of my own species."

(Francis Galton, *Hereditary Genius: An Inquiry Into Its Laws and Consequences*, pp. 338-339)

“I do not join in the belief that the African is our equal in brain or in heart; I do not think the average negro cares for his liberty as much as Englishmen, or even as a serf-born Russian; and I believe that if we can, in any fair way, possess ourselves of his services, we have an equal right to utilize them to our advantage as the State has to drill and coerce a recruit who in a moment of intoxication has accepted the Queen’s shilling”
(Francis Galton, “Negroes and the Slave Trade”, Letter to the Editor of the Times [London], December 26, 1857)

The theories of Malthus, Darwin, and Galton were taken to sickening heights by the global elite during the twentieth century.

“One of the first benefactors of eugenics in the United States was the **Carnegie Institute**. Following an infusion of bonds and other assets totaling \$14 million from the founder in 1901, a special act of Congress in 1904 rechartered the institute. The new charter established the institute as one of the premier scientific organizations of the world. Twenty-four eminent individuals from science, government and finance were selected as trustees... The Carnegie Institute soon added a new science to its principal areas of investigations – negative eugenics.”
(Glen Yeadon and John Hawkins, The Nazi Hydra in America: Suppressed History of a Century, p. 114)

“Underlying the close working relationship between America and Germany was the extensive financial support of American foundations for the establishment of eugenic research in Germany. The main supporter was the **Rockefeller Foundation** in New York. It financed the research of German racial hygienist Agnes Bluhm on heredity and alcoholism in early 1920. Following a European tour by a Rockefeller official in December 1926, the Foundation began supporting other German eugenicists, including Hermann Poll, Alfred Grotjahn, and Hans Nachtshelm. The Rockefeller Foundation played the central role in establishing and sponsoring major eugenic institutes in Germany”
(Stefan Kuehl, The Nazi Connection: Eugenics, American Racism, and German National Socialism, p. 20)

“The **Rockefeller Foundation** poured money into the occupied German republic for a medical specialty known as psychiatric genetics. This field applied to psychiatry the concepts of eugenics (otherwise known as race purification, race hygiene, or race betterment) developed in London’s Galton Laboratory and its offshoot Eugenics Societies in England and America. The Rockefeller Foundation created, and foundation executives thenceforth continuously directed, the Kaiser Wilhelm Institute for Psychiatry in Munich, and the Kaiser Wilhelm Institute for Anthropology, Eugenics, and Human Heredity. The Rockefeller’s chief in both of these institutions was the fascist Swiss psychiatrist, Ernst Raudin.”
(Anton Chaitkin, Executive Intelligence Review, V21 #40, July 30, 2002)

In 1932, the Rockefeller's chief, Ernst Ruaudin became president of the worldwide Eugenics Federation. The federation supported the killing or sterilization of those members of society considered to be a burden to the state. When Hitler took over Germany, Ruaudin was appointed by the Nazis as head of the Racial Hygiene Society. Under the direction of the notorious SS Chief, Heinrich Himmler, Ruaudin and his staff created the sterilization law. In 1939, the T4 unit, led by Ruaudin began murdering mental patients and people considered to be defective, many of whom were children. Approximately 250,000 were murdered by gas or lethal injection. Nazi eugenicists conducted brutal research for the duration of the war.

The Rockefellers and other powerful American families continued to support the Nazi eugenics programs until the end of World War II. Hitler embraced the American and British led eugenics movement exactly as the elites of Britain and America intended. The goal was racial purification as the Aryan man was believed to be evolving into the perfect human being. While the general public across the world was outraged by the abuses of the Nazis against Jews and others, the elites who put Hitler in power continued the eugenics agenda on a global scale into the second half of the twentieth century under different names and front organizations. Although the face of eugenics has changed, the goal is still the same – the elimination of blacks and the evolution of Aryan man into godhood. This evolution of man into a state of godliness is what is taught in the elite, occult societies. To the elite, becoming god is the ultimate achievement of their humanist religion.

