

The degeneration of the education system

How the Global Elite dumbed-down and conditioned generations of children to be compliant.

Introduction

That the educational systems of the West have been dumbed-down during at least the last 100 years is beyond question. Multiple experts, researchers, former teachers, academic bodies, exam paper comparisons, departments of education, reports and detailed studies have shown this. Children coming out of the modern system with qualifications do not want to hear this but the fact remains. The real questions are why and how this occurred and what do we do to fix it?

The real degradation occurred in the state school system. Private schools, academies, the remaining grammar schools and some free schools escaped the worst of the corruption. The establishment needs some people with a traditional education.

This situation needs evaluating.

Examples of the degradation

1950s experiment

Over 20 years ago Channel 4 TV did an experiment.¹ They recreated a 1950s grammar school for a few weeks in the school summer holidays. They gathered 30 pupils with star GCSE grades and who were expected to get A* 'A' level grades the following school years. The pupils did not do well with the rigorous teaching and discipline; one was expelled. At the end the pupils sat 1950s GCE examinations; only half passed any of the O-levels; only five passed all; only one person thrived. Try to take in the seriousness of this fact. If their qualifications were true they should have walked the exams.

Old teachers, even in the 1960s, were then saying that the standards had fallen since the turn of the century. They would turn in their graves to see the current state of affairs.

University remedial courses

The level of the downgrade is evidenced in the fact that Oxford University, long ago, established a remedial course for undergraduates because so many entrants with A level qualifications were illiterate, innumerate, could not conduct a professional telephone call and could not write a commercial letter.

Universally, commercial businesses are ignoring degrees and seek to employ people that can prove they have the experience to perform well. Many prefer older people with proven abilities.

Comparison of exam questions

Such a comparison shows that historic questions were far harder than modern papers. In many cases mathematics questions were routinely answered by students calculating the

¹ Channel Four, That'll teach 'em, 2003. See Wales online, 'Welsh pupil one of a handful to thrive on 1950s education', 1 April 2023.

answer in their head but modern students cannot even do it in writing. Exam papers routinely correctly answered by 12-year olds in the past are too difficult for 16-year olds today.

It was common in past history that students would learn several languages (e.g. Latin, Koine and Classical Greek, Aramaic, Sanskrit, German, French, Italian, Old English) in order to read source documents in the native tongue (often there was no English translation). This is rare today. Queen Elizabeth I could read several languages and translated books. Henry VIII and James I wrote academic treatises in Latin.² This is unthinkable today; some national leaders can barely string a sentence together and are clearly intellectually challenged.

Multiple studies and reports have demonstrated this downgrade but going through them would be tedious and technical. This serves no point in a general paper. However, I will give some examples of questions from an 1895 examination paper for 8th grade kids (13-14 years old) in Salina, Kansas, US.

Grammar

- Give nine rules for the use of capital letters.
- Name the parts of speech and define those that have no modifications.
- Define verse, stanza and paragraph.
- What are the principal parts of a verb? Give principal parts of do, lie, lay and run.
- Define case. Illustrate each case.
- What is punctuation? Give rules for principal marks of punctuation.

Arithmetic

- Name and define the fundamental rules of arithmetic.
- A wagon box is 2ft deep, 10ft long and 3ft wide. How many bushels of wheat will it hold?
- If a load of wheat weighs 3942 lbs, what is it worth at 50 cts per bu. deducting 1050 lbs for tare?
- District No 33 has a valuation of \$35,000. What is the necessary levy to carry on a school seven months at \$50 per month and have \$104 for incidentals?
- Find the cost of 6720 lbs of coal at \$6 per ton.
- Find the interest of \$512.60 for 8 months and 18 days at 7 per cent.
- What is the cost of 40 boards 12 inches wide and 16 ft long at \$20 per inch?
- Find bank discount on \$300 for 90 days (no grace) at 10%.
- What is the cost of a square farm at \$15 per acre, the distance around which is 640 rods?
- Write a bank cheque, a promissory note and a receipt.

US History

- Give the epochs into which US history is divided.
- Give an account of the discovery of America by Columbus.
- Relate the causes and results of the Revolutionary War.

² Henry VIII (and Thomas More), 'Defence of the Seven Sacraments' (1521). It went through 20 editions. James I: 'Basilikon Doron' (1603), 'Apologie for the Oath of Allegiance' (1609) 'Premonition – A premonition to all most mightie monarches' (1609).

- Show the territorial growth of the US.
- Tell what you can of the history of Kansas.
- Describe three of the most prominent battles of the Rebellion.
- Who were the following: Morse, Whitney, Fulton, Bell, Lincoln, Penn and Howe?
- Name events connected with the following dates: 1607, 1620, 1800, 1849, 1865.

Orthography

- What is meant by the following: alphabet, phonetic orthography, etymology syllabication?
- What are elementary sounds? How classified?
- What are the following, and give examples of each: trigraph, subvocals, diphthong, cognate letters, linguals?
- Give four substitutes for caret 'u'.
- Give two rules for spelling words with final 'e'. Name two exceptions under each rule.
- Give two uses of silent letters in spelling. Illustrate each.
- Define the following prefixes and use in connection with a word: bi, dis, mis, pre, semi, post, inter mono, super.
- Mark diacritically and divide into syllables the following, and name the sign that indicates the sound: card, ball, mercy, sir, odd, cell, rise, blood, fare, last.
- Use the following correctly in sentences: cite, site, sight, fane, fain, feign, vane, vain, vein, raze, raise, rays.
- Write ten words frequently mispronounced and indicate pronunciation by use of diacritical marks and by syllabication.

Geography

- What is climate? Upon what does climate depend?
- How do you account for the extremes of climate in Kansas?
- Of what use are rivers? Of what use is the ocean?
- Describe the mountains of NA.
- Name and describe the following: Monrovia, Odessa, Denver, Manitoba, Hecla, Yukon, St Helena, Juan Frenandez, Aspinwall and Orinoco.
- Name and locate the principal trade centres of the US.
- Name all the republics of Europe and give capitals of each.
- Why is the Atlantic Coast colder than the Pacific in the same latitude?
- Describe the process by which the water of the oceans returns to the sources of rivers.
- Describe the movements of the earth. Give inclination of the earth.

A student was recently asked, 'what is the square of 2?' He answered, 'A 2 inscribed inside a square.' Another was asked what Magellan was famous for. He answered, 'Magellan circumcised the world in his 40 foot clipper.' What chance do we have?

Dumbing down

Dumbing down takes many forms and uses many strategies. Here are just a few items.

Ignorance of history

History is a core subject that was targeted for degradation from the beginning. This is because history teaches us about the plans and wickedness of man that never changes because human nature never changes. If you understand what happened in history you can

prepare yourself for what is being planned for today. You can see the trajectory of certain policies because you saw what happened in the past.³

In the 1960s teaching of history was thorough, covering many centuries and civilisations. I studied the history of the British Empire in India, South Africa, and Australasia. I studied American Colonialism and the American Revolution, the Crimean War, and the Napoleonic Wars. I studied English Social history. I studied the political history of the Stuarts, the English Civil War and Cromwell and the Glorious Revolution. I studied the Anglo-Dutch Wars. I studied the First and Second World Wars and the Bolshevik Revolution. I studied the Reformation and subsequent events. I studied the Enlightenment and the Industrial Revolution. I studied Alfred the Great and the Viking invasions. I studied the French Revolution. I studied Frederick the Great, Ivan the Terrible, Peter the Great and Catherine the Great. I studied the Hapsburgs and the Thirty Years War. I studied classical history (including some [Virgil] in Latin) and Middle Ages scholasticism. I studied the transatlantic slave trade. There was probably more that I forget (it was over fifty years ago).

In recent talks with students from the largest school in my area I am told that hardly any period is taught to kids today apart from WWII and especially the Holocaust.⁴ Vital events in English history such as the Celts, the Roman invasion, Alfred the Great, the Vikings, the Crusades, Magna Carta, the Peasant's Revolt, Henry VIII, the English Reformation, Elizabeth I, the Civil War, the 1689 Bill of Rights, Peterloo, the Corn Laws, the Industrial Revolution, the British Empire are not touched at all. The efforts to gain liberty and the threat of despotism are not discussed.

This is why really stupid agendas, such as the lies told about slavery, can gain a foothold because people do not know the truth. [Britain abolished slavery in the early part of the 1800s and then spent 5% of its GDP stopping it everywhere. Many nations owe Britain a debt. Britain was involved in slavery (in fact only about 2% of the population) for around 200 years; less than almost every other nation on Earth (including many African nations). Islamic nations have been involved for over 1400 years and counting. People also ignore the fact that White English Cornish women were kidnapped and enslaved for centuries and that the first imported slaves in America were Irish.]

