

# Dirty Little Secrets

What the National Education Association  
Doesn't Want You to Know



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## Introduction

As leaders of a local homeschool support group, my wife and I spend a lot of time fielding questions about homeschooling. Quite often we come in contact with parents who are considering homeschooling but haven't quite made up their minds. We also talk to many who decide to homeschool through the eighth grade, only to send their children off to an institutionalized school for grades nine through twelve. It seems that for every homeschooling family that is fully, 100% committed to educating their own children, there are two more that are not fully committed. Then of course, there are the millions of others who utilize institutionalized education.

One objection we often hear to the idea of homeschooling through high school, is the mistaken notion that we parents went to public school and yet turned out okay. I submit to you that we didn't turn out okay, not by a long shot. There are a host of reasons I say this, be they moral, educational, psychological, or one of many other possibilities. For the sake of simplicity, let's lay aside all of the reasons except the educational ones. If we are honest about it we must admit that the current level of education possessed by the average public school graduate is nowhere near that of the same student 100 years ago. We graduate kids that cannot read, write, spell, or do simple math. They know nothing of the U.S. constitution or history, so they are ill-prepared for the future. Add to that the social engineering and moral brain-washing that takes place in the institutional school, and it's hard to rationalize that our kids will "be just fine".

I hope you've noticed that instead of referring to the public school system, I've used the term "institutionalized". I have done that on purpose. You see, even in private schools there is a problem. Most private schools, be they faith-based, prep schools, or secular charter schools, utilize state certified teachers. These teachers have been trained in our universities and licensed by our states, right along side those working in the public school system. They have been indoctrinated with all of the same nonsense of their peers, and they are passing it along in the classroom. Certainly, the private school may not be "as bad" as the public one, but it's not very good either. It would be like asking someone if they would prefer terminal cancer over dying in a plane crash. One may be slightly worse than the other, but they both result in death!

Well, we wanted to address this issue and show you that the institutional educational system in the U.S. has an agenda. It is a serious and harmful one, and it is well on the way to being fully realized. In order to drive this point home we have compiled a list of over 65 verifiable quotes, from men and women who were, or are, very influential in public education. Although we inserted a few notations for the sake of clarity, there is no accompanying commentary from us regarding these quotes. None was necessary. They speak volumes for themselves.

We sincerely hope you read through to the end, taking to heart what you read. What's contained in this publication is not our opinion. It is what those involved in public education believe and have said. We hope it alarms you. We hope you pass it on to others.

Blessings,  
Matt Gerwitz  
Chapter Leader, Charity LEAH

### John Dewey 1897 - Father of Modern Education

- ◆ "I believe that the school is primarily a social institution.... Examinations are of use only so far as they test the child's fitness for social life..."
- ◆ "I believe that we violate the child's nature and render difficult the best ethical results, by introducing the child too abruptly to a number of special studies, of reading, writing, geography, etc., out of relation to this social life."
- ◆ "I believe, therefore, that the true center of correlation on the school subjects is not science, nor literature, nor history, nor geography, but the child's own social activities."
- ◆ "I believe that the community's duty to education is, therefore, its paramount moral duty...Through education society can formulate its own purposes, can organize its own means and resources, and thus shape itself with definiteness and economy in the direction in which it wishes to move."
- ◆ "The only true education comes through the stimulation of the child's powers by the demands of the social situation in which he finds himself. Through these demands, he is stimulated to act as a member of a unity, to emerge from his original narrowness of action and feeling, and to conceive of himself from the standpoint of the welfare of the group to which he belongs...."
- ◆ "There is no God and no soul. Hence, there are no needs for props of traditional religion. With dogma and creed excluded, then immutable truth is also dead and buried. There is no room for fixed, natural law or permanent absolutes .... Teaching children to read is a great perversion and a high literacy rate breeds destructive individualism ... the child does not go to school to develop individual talents but rather are prepared as "units" in an organic society .... The change in the moral school atmosphere ... are not mere accidents, they are the necessities of the larger social evolution."