The founding of the United Nations heralded a new era of eugenics under the guise of population control, or depopulation, as the United Nations embarked on numerous depopulation programs throughout the world. The first Director of the **United Nations Educational, Scientific and Cultural Organization (UNESCO)**, Julian Huxley, was also President of the British Eugenics Society from 1959-1962. Huxley, a racist like all other eugenicists, wrote the following:

“The negro mind is as different from the white mind as the negro body from the white body. The typical negro servant, for instance, is wonderful with children, for the reason that she really enjoys doing the things that children do... You have only to go to a nigger camp-meeting to see the African mind in operation – the shrieks, the dancing and yelling and sweating, the surrender to the most violent emotion, the ecstatic blending of the soul of the Congo with the practice of the Salvation Army.”

(Julian Huxley, “America Revisited III. The Negro Problem”, The Spectator, November 29, 1924)

John D. Rockefeller the III founded the Population Council in 1952. The first president of the Council was Fredrick Henry Osborne, a prominent American Eugenicist. Osborne wrote in his book, The Future of Human Heredity, “Eugenic goals are most likely to be attained under another name than eugenics”. Osborne's nephew, Henry Fairfield Osborne, wrote a book in 1948 called Our Plundered Planet. Henry Osborne would carry on the work of his uncle and stated in the book that overpopulation would kill the planet.

Frank Notestein, of the American Eugenics Society and member of the Council on Foreign Relations, became the president of the Population Council after Frederick Osborne stepped down. Notestein was also the first director of United Nations Population Division. In a 1969 paper by Notestein, titled "The Problem of Population Control", he wrote:

"Giving existing preferences in family size, governments must go beyond voluntary family planning. To achieve zero rate of population growth governments will have to do more than cajole; they will have to coerce... to impose more drastic changes on a large scale implies many risks, not least to the regime that undertakes them. The price for this type of population control may well be the institution of a totalitarian regime."

A stealth weapon employed by the global eugenicists is vaccines. Vaccines are key to implementing silent genocide. Population control by vaccination was recommended by Henry Kissinger in the 1974 National Security Study Memorandum 200 (submitted to President Carter, declassified in 1989). Memorandum 200 stated "Wherever a lessening of population pressures... can increase the prospects for such stability, population policy becomes relevant to resource supplies and to the economic interests of the United States." According to the memorandum, developed and underdeveloped countries were to be targeted with legalized abortion and health "improvement" with exclusive use of vaccinations as opposed to modernization of water or sewage systems, agricultural systems, etc. in third-world countries. Kissinger's NSSM 200 recommended population control via the following organizations: World Bank, World Health Organization (UN), UNICEF, donor countries, UNPFA, private organizations and groups.

The Global Alliance for Vaccines and Immunizations (GAVI) was launched in 1999 by the Bill Gates Foundation with \$754 million in partnership with the Rockefeller Foundation. The goal of GAVI was to improve health in the poorest 70 nations exclusively through vaccines. GAVI supporting nations are Anglo and include the U.S.A., Canada, U.K., EU, Netherlands, Sweden, Norway, Germany, Italy, and Spain. The countries targeted for population control are largely black and include Uganda, Nigeria, Kenya, Pakistan, Bangladesh, Yemen, Ghana, Zambia, and the Congo. Not coincidentally, the exact same organizations recommended in Kissinger's NSSM 200 (World Bank, World Health Organization (UN), UNICEF, donor countries, UNPFA, private organizations and groups) were utilized by GAVI to implement the vaccination programs.

The need for depopulation of the planet is a scam. The planet is not overpopulated. Simple mathematics will show that the entire population of the earth's people could fit into the continent of Australia with each person having his or her own ¼ acre block of land to be used for growing one's own food. The planet's resources are intentionally being mismanaged by the elite, which gives the appearance that the third world is in need of assistance. Unfortunately, assistance comes in the form of genocide as part of a racial and political agenda. The global elite, by their own numerous admissions, are supporters of depopulation.