Directing away from book reading

Books aid learning; big books create big people.

Learning to read and expanding your vocabulary is vital in education. When reading, multiple things are going on. You learn about a particular subject. You are prompted to learn about peripheral subjects that arise in the narrative. You find words you do not know and discover what they mean. You learn sentence structure and good grammar. The list goes on.

³ For example: today the Labour Party is realising that severely raising taxes results in less tax revenue, business collapses, wealth flight, inflation and increased unemployment. They had not learned the lesson from previous Socialist cases of raising taxes in recent history.

⁴ The Holocaust (despite considerable debate about its facts) is the only subject that is legally required to be taught in schools. *'In recognition of its significance, the Holocaust is the only historic event which is compulsory within the history curriculum. Pupils must be taught about it at Key Stage 3 (usually when pupils are aged 13-14). The Holocaust has been a named topic within the history curriculum since the first curriculum of 1991.'* Gov.uk, The Education Hub, What you need to know about holocaust education, Media Officer, 10 November 2021.

When people do not read books they suffer a great lack. It is a big mistake today to trust learning to looking at a computer and short circuiting book learning. Furthermore many articles on websites have not been thoroughly edited and proof read, which can lead to imbibing errors. Good books have been through a rigorous editorial process.

Allowing the use of calculators

In my day the only tool that Maths students could use in exams was a logarithmic table book; not even slide-rules were allowed.

Using calculators allows students to be lazy and lets a machine perform mental arithmetic calculations; the very exercise that students need to utilise in the real world.

Dismissing questions

The propaganda taught in schools today is authoritarian, admitting no dissent from the narrative. Questions from pupils are therefore restricted and discouraged. One student from a local school told me that he had been given a detention for merely asking a question in the lesson.

Self esteem over competence

In line with psychological fashion, teachers place far too much emphasis on how the pupil feels rather than how much he is learning. Pupils are often rewarded even when they failed a test to ensure that their precious self-esteem was not diminished.

Eradication of competition

Historically, schools pushed competition in all areas, from athletics, to sports and even to recitation, chess or poetry writing. The point was to urge students to push themselves to their limits, to excel and to strive. The 'house' system promoted this by establishing a points system where houses (groups of students) competed against each other. This is good discipline for kids.

In opposition to this, modern politically correct educators insist that failing to win at something is damaging to the personality and must be avoided. Melanie Phillips evaluated this in 'Everyone must have prizes'. This is just another form of ensuring self-esteem is constantly elevated.

Abandonment of classical teaching methods

Historic teaching methods were boring and strict – but they worked. Elementary teaching relied heavily upon parrot-fashion repetition; hammering home a point until it was set in the memory of the child. There were no self-governed modules there was only a pedagogue dominating a classroom from a blackboard. Discipline (often too harsh until made illegal) ensured that the pupil did exactly what he was told to do.

This was followed by rigorous testing. End of term examinations were only the completion of many tests throughout the school year. There would be formal classroom tests where relevant but there were constant essays to be written so that the teacher could analyse how much the student understood the subject matter. Every day there would be at least one essay to write.

I don't need to amplify on this as everyone knows what teaching was like, even if only from movies. From before Plato's academy back to Sumeria, teaching was much the same; rigorous didactic instruction backed by discipline. This has now vanished completely.

Toleration of sloppy language

A list of modern laziness in speech would occupy many pages and we all know what this means. Some examples include:

- The meaningless use of 'like'. E.g. 'Like, he was crazy'; 'I was, like, doing nothing'.
- Starting every sentence with 'so'.
- The misuse of 'of'. E.g. 'It's not that big of a deal.' Instead of, 'It's not a big deal'.
- 'I means'.
- 'You knows'.
- 'Kind ofs'.
- 'Sort ofs'.
- 'Init'. Not just an abbreviation of 'isn't it' but a substitute for several phrases, such as 'am I not'.
- Misuse of 'who' and 'whom'. In many literary places (e.g. newspapers) 'whom' has been completely eradicated because people do not understand how to use it.
- Misuse of 'less' and 'fewer'.
- 'I could care less', instead of 'I couldn't care less'.
- Misuse of apostrophe marks.

It's not just a case of bad grammar (due to universal bad teaching of English) but a foundation of laziness; a lack of care about communication – which is a demonstration of poor character. Now some errors of grammar can be the utilisation of style and emphasis and this is acceptable. The purpose of the starship Enterprise to 'boldly go' (split infinitive) may be incorrect but it sounds better than 'to go boldly', and the purpose is an introduction to an adventure story. Nevertheless, in most cases today the expressions are simply laziness and the result of a poor education. The problem is that such language is tolerated in schools.

Inability to write correct English

Evidence of this is everywhere and especially on the Internet. The breadth of mistakes is shocking. There is bad spelling, wrong punctuation, inability to use verbs correctly, wrong use of words (bad semantics), wrong use of capital letters, wrong use of plurals, wrong tense, wrong superlatives, and more.

Apart from bad grammar there are appalling stylistic examples. These can be so bad that the sense of the piece written is not discernible.

As an example of the pervasive misuse of English, there is an official road sign near me that reads, 'St Thomas's Road'. That an individual could make a mistake in planning is forgivable; that this was not checked before making a cast-iron sign is not.

Inability to write formal letters

Writing a letter properly is essential in the modern world because letters from prime evidence in transactions. If a dispute arises and goes to court the paper trail will form essential evidence to determine the problems.

Today even senior executives cannot write a professional letter. Having been used to abbreviated language and slang in emails, messages and texts, they have lost the ability to write a letter; that is presuming that they had sufficient ability in syntax, grammar and semantics in the first place (which most young people do not).

Lack of segregation of bright pupils

Historically pupils were separated into streams based on tested intelligence. The bright kids were given harder training and a more thorough education. Today this is considered as demonstrating discrimination and inequality. To defend equality everyone is lumped together. The result is that bright pupils (often more sensitive) are dumbed-down or even bullied.

Some kids are just disruptive and intransigent. In disruptive lessons where a teacher is fighting a losing battle to keep order, because he has no effective sanctions, the atmosphere is stacked against any learning. Weaker and difficult kids need to be isolated where they can receive teaching applicable to them and support given for their needs. Bright kids need to be segregated so that they can be stretched. You cannot support both types in the same class.

Qualification inflation (grade inflation)

There are many professional studies and government reports demonstrating that there has been significant inflation of exam results; particularly GCSEs and A levels. A full evaluation of all these reports, some of which are very complicated with multiple graphs, is impossible to offer here.

Even the UK government was forced to admit this. See Gov.uk, The Education Hub, Why the education secretary wants to end grade inflation (March 2019). For example, in 2016-17 27% of students obtained a first class degree, which was up from 16% from 2010-11.⁵ Before this, in 2012, the chief executive of Ofqual (UK exam regulator) acknowledged that grade inflation was a serious problem.

As the quality of examination papers began to diminish across the board due to poorer teaching, it was necessary to adjust the pass rate in order to avoid the clear conclusion that education standards were collapsing. So pass levels were inflated. Sound education researchers have openly admitted this, but governments generally attempt to cover this up.

In worst case scenarios this meant that someone today with good grades in several GCSE examinations was not able to pass a 1960 11-Plus exam. So a supposedly bright 16-year old was less able than a 1960 10-11 year old. Social experiments have demonstrated this in practical comparisons.⁶

Some examples

Data from the ACT⁷ (USA) show that in 2021 the composite score was the worst of any year reported going back to 2010. However, that same year ACT students showed the highest average grade point average ever recorded.

A Fordham report,⁸ using data from North Carolina, showed that 33% of students receiving B grades in Algebra failed to achieve proficiency in the end of course exam.

⁵ Office for Students (OfS), December 2018.

⁶ Persuading modern kids to train for and sit an 11-Plus exam.

⁷ ACT Research, Edgar I Sanchez, Evidence of grade inflation since 2010 in high school English, maths, social studies and science courses (2023).

During Covid when children's education collapsed leading to severe degradation of ability, students were still gaining A grades and B grades.⁹ The establishment had to cover up the fact that they had destroyed education for a generation.

Since 2000 the percentage of pupils obtaining 5 or more good GCSEs has increased by 30%. Yet independent tests performed as part of OECD studies reported literacy, maths and science scores in England and Wales fell by 6%.¹⁰

In June 2012 The Telegraph reported that maths skills are no better than 30 years ago but GCSE passes have soared.¹¹

Quotes

Grades have no intrinsic meaning.

