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RELEASE: JANUARY 23, 1986

GLOBAL EDUCATION

Should a little band of ideologues be allowed to impose their dogmas on the public schools? Should self-appointed thought-controllers be allowed to rewrite textbooks, censor out ideas they don't like, and impose their theories of life, government, politics, and culture on a captive audience of children in the public school classroom?

That's exactly what has been happening in the last few years, and parents are just discovering it. These ideologues have rewritten textbooks all the way from primary readers to high school social studies books and thereby imposed their peculiar dogmas on required reading materials for students, kindergarten through 12th grade.

This new orthodoxy is called "Globalism." The authoritarians who impose it are determined to expurgate patriotism and appreciation of American institutions and culture from school textbooks.

Let's look at how Global Education is defined and mandated for New York public school children. All quotations below are taken directly from the official 1985 document on "Global Education" issued by the New York State School Boards Association.

This document promulgates its commandments with all the finality of a Moses coming down from the mountain. "Global interdependence is a reality," it says, and "a global perspective helps students realize that, by learning about the interrelated systems of the world, they better prepare themselves to participate effectively in a democratic society."

On the contrary, effective participation in our democratic society would be better achieved by teaching students about the U.S. Constitution, and its interrelated system of checks and balances, which has preserved our freedoms for nearly 200 years. Global Education censors from students the reality that American independence is the fountainhead of our freedom and prosperity.

From Globalism's false assumptions, its high priests proceed to ordain their precepts and policies, while censoring the views they disdain. The plan calls for New York State's Commissioner of Education to "develop a comprehensive plan for global education," a

"coordinated revision of relevant syllabi," and a "curricular infusion of global perspectives."

Note the words are carefully chosen to force compulsion and conformity. "Comprehensive" means kindergarten through 12th grade, "coordinated" means all subjects from primary readers to high school social studies and literature, "infused" means spreading Globalism surreptitiously and subliminally so that no student can escape it, and so that students and parents won't realize they are being brainwashed.

More specifically, the Action Plan's "major strategy for accomplishing the goals of global education" calls for "major changes in the way our teachers teach history, literature, geography, social sciences, the arts, and English, as well as other languages, K through 12." "To meet the challenge of infusion," the Action Plan says, "state social studies syllabi are being revised."

In order to make sure that local schools use the materials and obey the methods prescribed by the Global Education cult, New York State will monitor compliance by requiring students to pass "a new Regents Competency Test in global studies."

Globalism is the antonym for patriotism. Emphasizing and infusing global interdependence means that the globalists have censored out education in American independence. Pretending that schools can teach participation in democracy by teaching "respect" for foreign cultures is patently dishonest.

In the entire Action Plan for Global Education, there isn't a single mention of the American Constitution, independence, institutions, heritage, traditions, heroes, or freedoms. It's as though America doesn't exist as part of the globe.

A memorandum circulated in the Seattle public school system clearly reveals that the Global Education cult knows perfectly well that what they are doing is offensive to American citizens, and so they are trying to hide it from the public. The memo admits that "the term 'Global Education' is an extreme, political hot-potato."

Thus this memo, written by one Jim Grob of the Rockefeller Project, advises Seattle school personnel not to use the term "global education" or even the word "global" at all. Instead, school personnel are instructed to conceal Global Education under what he calls a "temporarily safe term" -- "multicultural/international curriculum development."