David Rockefeller is a supporter of population control. He stated in a speech in 1994 at the Business Council for the United Nations “The negative impact of population growth on all of our planetary ecosystems is becoming appallingly evident.” David Rockefeller and the Rockefeller Foundation collaborated on a major vaccination project with the United Nations World Health Organization (WHO) involving hCG. The hCG hormone is required to maintain pregnancy; however, hCG bound to tetanus causes an autoimmune response in the hCG hormone that causes sterilization in women or miscarriage if given during pregnancy. The Rockefeller Foundation and the Population Council gave grants for hCG research which was carried out by the National Institute of Immunology in 1989.

“The results of the WHO-Rockefeller project were put into mass application on human guinea pigs in the early 1990s. The WHO oversaw massive vaccination campaigns against tetanus in Nicaragua, Mexico, and the Philippines. Comite Pro Vida de Mexico, a Roman Catholic lay organization, became suspicious of the motives behind the WHO program and decided to test numerous vials of the vaccine and found them to contain human Chorionic Gonadotrophin, or hCG.”

(F. William Engdahl, “Bill Gates Talks about Vaccines to Reduce Population”, Financial Sense Editorials, March 4, 2010)

“The Bill and Melinda Gates Foundation, along with David Rockefeller’s Rockefeller Foundation, the creators of GMO biotechnology, are also financing a project called the Alliance for a Green Revolution in Africa (AGRA) headed by former UN chief, Kofi Annan... The AGRA board is dominated by people from both the Gates’ and Rockefeller Foundations... One long-standing project of the US Government has been to perfect a genetically-modified variety of corn... The corn has been field tested in tests financed by the US Department of Agriculture along with a small California bio-tech company named Epicyte. Announcing his success at a 2001 press conference, the president of Epicyte, Mitch Hein, pointing to his GMO corn plants, announced, “We have a hothouse filled with corn plants that make anti-sperm antibodies.” Hein explained that they had taken antibodies from women with a rare condition known as immune infertility, isolated the genes that regulated the manufacture of those infertility antibodies, and, using genetic engineering techniques, had inserted the genes into ordinary corn seeds used to produce corn plants. In this manner, in reality they produced a concealed contraceptive embedded in corn meant for human consumption... Hein claimed it was a possible solution to world “over-population”. The moral and ethical issues of feeding it to humans in Third World poor countries without their knowing it he left out of his remarks. Spermicides hidden in GMO corn provided to starving Third World populations through the generosity of the Gates’ foundation, Rockefeller Foundation and Kofi Annan’s AGRA or vaccines that contain undisclosed sterilization agents are just two documented cases of using vaccines or GMO seeds to reduce population.”

(Ibid.)

Connected to the depopulation scam is the fraudulent Environmental movement. The Environmental movement was spearheaded by the Aspen Institute under the auspices of the Tavistock Institute and Club of Rome founded by Henry Kissinger in order to halt emerging energy technologies capable of destroying the monopoly on energy held by the Rockefeller oil companies. Through carefully crafted propaganda, emerging technologies were labeled as damaging to the environment and recommendations were made for “limits to growth”. Proponents of depopulation, such as Bill Gates, contend that in order to reduce manmade CO2 emissions that supposedly contribute to the farce of global warming, the population has to be reduced drastically. At a 2010 TED conference in Long Beach, California, Bill Gates stated the following before an invitation-only crowd as he explained his formula for “saving” the planet:

“First we got population. The world today has 6.8 billion people. That’s headed up to about 9 billion. Now if we do a really great job on **new vaccines, health care, reproductive health services, we lower that by perhaps 10 or 15 percent.**”

The Bill and Melinda Gates foundation gave \$8.8 million in 2000 to the International Planned Parenthood Foundation, which is a eugenics front organization established by the Rockefeller-funded Eugenics Society of England. Bill Gates father, William Henry Gates, previously sat on the board of Planned Parenthood Federation of America, which is the U.S. affiliate of the International Planned Parenthood Foundation. Prominent American eugenicist, Margaret Sanger (1879-1966), was the president of the International Planned Parenthood Federation from 1952-1959. Sanger wrote the following:

“The most successful educational approach to the Negro is through a religious appeal. We don’t want the word to go out that we want to exterminate the Negro population, and the minister is the man who can straighten out that idea if it ever occurs to any of their more rebellious members.”