Thomas Fordham Institute, Adam Tyner, Grade inflation: why it matters and how to stop it, 17 October 2024.

Grades are sending signals that students are doing well at a time when there is serious reason for concern.

EdNavigator, Learning Heroes, TNTP; False signals: how pandemic-era grades mislead families and threaten student learning.

It cannot be right that that students in one year are awarded higher grades for the same level of achievement than those in previous years.

Education Secretary Damian Hinds; Gov.uk, The Education Hub, Why the education secretary wants to end grade inflation (March 2019)

Mickey Mouse subjects

Due to the proliferation of universities and the increased student population, universities fought to garner sufficient pupils to survive economically. Gradually courses were made available to attract students that had little intellectual content. Courses such as a module on David Beckham appeared.¹² Others include: golf management, surf science, a module on Harry Potter (part of a BA in Education Studies) and a course in Star Trek. Many 'soft options' include media studies or Sociology.

As well as 'Mickey Mouse degrees' these subjects have been derided as 'underwater basket weaving'.

In 2003 Margaret Hodge (Minister for Universities) criticised Mickey Mouse degrees as a negative consequence of universities dumbing down courses to meet '*the needs of the market ... where the content is perhaps not as [intellectually] rigorous as one would expect and where the degree itself may not have huge relevance in the labour market*'. Thus a university

⁸ Thomas Fordham Institute, Seth Gershenson, Grade inflation in high schools (2005-2016), 19 September 2019.

⁹ EdNavigator, Learning Heroes, TNTP; False signals: how pandemic-era grades mislead families and threaten student learning.

¹⁰ Institute of Education, University of London, John Jerrim, England's plummeting PISA test scores between 2000 and 2009: is the performance of our secondary school pupils really in relative decline? (Dec 2011).

¹¹ Full Fact, Are today's pupils worse at maths than those of the 1970s? (22 June 2012).

¹² Stafford University, module on the sociological importance of football; lampooned as 'a degree in David Beckham'.

degree of slight intellectual substance, which the student earned by ‘*simply stacking up numbers on Mickey Mouse courses, is not acceptable*’.¹³

In the 1980s there was a doctrine agreed by all educationalists that any degree guaranteed that a student was of a sufficiently intellectual standard so as to be suitable for any managerial job, even if they had no experience in that field. I opposed this from the start and saw repeated cases where the result was utter failure. Postgraduates became managers of units where they were incompetent in the subject and useless at managing people. Frequently lower paid people in such units were far more capable of managing the unit than the postgraduate manager.

I am reminded of one case in Royal Mail. At that time I was a junior manager, mainly dealing with customer care and some operational issues. I met a recently employed young postgraduate girl who had been appointed to a project controller job in charge of new building projects – in her case initially a new sorting office at Canterbury. [Later I would become a project manager with responsibility around the whole UK.] I asked her what her qualification was in as she had no Royal Mail experience at all. She replied that she had a degree in ancient Scandinavian languages. That qualification got her the job. I immediately knew that this would be a disaster. It turned out that the project was a complete failure and she was removed.

Degrees only confirm that a person has the tenacity to complete a course in a specific subject. Many courses only require a modicum of common sense and application to revise and do course work. Mickey Mouse courses require a minimal amount of intellectual ability. Such qualifications give no expertise to do a specific job entailing managerial skills, troubleshooting, planning, project development, financial responsibility, interacting with customers and briefing professionals.

The jobs website Adzuna analysed the career pathways that graduates of different subjects commonly take after leaving university and their likely earnings. It listed the degrees which are the worst value for money. The list included: Drama, Geography, Business Studies, Tourism Management, Media and Marketing, Sociology, Psychology, Mass Communication, Modern Languages, and Criminology. For example, drama degrees result in an average salary of £23,000 five years after graduation. Adzuna’s analysis revealed that 40% of university degrees do not lead to an average salary above £30,000 within five years.

In fact many businesses today give no credence to a degree qualifications. They rely upon CV experience and character assessments in the interview. Past experience has shown business leaders that postgraduates routinely failed to do the job properly. This is why many postgraduates can be seen stacking shelves in supermarkets.

Too many university students (for now)

Before Tony Blair’s push for many more university placements a university education was worth something. Postgraduates were still a small minority in society and the graduates were respected as being professionally educated. There were far fewer universities, far fewer degree subjects, and the entrance qualifications were arduous. Art students and

¹³ The Guardian, Donald MacLeod, ‘50% higher education target doomed, says thinktank’, 14 July 2005.

architects went to separate art colleges and vocational training for professional jobs took place in Technical / Engineering Colleges and later in polytechnics. Polytechnics gradually absorbed art colleges and technical colleges before they became new universities. Then universities exploded.

In 2023 the Higher Education Statistics Agency reported that there were 260 higher education providers in Britain (Statista says 288) and 2,937,155 students in higher education. There were 240,420 staff employed; 52% on academic contracts.

In 1950 17,300 students were awarded first degrees and 2,400 were awarded higher degrees.¹⁴ In the 1960s UK universities more than doubled from 22 to 45. In 1950 7% of 17-year olds were in full-time education. 3.4% of the population went to university. In the early 1960s this rose to 4% and by the end of the 1970s it was 14%. Today it is over 40%; in 2017-18 it was 50.2% (57% of women went to university). In terms of numbers of students, in the 50s it was about 200,000 in higher education and in the 60s it was 430,000.

So numbers of university students have skyrocketed but at the same time the value of degrees has plummeted. In 70 years students at university rose from 200,000 to 3 million. Far from being a rarity, people with a degree are two-a-penny now. The value of a degree has been downgraded.

However, there is a change in the air.

In America student numbers are falling dramatically at universities. The reasons are plain: the cost of the debt is prohibitive in an inflationary era and the value of courses is considered poor for the money. The increasing level of progressive Wokeness is also inhibiting freethinking people, to say nothing of discrimination against White, Right-wing people. Many are opting for workplace training schemes, short-term, non-degree courses with private providers like Amazon or Google, especially in coding (see later). Experts are warning of universities collapsing in the near future.

This will begin to affect Britain in the same way, especially as the job market shrinks due to AI. People will be forced to opt for the pathway that leads to decent employment. University courses with poor practical value in a changing society will become white elephants and student numbers will diminish resulting in the collapse of many weaker institutions. Some universities are already facing bankruptcy.

The higher education bubble has burst leaving many graduates with a huge debt and no job opportunities but with rising cost of living, rising housing costs and recession. New students will not choose that path.

The prominence of radical ideology

There is a divide between what parents expect of state education and what modern educators choose to concentrate on. *'Parents want their children to learn to read and compute. To go to school in safe, friendly places.'*¹⁵ Educators, however, press political and psychological programmes to advance group consciousness, political agendas,

¹⁴ House of Commons Library, Education: historical statistics, (2012).

¹⁵ Albert Shanker (American Federation of Teachers), quoted in Washburn and Thornton, 'Dumbing Down', p58.

multiculturalism (inclusion), diversity and developing self-esteem. This divide is not generally understood by parents. Why is this?

There has been a long-term plan by Cultural Marxists, since the Frankfurt Institute in the 1930s, to secretly infiltrate all the cultural institutions and corrupt them from within to destroy Western society. A key institution to invade was the educational system. Since the 30s the UK education system has been thoroughly infiltrated by Left-Wing progressives and even Far-Left Marxists. The arts, social sciences and humanities have been almost completely taken over by radical Socialists. This is why culture is now dominated by Left-Wing ideas, such as Critical Race Theory, diversity or Climate Change Alarmism.

Cultural power can be attained by conditioning students in schools from an early age to believe certain things. Thus programmes are established by political actors to dominate the educational system, such as Common Purpose or the Fabian Society.

For example: Far-Left foundations pump billions into pumping Critical Race Theory into classrooms.¹⁶ Teaching critical thinking has disappeared but teaching racial discrimination (against white people) is alive and well in schools.

In America under Obama, the Bill and Melinda Gates Foundation (plus others)¹⁷ successfully influenced the government to introduce Common Core to replace education standards in 41 states. This was followed by equity objectives that divide children by ethnicity and devalue rigorous academics.

Far-Left foundations have inundated primary and secondary education with radical race, gender and queer theory usually under the guise of 'equity-based education' or 'culturally-responsive teaching'.

The goal of such conditioning is to teach that Western institutions are systematically and irredeemably racist, sexist and privileged. Then follows claims for reparations for slavery and so on. It is noteworthy that in order for this agenda to succeed, you must first destroy proper teaching of history, which would quickly destroy these claims. This is why corrupting history teaching was the prime issue for Rockefeller's plans for downgrading education.