### Louis Alber, head of National Recovery Act New York in 1933, published in newspapers nation-wide:

- ◆ "The rugged individualism of Americanism must go, because it is contrary to the purpose of the New Deal and the NRA [National Recovery Act], which is remaking America."
- ◆ "Russia and Germany are attempting to compel a new order by means typical of their nationalism - compulsion. The United States will do it by moral (per)suasion. Of course we expect some opposition, but the principles of the New Deal must be carried to the youth of the nation. We expect to accomplish by education what dictators in Europe are seeking to do by compulsion and force. ..."
- ◆ "The NRA is the outstanding part of the President's program, but in fact it is only a fragment. The general public is not informed on the other parts of the program, and the schools are the places to reach the future builders of the nation."

### 1933. Harold Rugg, president of the American Educational Research Association and author of 14 Social Studies textbooks, said in The Great Technology:

- ◆ "A new public mind is to be created. How? Only by creating tens of millions of new individual minds and welding them into a new social mind. "
- ◆ "Old stereotypes must be broken up and new climates of opinion formed in the neighborhoods of America. But that is the task of the building of a science of society for the schools..... Basic problems confront us: ... the development of a new philosophy of life... appropriate to the new social order... "
- ◆ "Through the schools of the world we shall disseminate a new conception of government-- one that will embrace all of the collective activities of men; one that will postulate the need for scientific control and operation of economic activities in the interest of all people."

### Willard Givens 1934 - former Executive Secretary of the NEA,

- ◆ "An equitable distribution of income will be sought...the major function of the school is the social orientation of the individual. It must seek to give him understanding of the transition to a new social order." (in a report presented at the 72<sup>nd</sup> annual meeting of the NEA in 1934.)

In 1936, the National Education Association stated the position from which it has never wavered:

- ◆ "We stand for socializing the individual."

In 1936, the NEA, in its Policy For American Education, opined:

- ◆ "The major problem of education in our times arises out of the fact that we live in a period of fundamental social change. In the new democracy, education must share in the responsibility of giving purpose and direction to social change. The major function of the school is the social orientation of the individual . . . Education must operate according to a well-formulated social policy."

On June 29, 1938, the New York Herald Tribune published a story on the NEA Convention being held in New York City and reported the following:

- ◆ "Dr. Goodwin Watson, Professor of Education at Teachers College, Columbia University, begged the teachers of the nation to use their profession to indoctrinate children to overthrow "conservative reactionaries" directing American government and industry ... [He] declared that Soviet Russia was one of the most notable international achievements of our generation."

In the January 1946 NEA Journal, editor Joy Elmer Morgan wrote an editorial titled, "The Teacher and World Government," which stated:

- ◆ "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."

In 1946, psychiatrist Brock Chisholm, head of the World Health Organization (WHO), described the "new" attitude toward old-fashioned parents and called for an "eradication of the concept of right and wrong":

- ◆ "We have swallowed all manner of poisonous certainties fed us by our parents.... The results are frustration, inferiority, neurosis and inability to... make the world fit to live in...."
- ◆ "It has long been generally accepted that parents have perfect right to impose any points of view, any lies or fears, superstitions, prejudices, hates, or faith on their defenseless children.... These things cause neuroses...."
- ◆ "Surely the training of children in homes and schools should be of at least as great public concern as are their vaccination... [People with] guilts, fears, inferiorities, are certain to project their hates on to others.... Such reaction now becomes a dangerous threat to the whole world.... Whatever the cost, we must... [put] aside the mistaken old ways of our elders.... If it cannot be done gently, it may have to be done roughly or even violently."

October 1947---NEA JOURNAL publishes "On the Waging of Peace" by NEA official William Carr, who advocates that teachers

- ◆ "teach those attitudes that will result ultimately in the creation of a world citizenship and world government."

1956. "Dr. George S. Counts expressed the real purpose of Dewey's 'progressive education':

- ◆ "...in school activities, in the relations of pupils and teachers and administrators, the ideal of a cooperative commonwealth should prevail... All of this applies quite as strictly to the nursery, the kindergarten, and the elementary school as to the secondary school, the college, and the university."
- ◆ "You will say, no doubt, that I am flirting with the idea of indoctrination. And my answer is again in the affirmative, or, at least, I should say that the word does not frighten me."