(Margaret Sanger, in a letter addressed to Dr. Clarence Gamble, 255 Adams St, Milton, Massachusetts, December 19, 1939. Original source: Sophia Smith Collection, Smith College, North Hampton, Massachusetts)

In summary, eugenics is used to keep the third-world countries from competing with western rulers striving to build world government. It is also a form of genocide to be used primarily against blacks and against humanity in general. The elite eugenicists believe that they are creating a scientific dictatorship in which the controllers will actually create two separate species from human beings. One will be the dumbed down slave class, and the superior Aryan elite class will be the other. They are trying to create a society that will progress into absolute tyranny – total world government in the hands of the few at the expense of the many. The reader should not find it ironic that the people behind eugenics are the same people behind the destruction of education in the United States.

Final Words

This writer has studied the machinations of the occult societies, foundations, and think tanks for years and can state with the utmost authority that they are destroying this country from within. As noted earlier in this paper, these people and their organizations in America that are ruining education have also corrupted other vitally important areas of American society. They are the ultimate destroyers, deceivers, and manipulators. They are lying to those who are under their control by saying that they are going to build a world utopian government. It will not be a utopia as advertised, but rather a brutal enslavement of mind, body, and soul. One only needs to look at the trail of misery they have left throughout the course of history to understand that truth. Their project of humanist world government is a conspiracy against God and man – an occult worldwide revolution advanced through Freemasonry and other ideologically aligned occult societies. These are the men who engineered the great socialist experiment that was the Soviet Union. So-called Russian communism was engineered in London to be used as the antithesis to capitalism as part of a global Hegelian dialectical process designed to push the world closer to global government. The British Empire and the Rothschilds were the organizational and financial force behind the Bolsheviks. The same thing can be said for the communist takeover in China. Marx and Lenin were both 32nd degree Freemasons. Stalin, Churchill, Roosevelt, and Truman were all 33rd degree Freemasons. These men and all of the other power players at the highest levels of the occult societies belong to an international brotherhood – the Illuminati. They are loyal only to each other and are fomenting world revolution through crisis creation based on Masonic doctrine, or “*ordo ab chao*”. At the end of each fabricated crisis, their solutions conducive to world government are always implemented. Freemasonry’s humanist “brotherhood of man” is identical to the world utopian government that these men are trying to build and sell to the people of the world at the expense of sovereign nation-states, individual rights, and freedom. Worldwide Freemasonry, led by the British Royal Family and the Rothschild banking dynasty, is plotting the course. Their current phase of worldwide revolution is masked as a conflict between Israel and Islam. This engineered conflict has the ingredients for a nuclear incident. The synthesis of this dialectic remains to be seen. The majority of Americans are living in total ignorance and deception – unaware of the dangers facing this nation. The American people are victims of their own educational system, as well as their own apathy. There is much at stake for the American people. It is important that people wake up to reality so that our once proud nation can return to a state of prosperity and true freedom as envisioned and recorded by our founding fathers in our Constitution. Otherwise, the newly transformed British Empire will rear its head once again in the form of world government. If we are going to save this country, we must begin by taking back our schools from the clutches of the humanists and return control of schools back to the local level. If future generations of Americans continue to suffer indoctrination from humanist controlled education as previous generations have, our nation will perish. Only a well-informed, well-educated public can resist and defeat tyranny in its many forms.