Postmodernism

This grew out of Cultural Marxism (see later). Essentially it is an attack on absolute truth and eternal ethical norms. It centres on individual subjective experience instead of absolute truth and scientific rationality. It is Existentialism worked out in society.

Postmodernism is the philosophy that currently drives education policies. It is opposed to grammar, Euclidean geometry, facts, spelling rules, and rote learning. Key influencers leading to this include: John Dewey, Paolo Friere, AS Neill and many others.

We could identify the key themes of Postmodernism as following:¹⁸

- There are many interpretations of reality.

¹⁶ Federalist, Luke Rosiak, 'Meet the billionaires' club pumping Critical Race Theory into your child's classroom;', 26 May 2022.

¹⁷ Ford, Kellogg, Gates, Annie E Casey, MacArthur, Surdna foundations.

¹⁸ With indebtedness to Jerry L Martin.

- No single interpretation of reality can claim to be exclusive.
- Every interpretation reflects the symbols and norms of a social group.
- The self is socially constructed. It is determined by membership in a social group.
- High culture reflects the ideas of the dominant hegemony.
- Works reflecting the interests of the dominant class must be unmasked and their biases (patriarchy, racism, and imperialism) revealed.
- Works by the oppressed must be celebrated.
- If these works do not meet traditional academic standards, then the standards must be changed.
- Ideals of truth, objectivity, reason, argument, evidence, impartiality etc. (elements of the regime) are instruments of oppression.

The key issue is the removal of absolute truth, and therefore religious axioms, replaced with individualism and relativism. Knowledge is traded for feelings and GroupThink.

Inflicting fear

Shamefully, teachers have been inflicting fear upon students for many years. The political purpose of this is that fearful populations are compliant citizens, in need of the state to provide solutions. The responsibility of parents is to ensure that children are not fearful, but are confident so as to function properly as independent agents.

Examples:

- Teachers show a video of a girl about to perform on stage but gets stage fright and folds up in fear in the wings. Why show that to young kids?
- Teachers ask the class to imagine what they thought was scary and then describe it and act it out.
- During Covid, kids were directed to be scared of a virus that was proven to have little or no effect on them whatsoever. They were then segregated, even in the playground, within circled lines or even in plastic bubbles.
- Scary end-of-the-world scenarios based upon climate alarmist lies are repeatedly drummed into kids so that they become frightened of life. 78% of children under the age of 12 are affected by 'Eco-anxiety'.¹⁹ The National Education Union has declared a climate emergency in schools. A 2021 global poll conducted by Bath University found that half of young people believed that humanity was doomed as a result of climate change. Eco-anxiety increases as children age and are subjected to more and more propaganda. Green political activists laud this growing fear because it serves their purpose to empower young people to pressurise governments and businesses to act to combat global warming issues. Thus they call for climate change to be embedded in the curriculum to scare future generations.

Key fundamental philosophical themes in modern education

- Socialism (Marxism-lite) or even radical Marxism.
- Humanism.
- Rationalism.
- Atheism.
- Selfism.
- Existentialism.

¹⁹ The Telegraph, 'Children gripped by climate change anxiety', 3 February 2025.

- Postmodernism.
- Evolutionary Theory.
- Situation ethics.
- Relativism (opposition to absolute truth).
- Many pagan ideas (e.g. Gaia theory).
- New Age individualism.

Examples of educational emphases

- Sidelining or denunciation of Western civilisation.
- Attacking patriotism, demeaning decency, hostility to religion.
- Celebration of ethnic minorities in Western society.
- Celebration of other minorities (Gays, Transgenders).
- Castigation of imperialism / colonialism. Focusing on negative things but ignoring the majority of positive benefits.²⁰
- Sidelining of classical history and culture.
- Sidelining the Reformation, the Protestant work ethic, the Enlightenment, Roman history, the Christian tradition in Western society etc.
- Focusing on minor issues, such as Kushite civilisation, Gupta India,²¹ Bantu culture or the Abbasid Caliphate.
- A focus on slavery (with a skewed agenda against the West).
- Focus on multiculturalism, Feminism, diversity, anti-colonialism and inclusion.
- Focus on mental health, one's human rights, self-esteem, sexuality and gender sensitivity. Distributing condoms.
- Climate alarmism.

The promotion of selfishness

The corruption in education does not end with degrading intellectual learning and critical thinking; it extends to actively promoting ethical 'norms' that deteriorate society.

Behaviour is taught to children that focuses upon self esteem. Teaching kids to be respectful of elders, honourable, and cultivating a sense of responsibility to society was eradicated, only to be replaced with an emphasis on 'my human rights'. Kids are even taught that their own parents are the enemy.

In terms of society, the West is criticised as colonial, imperialist and the cause of all modern problems. Slavery is used as an excuse to denounce Western societies as evil (despite being the entities that ended the slave trade in its contemporary form).

²⁰ For example in the Raj there had been some oppression under the East India Company but overall under the Empire Britain provided: roads, security of travel, telegraph systems, bridges, aqueducts, reservoirs, viaducts, railway transport linking distant areas, advancing the fortunes of the lower castes, libraries, hospitals, schools, orphanages, employment for millions, eradication of thuggee (banditry) and suttee (wife burning), creation of a civil service and administration, beam engines, newspapers, curtailment of the power of cruel princes, etc. Modern India was built on the foundations laid by Britain.

²¹ The highpoint of Indian civilisation that produced the Mahabharata, art, sculpture and architecture. Founded by Gupta in Northern India. It lasted from the 3rd to 6th century AD.

Why do we see selfishness erupting everywhere? Why are children disobedient and disrespectful to parents? Why are they fixated on attacking Western culture? They were taught to be like this at school.

The appalling sexual education of infants

In programmes developed by the UN and its various bodies (UNESCO, UNICEF, WHO) national parliaments were by-passed and directions were given to local councils to begin teaching various modules related to supposed sex education taught in RSE (Relationships and Sexuality Education).²² I emphasise that none of this appeared in any party manifesto, was debated in the Commons or was published by the Secretary of State for Education. Without the diligent work of mothers in various places (especially Wales) we would not know about this wickedness.

Firstly, why is sexual education being given to ten-year olds and lower, even children as young as three.²³ This is inappropriate even if it was moderate. But it is not moderate; it is extreme.

The sort of teaching given, often with pornographic illustrations, includes:

- Sexuality begins at birth.
- That anal sex is a good way of preventing unwanted pregnancy.
- Oral sex instructions.
- Touching friends of the opposite sex in private places is acceptable.
- How to use choking manoeuvres safely during sex.
- Instructions on masturbation.
- Teaching that homosexuality, Queer Theory and Transgenderism (LGBTQ+) are normal.
- Teaching kids as young as 6 that they can change their sex at will.

Remember that such instructions are being given to children as young as three; some aspects are reserved for ten-year olds and older. Activists trying to protect children claim that this is grooming. Parents are being denied free access to the teaching materials and do not know what is happening to their kids. Whistleblowers and activists have managed to procure some of the materials and publish them.

A state-level hearing in America received testimony from anxious parents about this. One parent produced slides showing images from the books used in infant schools. The hearing chairman was disgusted and demanded that the presentation be halted. The parent made the point that if this was too disgusting for a state hearing, why were children being subjected to it? In fact many children are now suffering from mental issues and anxiety caused by the education.

Various groups of parents have set up units to combat this, taking some issues to court. So far they have been overruled. The courts have supported the perverse education.²⁴ The

²² In 2017 the UK government signed up to a global education programme emanating from the World Health Association. In 2018 this was replaced by a UNESCO document 'Revised International Guidance on Sexuality Education'.

²³ Podbean, Kim Isherwood, Sex ed at three, education or ..., 13 July 2023.

²⁴ Cambrian Times, Felix Nobes, Welsh parents lose legal fight against dangerous and woke sex education, 23 December 2022.

mothers continue the work; Kim Isherwood (Public Child Protection) being a prime example.²⁵

Coupled with this lewd education material many schools have begun to invite drag queens into infant schools to read stories on inappropriate themes (e.g. Gay sex). Some have indulged in very inappropriate behaviour while some have even exposed their genitals to kids. These drag queens have been protected by the police when angry parents tried to stop the events. Behaviour that once would have resulted in the arrest of the perpetrator for indecent exposure, is now supported by the police, allowing the endangerment of children.

The indoctrination in state education is now more than conditioning of teenagers, it is outright war against infants and young children. The psychopaths in control of governments are now showing their true colours as they ramp up their programmes.