1956 Benjamin Bloom - In Taxonomy of Educational Objectives, The Classification of Educational Goals,

- ◆ "...a large part of what we call 'good teaching' is the teacher's ability to attain affective objectives through challenging the students' fixed beliefs and getting them to discuss issues."

1956. Former teacher, Communist and Union organizer, Dr. Bella Dodd states,

- ◆ "...the Communist party whenever possible wanted to use the Teacher's Union for political purposes but the party had a definite interest in education also. The Communists in the Teachers' Union were for progressive education. We were its most vocal and enthusiastic supporters.... Most of the programs we advocated, the NEA followed the next year or so."
- ◆ "I learned that the function of the Communist Party was to be the lead donkey pulling the drift of American life to the left. Most of the programs we advocated, the National Education Association followed the next year or so."

1962---ISSUES IN (HUMAN RELATIONS) TRAINING is published by the National Training Laboratories of the NEA, and in this book the editors write that human relations or sensitivity training

- ◆ "fits into a context of institutional influence procedures which includes coercive persuasion in the form of thought reform or brainwashing...."

1967. Working with the educational establishment, Carl Rogers (1964 Humanist of the Year) wrote a book called "A Plan for Self-Directed Change in an Educational System:"

- ◆ "...the goal of education must be to develop individuals who are open to change... The goal of education must be to develop a society in which people can live more comfortably with change than with rigidity."

1967. NEA executive secretary Sam Lambert said,

- ◆ "NEA will become a political power second to no other special interest group... NEA will have more and more to say about how a teacher is educated, whether he should be admitted to the profession, and whether he should stay in the profession."

September 23, 1968---NEA president Elizabeth Koontz addresses the American Association of Colleges for Teacher Education and states:

- ◆ "The NEA has a multi-faceted program already directed toward the urban school problem, embracing every phase, from the Headstart Program to sensitivity training for adults--both teachers and parents." [*See the previous reference in 1962 concerning "sensitivity training" and "brainwashing."*]

The British Humanist Association, Marriage and the Family (1969)

- ◆ "Some opponents of humanism have accused us of wishing to overthrow the traditional Christian family. They are right. That is exactly what we intend to do."

William Glasser, psychiatrist, Schools Without Failure (1969)

- ◆ "We have to let students know there are no right answers, and we have to let them see that there are many alternatives to certainty and right answers."

1969. Today's Education, an NEA publication, contains "Forecast for the '70s," by Harold and June Shane. They wrote,

- ◆ "...ten years hence it should be more accurate to term [the teacher] a 'learning clinician.' This title is intended to convey the idea that schools are becoming 'clinics whose purpose is to provide individualized psychosocial 'treatment' for the student, thus increasing his value both to himself and to society." Children would "become the objects of [biochemical] experimentation."

1970. NEA president George Fischer told a NEA assembly that

- ◆ "A good deal of work has been done to begin to bring about uniform certification controlled by the unified profession in each state ... With these new laws, we will finally realize our 113-year-old dream of controlling who enters, who stays and who leaves the profession. Once this is done, we can also control the teacher training institutions."

early 1970's - "NEA presidents such as Catharine Barrett... began to talk of de-emphasizing academic basics in favor of teachers becoming philosophical 'change agents'."

1970. Chester Pierce, Professor of Education and Psychiatry at Harvard tells the Association for Childhood Education International in Denver that

- ◆ "every child in American entering schools at the age of five is insane because he comes to schools with certain allegiances toward our founding father, toward his parents, toward a belief in a supernatural being, toward the sovereignty of this nation as a separate entity.. "

1970. The Association for Supervision and Curriculum Development (ASCD), the curriculum arm of the NEA, published To Nurture Humaneness: Commitment for the '70's. The visionary statements of its authors are coming true in our times:

- ◆ "Vital questions of values, beliefs, feelings, emotions and human interrelationships in all forms must be integral parts of the curriculum."
- ◆ "The old order is passing.... The controls of the past were sacred.... Social controls cannot be left to blind chance and unplanned change -- usually attributed to God. Man must be the builder of new forms of social organizations.... Here education must play a stellar role." (Dan W. Dodson, Professor of Educational Sociology at N. Y. University)
- ◆ "The school will need to be supplemented by neighborhood family centers which provide infant care and developmental activity.... Education may well begin at birth in cooperative family centers." (Francis Chase, Professor Emeritus of the University of Chicago)
- ◆ "Many daily decisions and value judgments now made by the individual will soon be made for him... How to plan for one's children's education will be partially taken out of his hands. (John Loughary, Professor of Education at the University of Oregon.)"

1972. NEA president Catherine Barrett said,

- ◆ "We are the biggest potential political striking force in this country, and we are determined to control the direction of education."
- ◆ "Those two complementary philosophies fueled the vision of NEA leaders who sought a utopian world, freed from Biblical constraints and ruled by humanist politicians and taught by progressive educators. Parental rights and religious freedom would be swallowed up by the surpassing rights and rules of the greater community -- the controlled collective." (commenting on this quote by Blumenfeld "Those who rose highest in the public schools establishment and the NEA were those most strongly committed to secularism and statism.")

Former NEA president, Catherine Barrett in the Feb. 10, 1973, issue of the Saturday Review of Education makes clear the objective of this powerful organization:

- ◆ "Dramatic changes in the way we will raise our children in the year 2000 are indicated, particularly in terms of schooling.... We will need to recognize that the so-called 'basic skills,' which currently represent yearly the total effort in elementary schools, will be taught in one-quarter of the present school day.... When this happens--and it's near--the teacher can rise to his true calling. More than a dispenser of information, the teacher will be a conveyor of values, a philosopher.... We will be agents of change."

1973 Chester M. Pierce, M.D., Professor of Education and Psychiatry at Harvard, had this to say:

- ◆ "Every child in America entering school at the age of five is mentally ill 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 all these sick children well - by creating the international child of the future."

NEA publication, Today's Education, the March- April 1976 issue, part of an article entitled "A Declaration of Interdependence" by long-time world government proponent Henry Steele Commager:

- ◆ "Now we must join with others to bring forth a New World Order. It is essential that mankind free itself from the limitations of national prejudice. All people are part of one global community. We call upon all nations to strengthen and sustain the United Nations and its specialized agencies, and other institutions of world order..."

1975 - National Chairman of the Communist Party, USA, William Z. Foster, in his book, *Toward A Soviet America*, wrote that education could advance the revolution best if centrally controlled and organized under a federal Department of Education. Foster said that the Department of Education

- ◆ "should be revolutionized, cleansed of religious, patriotic and other features of the bourgeois ideology. The students will be taught on the basis of Marxian dialectical materialism, internationalism, and the general ethics of the new Socialist society."

Catherine Barrett, then president of the National Education Association (1976), gave a speech in which she said,

- ◆ "First, we will help all of our people understand that school is a concept and not a place. We will not confuse "schooling" with education. The school will be the community, the community the school."
- ◆ "We will need to recognize that so-called 'basic skills' which currently represent nearly the total effort in elementary schools, will be taught in one quarter of the present school day. The remaining time will be devoted to what is truly fundamental and basic- time for academic inquiry, time for students to develop their own interests, time for a dialogue between students and teachers - more than a dispenser of information, the teacher will be a conveyor of values, a philosopher [in secular humanism]. Students will learn to write love letters and lab notes."

The Siecus Circle, published in 1977, by Claire Chambers:

- ◆ "Recognizing the organization's potential for exerting tremendous pressure and influence on American education, the ...socialist complex wasted no time in seizing control of the NEA; this it accomplished as far back as the early 1900's. Early NEA leaders who strove for a one-world ...order included such ...Communist frontiers as John Dewey and William Heard Kilpatrick. Harold Rugg and Marxist professor George S. Counts... were among the NEA teacher-leaders whose writings helped steer the leftward course of this organization in the early 1930's."