Disparaging of parents

It is a key Marxist objective to remove children from the custody of their parents and educate them completely by the state. By doing this the government can maintain complete compliance by brainwashing kids even more than they already are. This is why there are continual attacks on parents in terms of denunciations, castigation, slander, libel, legal attacks, and removal of children into state care homes through corrupt family courts (where they are abused). Examples follow.

- The US National School Boards Association likened parents to ‘*domestic terrorists*’. This receives funds from the Ford, Gates and Carnegie foundations.
- UNESCO castigated national loyalty in children to be the ‘*outgrowth of the narrow family spirit*’ which was to be countered by massive propaganda against kids at the earliest possible age. [See timeline 1951.]
- The slightest comment by a child is being used by teachers to start social services investigations against parents.
- Many children are being removed from their parents under false pretences.²⁶

What were the origins of this degradation?

In simple terms, the problem was the take-over of US and UK education over 100-years by Marxists intent on creating a global, Socialist society where students are just worker-fodder for the state. This is clearly evident in the time-scale given below. There has been a tsunami of initiatives sponsored by Marxists and Communist organisations, designed by Marxists and implemented by Marxists in positions of power.

Pre-Rockefeller (1908)

Various figures began promoting and planning for tax-paid, mandatory, state (federal) education that was based upon humanistic, rational and Socialistic principles with a focus on removing religion from the curriculum. Previously, many local independent schools were established by churches; wealthy children were educated by private tutors at home. The US Constitution gives states the responsibility for setting education standards. The

²⁵ UK Column, ‘Queer theory – the attack on the minds of our children: Kim Isherwood’, 11 July 2023.

²⁶ See the work by UK Column of this matter.

Elite saw this as a problem that hindered their plans for conditioning children to be compliant serfs so they began to scheme for change.

Prominent among these innovators were Robert Owen, John Dewey, Horace Mann and several others. See the following timeline for a schedule of their strategies.

The plans of John D Rockefeller [1839-1937], John Dewey [1859-1952] and Andrew Carnegie [1835-1919]

After Rockefeller initiated his plans to take over medicine to sell drugs derived from his petro-chemical industry in 1901, he turned his attention to controlling education in 1908. There had been previous attempts to hinder the rigorous education of children in classical fashion to engender critical, independent thinking, such as by Socialist John Dewey²⁷, the Carnegie Foundation in 1905 to promote Socialism, and others, but the real change began with the plans of Rockefeller. Some, however, would maintain that the downgrade began over 250 years ago.²⁸

Rockefeller's strategy began with the Southern Education Board in 1913 utilising Frederick T Gates (his director of charity) initially focused on rural areas. In 1918 Rockefeller and the Carnegie Foundation planned the destruction of traditional education; Rockefeller was responsible for America, Carnegie for global education. In 1919 the Institute of International Education was formed with a grant from Carnegie. Dewey was on the advisory council. In 1925 The International Bureau of Education was given a grant by Rockefeller. This became part of the United Nations Educational Scientific and Cultural Organisation (UNESCO). For a timeline of further developments see bibliography at end.

Many were alarmed by this. The Normal School Section of the NEA stated in 1914: *'We view with alarm the activity of the Carnegie and Rockefeller Foundations - agencies not in any way responsible to the people - in their efforts to control the policies of our state educational institutions, to fashion after their conception and to standardise our courses of study, and to surround the institutions with conditions which menace true academic freedom and defeat the primary purpose of democracy as heretofore preserved inviolate in our common schools, normal schools and universities.'*²⁹

The first target for attack was the teaching of history. As I have explained, this is because it teaches informed people about how political plans work, what the repercussions of policies always are, what reactions are likely to occur to failure and so on. It particularly exposes political and governmental corruption as ubiquitous and historic; power corrupts.

In the same way that Rockefeller took over all the medical institutions, he funded universities and schools in order to place his own people in positions of power on boards and ruling offices. Gradually, over decades, he controlled all the key educational bodies. The teaching of history was then targeted and dumbed-down. Over time all the core subjects were 'corrected' in order to condition kids according to the Elite narrative.

In time, certain subjects were removed or seriously altered and new subjects introduced. Thus Divinity, once a core subject in Victorian curricula, was downgraded or removed

²⁷ Dewey, father of Progressive Education, changed education in America. He formed liberal groups teaching the Marxist theory of education. The focus was away from reading, writing and arithmetic to socialisation progress concerned with attitudes, relationships and feelings.

²⁸ Washburn and Thornton (Eds.), *Dumbing down: essays on the strip-mining of American culture*, p23.

²⁹ Resolution at the annual meeting in St Paul.

entirely. In its place comparative religion was introduced with a minimising of teaching about Christianity. At the same time creation by intelligent design was removed and the teaching of evolutionary theory replaced it. Thus Christianity was attacked in the arts and the sciences.

Before long, any kind of Christian expression in school assemblies was also removed. Any reference to Jesus was eradicated and prayer ejected. In many schools traditional British festivals were replaced to ensure that Christianity disappeared. Harvest festivals disappeared; the Whitsun holiday was renamed. Halloween became the focal point of autumn. Many schools rejected any reference to Christmas and Easter but made a fuss to celebrate Divali or Eid.

The traditional British May Day, a time of celebration for the coming summer, gradually vanished. The maypole dancing and gathering flowers with feasting and bonfires is rarely seen these days. Instead the political focus is upon 1 May 'May Day' being International Workers' Day (or Labour Day), a Marxist commemoration. Provenance for this only goes back to a general strike in America in 1886 whereas traditional May Day celebrations go back millennia.

All of this is part of the destruction of British culture to foment social disruption and civil strife in order to introduce revolutionary change to a new global order where Rockefeller saw himself and his friends as the natural leaders of the world. He actually said this. Being able to condition and control how children think ensures a captive population that is easy to govern.

The strategies of Cultural Marxists

When Marxists saw that global revolution by violent disorder was not going to arise in Western cultures they realised that a new strategy was necessary. They had hoped that WWI would trigger multiple revolutions against the establishment but instead it engendered patriotism. Beginning with Antonio Gramsci [1891-1937] in around 1926 a new strategy developed based on the idea of Cultural Hegemony.³⁰ This was to slowly infiltrate all of the Western institutions by stealth to undermine Western society from within.

The main protagonists of this plan were the anthropologists, philosophers and sociologists in the Frankfurt School in 1930s Germany, later centred in America. Their plans, written in prolix, obscure tomes that are hard to follow but give the false appearance of genius, were focused upon the destruction of Western culture leading to schisms and civil war. To promote this factions were encouraged to set people against each other. In general, the point was '*to make society stink*' and create civil strife. This led to political correctness, Intersectionalism, Critical Race Theory, Feminism, Gay rights and Transgenderism.

One of the key areas that Cultural Marxists sought to take over was education. If you can pervert a child's thinking processes at an early age you are likely to have a convert for life. Thus began a steady infiltration of Marxists into positions of power in schools and universities. Some bodies were created to aid this process such as Common Purpose, which ostensibly trained social leaders but in reality brainwashed Socialist placemen.

³⁰ He advocated that the Bourgeoisie use cultural institutions to maintain hegemony. Ideology becomes more powerful than violence or coercion. Marxism thus needs to capture the cultural institutions first.

This strategy succeeded and all the institutions have now been completely corrupted, especially education. Professors now routinely push Left-Wing progressive narratives and hinder free speech at every turn. Rational discussion and debate is curtailed and only one view is held. Thus we now have the phenomena of de-platforming of key speakers, because students cannot tolerate a different viewpoint; firing teachers with alternative views (such as Kathleen Stock) because kids must not be taught ideas differing from the mainstream account or cancellation of speaking events and presentations from outside.

From this base of corrupted education society is now riven into factions fostering the spread of hate and intolerance. Everyone is a victim of somebody else who must be blamed for all our problems. Personal agency and responsibility are denied; the fault is a faction of society – usually White, Christian, late middle-aged (Boomers) men. The key focus of attack is on Christianity because the foundations of British society are thoroughly Christian going back millennia. Thus Feminism attacks Christian ethics, especially on marriage. Gay rights activists target Christian sexual morality. Intersectionalism places Christian, White males at the bottom of the cultural pile. Critical Race Theory conflates British colonialism and imperialism with White privilege, racism and ties to slavery in the most fallacious rationality possible.³¹

The Cultural Marxist take-over of society is so complete that it is difficult to see any way of returning to traditional, intelligent, libertarian, free democracy; short of civil war.

Implementation through agreements signed with the UN

The unelected United Nations (controlled by the Rockefellers) drives many Elite agendas, For example climate alarmism and Net-Zero projects are perpetrated through false claims and demands of the UN's IPCC. The foul sex-education textbooks that are debasing the minds of children as young as three-years old in state institutions and schools, comes straight from the UN and UNESCO, by-passing national government and having no mandate.

UNESCO drives state education curricula. Governments use the UNESCO 'Education for all' programme to be fully implemented by 2035. America's Common Core programme in education is nothing but the UNESCO plan, as is the US 'Outcome Based Education' or 'No child left behind'; all initiatives drive a Socialist agenda.

A simplified timeline³²

- 1762: Jean Jacques Rousseau wrote his **Social Contract** (inspiring the French Revolution) supporting Elite rule of the masses through social engineering, Socialist government and control of education.
- 1776: Rothschild agent **Adam Weishaupt** founds the Illuminati saying that the people must be won through education in schools to complete the plan for world domination by the Elite.
- 1825: **Robert Owen** taught anti-religious Socialism. After a failed communist settlement in America he taught that rational secular education was vital before a Socialist society could be established. His disciples launched campaigns to promote a national system of of secular education but the anti-religious views turned people away. Covert methods were used instead. **Horace Mann** (the 'father of American public

³¹ Britain did more for Black and Brown people than any nation on Earth.

³² This timeline began as my own list of key issues. It was then augmented by the work of Diane Kepus (see bibliography). The items mainly refer to US issues, which Britain copied.

education’) was a key supporter. **The WorkingMen’s Party** they established was created to destroy Christianity. ‘*Our complete plan was to take the children from their parents at the age of 12 or 18 months, and to have them nursed, fed, clothed, and trained in these schools at the public expense; but at any rate, we were to have godless schools for all the children in the country.*’³³ The plan to remove all religion from education was successful. The union was organised secretly and followed the plan of the Italian Carbonari (global Elite / reformed Illuminati) using local groups to propagandise public opinion to establish state-funded Socialist education. By 1829 Communists had thus adopted subversive strategies to further their ends to dominate the state, starting with schools.

- 1848: Marxism. **Karl Marx** and Friedrich Engels publish A Communist Manifesto. A key element of Marxism is removing kids from parental control and educating them in state institutions to be brainwashed into Socialism.
- 1859: Charles Darwin’s ‘Origin of Species’ stimulates the rise of **Evolutionary Theory**. This overturns Creationism in schools despite no evidence for its claims. Its principles affect multiple areas, gradually ruining religious doctrine – especially in schools.
- 1896: Socialist work of **John Dewey** (father of Progressive Education) to change education. He taught teachers Marxist education theory, transferring focus from the ‘3 Rs’ to Socialist programmes based on attitudes and feelings.
- 1905: **The Carnegie Foundation for the Advancement of Teaching** founded to promote Socialism and globalism.
- 1906: **The National Education Association** (NEA) became a federally chartered association for US teachers.
- 1908: Maria Montessori developed a new teaching method based upon guidance and training of senses rather than more vigorous methods. This became influential for a century. Note: **The Montessori Method**, published in 1912.
- 1908: **Rockefeller** begins planning to revolutionise education.
- 1913: the Southern Education Board established by Rockefeller’s Director of Charity, Frederick T Gates.
- 1919: The Institute of International Education established with a grant from the Carnegie Endowment. Edward R Morrow was assistant director; John Dewey served on the National Advisory Council.
- 1919: John Dewey and colleagues formed the New School for Social Research – a progressive school that emphasises the free exchange of intellectual ideas in the arts and social sciences.
- 1919: Dewey founds **the Progressive Education Association**. Later renamed the Graduate Faculty of Political and Social Science and then The New School for Social Research.
- 1925: **The International Bureau of Education** was given a grant by Rockefeller. This became part of **UNESCO**.
- 1926 onwards: **Antonio Gramsci’s** ideas begin to take hold regarding invading the Marxist invasion of the institutions; especially education.
- 1930s: **Frankfurt School – Cultural Marxism** develops its programmes and apologetics. Co-ordinated plans to destroy Western civilisation by infiltration of societal institutions.

³³ Orestes Brownson, ‘The works of Orestes Brownson’. Brownson was one of the founders of The WorkingMen’s Party but converted to Christianity.

- 1933: Dewey co-authors the Humanist Manifesto, opposed to religion.
- 1934: Willard Givens (NEA executive secretary) wrote that the major function of a school was to the social orientation of the individual towards Marxism; to give him understanding of the transition to a new social order.
- 1934: the Carnegie Corporation funded the American Historical Association's report of the Commission on the Social Studies which called for a change from free enterprise to collectivism. It promoted: cancellation of private property, compulsory control of citizens to further the economy, enlargement of the state, and curtailment of freedoms.
- 1934: Carnegie Institute published the pamphlet '**Conclusions**' advocating changing history to social studies and infusing social justice through psychology into schools. Later it published '**Conclusions and Recommendations for the Social Studies**'. This resulted from a \$340,000 Carnegie sponsorship of 'Investigations of the Social Studies in the Schools'. It was a programme to introduce Socialism to America and to inaugurate a new world order. It openly stated its aim to '*bring America into the socialist/communistic fold*'.
- 1942: Editor of the NEA journal, J Elmer Morgan, called for a world government, a world educational system, a world financial system, a world police force and a world bill of rights.
- 1944: **The Butler Act (Education Act) in UK**. Made secondary education free and compulsory to age 15 (later 16). grammar schools (for bright academic kids), secondary modern schools (for general education) and technical Schools (for bright vocational kids).
- 1945: **Establishment of the UN**.
- 1946: J Elmer Morgan writes editorial 'The teacher and world government'. The hearts and minds of children must be prepared to enable world government. Controlling education will enable globalism.
- 1946: Canadian psychiatrist and former general Brock Chisholm was head of the **WHO** and advocated **behaviour modification** in schools and control of the family. He proposed a new kind of education utilising psychology to engender globalism. The WHO begins to focus on mental health as a key part of well being.
- 1948: The NEA produced international guidelines, '**Education for International Understanding in American Schools – Suggestions and Recommendations**'. It suggested using force to compel nations to act within the framework of a world system.
- 1950: UNESCO works to create 'progressive educators', mostly from Columbia University staff and graduates. As these became superintendents and principals they appointed their own placemen in schools.
- 1951: Congressman John T Wood stated in Congress on 8 October that UNESCO was perverting education with its '**Toward World Understanding**' which instructs young children to place their first loyalty in a world government. National patriotism was derided.
- 1951: O levels and A levels replaced the School Certificate and the Higher School Certificate in UK.
- 1952-54: Congressional **Reece Committee Report**. 'US House Select Committee to investigate tax-exempt foundations and comparable organisations'. Norman Dodds' investigation finds that foundations (e.g. Rockefeller, Carnegie, Ford) were working to introduce Communist collectivism to the USA.
- 1954: Chisholm's mental health programmes in schools (i.e. indoctrination) became widespread.

- 1957: Dr Lewis A Alesen ('Mental Robots', 1957) affirmed that children were being deluged with propaganda under the mental Health Programme. The goal was destruction of the individual, eradication of traditions, ideals, and moral concepts learned from home and church and deny personal responsibility in favour of group responsibility.
- 1958: National Defence Education Act providing huge numbers of guidance counsellors and psychological testing.
- 1958: President Eisenhower signed an agreement with the USSR including an education agreement merging systems.
- 1960s: Shift towards **Comprehensive Education in UK**, terminating selection at age of 11 into streams. Standards of education dropped.
- 1960: AS Neill writes 'Summerhill'. Focus on anarchic freedom in children's education.
- 1962: The NTL published '**Issues in (Human Relations) Training**' which advocated coercive persuasion (thought reform, i.e. brainwashing) as institutional influence procedure.
- 1962: US Supreme Court declared prayer in schools to be unconstitutional.
- 1964: The National Institute of Mental Health granted psychologist BF Skinner to write 'Beyond Freedom and Dignity' (1971). He averred that concepts like freedom and dignity must be discarded and human behaviour conditioned by an overriding elite.
- 1965: Teaching of 'American History' ceases replaced with 'US History' (Judge Anna Von Reitz, 'Calling Out The Brigade'). US education was taken over by the federal government Dept. of Education by 1976.
- 1965: **UK Certificate of Secondary Education (CSE)**. Downgrade of O levels.
- 1966: The Carnegie Endowment funded a conference of American and British teachers at Dartmouth College. Organised by the Modern Language Association and the National Conference of Teachers of English. This pivotal moment liberated teachers from teaching grammar and logic.
- 1969: Professor John Goodland stated that the key educational issue was not knowledge but behaviour modification and who determines it. The key question is, what kind of human beings do we want to produce?
- 1970s: Multiple progressive (failed) experiments in elementary UK education methodology, especially in teaching reading.
- 1970: Paulo Freire writes, 'Pedagogy of the oppressed'. Freire is the most influential educational philosopher since Dewey.
- 1971: At least 250,000 grammar school children were being given behavioural modification drugs, mostly amphetamines ('speed'). Cornelius Gallagher brought this up in the House of Representatives.
- 1979: President Jimmy Carter signs in the federal Department of Education.
- Late 1970s: Political Correctness (Cultural Marxism).
- 1980+: **Calculators** began to be introduced into UK schools.
- 1983: The Institute for 21st Century Studies funded by the Rockefellers, the World Bank and UNESCO to bring a global perspective to education.
- 1983: A commission established by Reagan publishes '**A nation at risk**' and calls for standardised education with standardised testing with students' beliefs, behaviour and characteristics being the same. This led to a common core curriculum, which few schools met. The report was filled with false information.
- 1984: **GCSE** replaces O levels and CSEs in UK.
- 1985: President Reagan signed agreements with the USSR's President Gorbachev to merge their education systems.