1981. In his book, *All Our Children Learning*, Dr. Benjamin Bloom (called "the father of Outcome-Based Education) wrote that

- ◆ "the purpose of education and the schools is to change the thoughts, feelings and actions of students."

Columnist Russell Evans wrote in 1983:

- ◆ "A big wheel in the machinery of the proposed New World Order is the National Education Association, now enjoying its crowning achievement: the Cabinet-level Department of Education. In the master plan for this New World Order, a scheme that is frightening more and more Americans, it appears that the NEA wants to control education. ...this is [part of] an insidious global machine designed to crush our national sovereignty."

P. Blanchard, in "The Humanist" 1983, continues:

- ◆ "I think that the most important factor moving us toward a secular society has been the educational factor. Our schools may not teach Johnny how to read properly, but the fact that Johnny is in school until he is 16 tends toward the elimination of religious superstition. The average American child now acquires a high school education, and this militates against Adam and Eve and all other myths of alleged history."

John J. Dunphy wrote in the Jan/Feb 1983 edition of *The Humanist*,

- ◆ "The battle for mankind's future must be waged and won in the public school classroom. The classroom must and will become the arena of conflict between the old and the new, the rotting corpse of Christianity and the new faith of humanism."

A 1985 NEA Representative Assembly resolution reads:

- ◆ "The NEA recognizes the interdependence of all peoples and urges that the United States make every effort to strengthen the UN to make it a more effective instrument for world peace."

Former Nebraska state senator Peter Hoagland said:

- ◆ "Fundamentalist parents have no right to indoctrinate their children in their beliefs. We are preparing their children for the year 2000 and life in a global one-world society and those children will not fit in."

In the Humanist Review magazine it was observed that,

- ◆ "Education is thus a most powerful ally of humanism. What can a theistic Sunday school's meeting for an hour once a week and teaching only a fraction of the children do to stem the tide of the five-day program of humanistic teaching?"

"Texas Federal District Judge Melinda Harmon 1996

- ◆ "Parents give up their rights when they drop the children off at public school."NEA specialist Paul Haubner, tells us,
  - ◆ "The schools cannot allow parents to influence the kind of values-education their children receive in school; ...that is what is wrong with those who say there is a universal system of values. Our goals are incompatible with theirs. We must change their values."
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VERIFIABLE NEA viewpoints

- ◆ Sex Education: "The NEA recognizes that the public school must play an increasingly important role in providing the instruction. Teachers ... must be legally protected from censorship and law suits." (Resolution B-36, 1998)
- ◆ Diversity: "Funds must be provided for programs to alleviate race, gender and sexual orientation discrimination and to eliminate portrayal of race, gender and sexual orientation stereotypes in the public schools." (A-13, 1996)
- ◆ Abortion: "The NEA supports family planning, including the right to reproductive freedom...." The NEA "urges the implementation of community-operated, school-based family planning clinics that will provide intensive counseling by trained personnel." (I-12, 2003)
- ◆ "Work with the school district, the parent-teacher organization, and community groups to provide information to other members, parents, and counselors about the developmental and health needs of homosexual, lesbian, and bisexual students."
- ◆ "Recommend ... that the library include positive learning materials about homosexuals, lesbians, and bisexuals."
- ◆ "Encourage the establishment and maintenance of peer support and community self-help programs for homosexual, lesbian, and bisexual students."
- ◆ "Work with the school district to develop or expand school policy and curricula, including accurate portrayals of homosexuals, lesbians, and bisexuals throughout history, and to ensure respect for diversity, including homosexuals, lesbians, and bisexuals." (i.e. In 1999, the then-director of communications for GLSEN (Gay, Lesbian, and Straight Education Network) stated that "we're going to raise a generation of kids who don't believe [the claims of] the Religious Right.")
- ◆ "Allegiance to a nation is the biggest stumbling block to the creation of international government. National boundaries and the concept of sovereignty must be abolished. The quickest way to do this is to condition the young to another and broader alliance. Opinion favorable to international government will be developed in the social studies curriculum in the public schools."
- ◆ "Conditioning is a process which may be employed by the teacher to build up attitudes in the child and predispose him to the action by which those attitudes are expressed."