- 1985: A 12-nation curriculum symposium was held in The Netherlands which urged for a world curriculum based on proposals by Robert Muller asst secretary of the UN. [See Muller, 'New Genesis: Shaping a global spirituality'.]
- 1988: **National Curriculum** introduced into UK schools.
- 1988: Calculators allowed in UK examinations.
- 1988: UK Education Act. Year groups labelled 1-11, broken into key stages, task group on assessment etc. Increasing centralisation.
- 1989: Julia Middleton founds **Common Purpose UK** to train societal leaders to be progressive Socialist change agents. It quickly dominated the education and political systems.
- 1989: US Governor's Conference. Lead speaker Shirley McCune stated, '*Students are human capital [for the state] ... the purpose of education is to transform society from individualism to collectivism. Fact-based education is no longer the primary focus of education ... Through psychological manipulation their behaviour can be altered if you base training on emotion not fact.*'
- 1990: Father Malachi Martin explained that the values of Informatik (a Moscow-based educational organisation) and the Carnegie Foundation means that 'good' will not be a moral or religious position but will be synonymous with 'global'. Education pursues homogeneity of minds and fostering a global mentality.
- 1990: National Education Goals Panel formed by George HW Bush to monitor progress on educational targets of Bush's 'America 2000'.
- 1992: Marc Tucker (president of the National Centre on Education and the Economy) set out a plan with David Rockefeller and others to remould the entire US education system into a universal, homogenous web. The mission of education is no longer teaching academic basics but creating servants to suit the needs of the state and the economy.
- 1994: Congress enacts the policies of Tucker under President Clinton.
- 1997: Rise of Blair's **New Labour** in Britain, which destroyed essential British cultural institutions. Multiplication and degrading of universities.
- 1999: The Gulen Movement opened up Charter schools in the US to promote Islam.
- 1999: John Stormer (Christian minister) wrote 'None dare call it education' explaining that the UN guidebook for teaching involves the detraction of a child's love of country and patriotism as the first steps in educating for world citizenship.
- 2004: UNESCO signs deal with Microsoft to develop a syllabus for teacher training in IT setting global standards, testing and guidelines.
- 2008: The **Common Core initiative** is pushed by private interests, such as Bill Gates.
- 2010: Final Common Core standards released for states to adopt or reject.
- 2013: Gates give grants to multiple schools to implement Common Core.
- 2014: Experts, such as Marina Ratner, denounce Common Core for dumbing down education standards. '*They are not internationally benchmarked (as claimed) and fail any comparison with the standards of high-achieving countries.*'
- C.2019: rise of **Wokeism**³⁴ dominating UK universities. Cancel culture, deplatforming, and censorship. Radical progressive programmes in schools and universities.
- 2019: States begin mandating laws to teach the values of the LGBTQ movement.

³⁴ Critical Race Theory, Transgenderism, Gay rights, Intersectionalism etc. A development of Social Justice Warrior ideas.

- 2019: Senate bill, 'Climate Change Education Act' introduced. Teachers must teach climate alarmism as fact.
- 2021: US schools mandated to teach Critical Race Theory.

Summary of elite cabal aspirations

- Basic principle: because they are super wealthy and powerful, the Elite believe that it is their destiny to rule the world by diktat (JD Rockefeller publicly stated this).
- Use eugenics to filter out bad components in human populations.
- Depopulation plan to keep the world population at 500 million.
- Remove children from parental control and condition them from infancy to be compliant serfs.
- Fully control the educational system to propagandise and brainwash children.
- Utilise Marxist principles to change society. [Collectivism, centralised planned economy, authoritarian bureaucracy, destroy the family, destroy religion; destroy human freedoms, global government, global taxation, global currency, a new world religion (Luciferianism).]
- Use Socialism as entrance into full-blown Marxism.
- Destroy Western civilisations to enable a new beginning – a Socialist global utopia. This involves creating factions and schism in society, civil strife, de-industrialisation, economic collapse and war. Note Maurice Strong (UN), *'Isn't the only hope for the planet that the industrialised civilisations collapse? Isn't it our responsibility to bring this about? This group of world leaders forms a secret society to bring about an economic collapse. In order to save the planet capitalism must be destroyed.'*
- Rule by Fascism (state and corporatocracy working in collaboration).
- End goal: a global totalitarian empire; the new world order. This is the final world empire established by Satan where sin comes to fruition in society and man's rebellion to God is finalised. See the Biblical teaching on this in 2 Thess 2, Rev 13, 17, 18 etc.

Education and medical syndromes

Children today are diagnosed with various syndromes that affect their education. Remarkably, these were absent for thousands of years and suddenly became apparent at the same time as education was being corrupted.

Names were given to syndromes to cover up the fact that education was being perverted and dismantled. The cause was really a health issue not discredited teaching methods, supposedly.

Such syndromes were discovered as a result of improved understanding and technical competence, we were told, when in fact the technical competence of teaching was more effective in Ancient Greece.

When kids began to get into difficulties reading or writing in primary school, instead of more application by teachers and more assisted effort from pupils they were diagnosed with a health problem explaining the difficulties. So no effort was expended.

Dyslexia

I have three children. Two were diagnosed with dyslexia despite them showing no signs of this before they attended school and they could read basic texts (and write) before they

went there. These two were also subjected to new methods of training to read, subsequently abandoned.

There is no doubt that there are some children with a medical problem causing letters to jump around but these are rare and the problem is caused by various factors including a macular or nerve problem. Treatment can alleviate this. However, many former teachers aver that the cause of dyslexia is poor teaching in primary school, especially in reading.

Caveat: blame is not to be placed on children but squarely on teachers and educationalist managers.

Very poor teaching expertise, and even poorer methods, meant that many kids never learned to read properly. This is now a growing problem. To divert attention away from poor teaching the bogeyman of dyslexia was pronounced as the cause of the problem. Any kid that had difficulty reading, such as through poor application, claimed to have dyslexia.

The characteristics of dyslexia are: difficulties in spelling; reading quickly; pronouncing words when reading aloud etc. In other words, failing to be taught properly. The causes are claimed to be genetic and environmental; in other words there is no physiological cause. Tests for it are: memory tests; vision tests; spelling tests and reading skills. In other words tests of teaching efficiency.

No one seemed to question that this had never existed before as a common problem affecting up to 20% of pupils. It only began when radical changes were made to methods of teaching reading, such as learning phonetically first or leaving reading to children's choice or abandoning historical parrot-fashion methods

Dyslexia is just an excuse for bad teaching, both in teachers' abilities and educational programmes.

ADHD

Attention Deficit Hyperactivity Disorder.

Another syndrome that did not exist until recent decades. In reality actual causes are vaccines and bad nutrition, such as drinking too much fizzy pop. Yet when given a name, hyperactive bad behaviour call sell drugs to kids and make profits. It also gives badly behaving people an excuse to call their rudeness an illness and cast themselves as a victim with no responsibility.

It is noteworthy that ADHD began to appear in schools when corporeal punishment for bad behaviour was forbidden. What a coincidence.

See Spiked, Brendan O'Neill, 'You don't have ADHD - you are just annoying, 17 January 2025, which appeared after I wrote this.

ADD

Attention Deficit Disorder.

In a nutshell this refers to children that cannot concentrate. (ADHD differs in including impulsive behaviour and especially hyperactivity). Treatment is usually with profit-making drugs, even though they cause sleep deprivation and appetite suppression – which in my view is worse than the initial problem.

There have always been cases of a lack of concentration in some pupils. In the past this was corrected with discipline (not necessarily punishment) to make them focus. Their concentration improved immediately without any medication.

Interesting facts

Although the UK sends almost half its children to university, Britain has alarming shortages of doctors and engineers. Yet there is a surfeit of experts in sociology.

The average debt from university loans is £45,000. What practical benefit does this amount actually contribute to the future prospects of students? Consider the number of graduates stacking shelves in supermarkets.

In 2023 Gallup found that 63% of Americans were dissatisfied with public schools.

Undergraduate enrolment in US universities was down 2.5 million students between 2012 and 2020. After Covid it went down another million.

In the period of the greatest downgrade, spending on education has increased. In the US since 1960 spending on K-12 education per student (adjusting for inflation) increased 350%.

US students rank 20th out of 34 OECD countries in science. In a University of Washington study of 71 nations the US ranked 38th in maths, 24th in science. According to US Dept. of Education reports 54% of US adults (130 Million people) lack basic proficiency in literacy. Only 26% of Americans can name the three branches of government. Two thirds cannot pass the US citizenship test. 60% of students cannot identify the countries the USA was at war with in WWII. Only 24% knew why the colonists fought against Britain. 37% of students thought that Benjamin Franklin invented the light bulb. Two thirds of Americans (18-24) could not identify Britain on the map while most Americans could not even identify Ohio.³⁵

In the US 44% of teachers leave the profession within five years. Teacher attrition costs over \$7bn per annum. Over 270,000 teachers are expected to leave the profession by 2026. In 2021 the teacher to student ratio was 1:17. In 2036 it will be 1:50.³⁶

In America, alongside educational enrolment decreases, non-degree vocational programmes are growing. Enrolment in coding training grew by 70% in 2020. In May 2022 over half a million students were enrolled in short-term certificate courses through Amazon, Grow, Google and Microsoft. This does not include industry workplace training.³⁷

Implications for Christians

Christians can be very complacent when it comes to education. Most will understand that the world is the enemy of God (Jm 4:4) and that we should not be too attached to the world (1 Jn 2:15). Some will even be very legalistic and avoid dances, pubs, cinemas and suchlike

³⁵ Institute for Faith and Culture, Sam Kastensmidt, The collapse of American education (Pt-1) – a sobering look at the numbers, 9 July 2024.

³⁶ ALEE, The collapse of public education in the US.

³⁷ Idea Pathway LLC, Wallace K Pond, The impending collapse in higher education, 21 May 2022.

– but then send their kids to state schools where they are indoctrinated daily in anti-Christian ideas.

It is the responsibility of parents to educate their children, not the state. At the very least, Christian parents should prepare their children before they attend school, check daily what is being taught to them and confront ideas that are inimical to the faith.

Better still, wherever possible children should be sent to a decent religious school or academy where traditional principles apply, or even better educate them at home. Parents could form local community home schooling where several parents take turns in teaching. Children taught at home by committed parents invariably get a better education. I know of home school kids that sat their GCSE exams three years early and passed them all.

University is the real trap. Studies have repeatedly shown that Christian teenagers that were zealous for God before entering university abandoned the faith by the time they left university. In America we are talking about hundreds of thousands of Christian teenagers apostatising. That is one of the purposes of state education – to destroy religion.

Parents need to wake up and understand what is going on in state education. It is a war against children – plain and simple. On the Day of Judgment, parents will face God and have to give an account of how they let their children be indoctrinated and brainwashed by evil people according to a Satanic plan.

Quotes

How do you persuade a nation of relatively freedom-loving individuals to march in lockstep with a police state? Among other things you indoctrinate the young people to your way of thinking, relying primarily on the public school and popular culture.

John Whitehead (Rutherford Institute) on the brainwashing of American youth.

The national curriculum of schooling were designed exactly as if someone had set out to prevent children from learning how to think, and act, to coax them into addictive and dependent behaviour.

John Taylor Gatto, ‘Dumbing us down: the hidden curriculum of compulsory schooling’, in Samuel L Blumenfeld, *The Blumenfeld Education Letter*, May 1993. Gatto was awarded teacher of the year in America more than once.

School is a twelve-year jail sentence, where bad habits are the only curriculum truly learned. I teach school and win awards doing it, I should know.

John Taylor Gatto, *Dumbing us down: the hidden curriculum of compulsory schooling*, Samuel L Blumenfeld, *The Blumenfeld Education Letter*, May 1993.

The truth is that schools don't really teach anything except how to obey orders.

John Taylor Gatto, *Why schools don't educate*, 31 January 1990.

[In order to govern the world] ‘We [the Illuminati] must acquire the direction of education.’ ... As necessary preparations for all this, they intended to root out all religion and ordinary morality, and even to break the bonds of domestic life, by destroying the veneration of marriage-vows and by taking the education of children out of the hands of the parents. This was all that

the Illuminati could teach.

Professor John Robison, Proofs of a conspiracy (1798).

A great transformation began in American education. ... The same schools that once nurtured the American dream would become infested with drugs and crime, and high schools would be graduating students who could barely read, spell or do simple arithmetic.

Paolo Lionni and Lance J Klass, The Leipzig connection: the systematic destruction of American education. Preface.

It is arguable that a substantial swathe of the higher ed industry may be vulnerable to collapse. No, that is not hyperbole.

Idea Pathway LLC, Wallace K Pond, The impending collapse in higher education, 21 May 2022.

Collapsing any nation does not require the use of atomic bombs or the use of long range missiles. It only requires lowering the quality of education and allowing cheating in the examinations by the students.

The patient dies in the hands of such doctors.

And the buildings collapse in the hands of such engineers.

And the money is lost in the hands of such accountants.

And humanity dies in the hands of such religious scholars.

And justice is lost in the hands of such judges.

The collapse of education is the collapse of the nation.

A university professor in South Africa, written as a message to his doctorate students.

Our children are not being taught how to think and reason, but what to think.

Diane Kepus, Killing America through her children's education and the power of money.

I don't want a nation of thinkers; I want a nation of workers.

John D Rockefeller.

Conclusion

The Global Elite planned the purposeful degradation of state education accelerating in the 20th century. It took decades to take over the key educational institutions of the West but by the late 1960s this was well underway; it is thoroughly complete now. As infiltrators became education leaders so the education of children was gradually whittled away and replaced with superficialities. Subjects and methods that had stood the test of time for centuries, if not millennia, were deleted and replaced with modern programmes that ensured a low IQ and a failure to think critically. At the same time, examination standards were continually reduced so that the appearance of stability continued. Comparison of old and modern exam papers confirms a vast difference.

The key issue is critical thinking. This was replaced with conformity to globalist narratives and unthinking compliance with state demands. The Covid crisis proved the truth of this; many people over 50 questioned the narrative, rejected lockdown rules as illegal, and refused the Covid vaccines. A little research proved that the government narrative was

false.³⁸ Younger people willingly believed everything they were told and panicked – which has since proved to be a pack of lies – but many paid with their lives. The excess death rate in 2020 was normal but the rate since the vaccine rollout is through the roof.

One key symptom of the current poor education standards is the lack of reading of books. When the custom base of an art form disappears, so the art form crumbles. This is especially true with fine art but it is being seen today in literature. The days of publishing a Dostoevsky or Tolstoy are long gone. The novel has been strip-mined and trivialised into pot-boilers.

Similarly items that were designed for children in past centuries pose difficulties for adults today. Children's novels, such as JRR Tolkien's *The Hobbit* or Robert Louis Stevenson's *Treasure Island*, are difficult for modern folk to read, or at least sustain an interest. The *Westminster Shorter Catechism*, a theological handbook designed for children in the 17th century, has adults today complaining that they cannot understand it.

The decline of educational standards is truly shocking and each year it is getting worse. This is why nothing works in society any more. People with a sub-standard education are now in senior management positions and are proving everywhere to be utterly incompetent.

Thankfully there are oases of good teaching standards, notably in the fee-paying public schools and a few grammar, free and academy schools. A few graduates emerge with brains and society relies upon such getting significant jobs in society to give us hope. Sadly many leave Britain to get better opportunities in more sensible countries.

Britain is already very close to being finished with every institution corrupt to the core. Without a reversal of education degradation, we have no hope.

For further study

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³⁸ For example: on 19 March 2020 Public Health England stated that Covid was NOT a serious, highly infectious disease. The Diamond Princess experience proved that the infection fatality rate (IFR) was low. Initial studies by experts (such as John Ioannidis) proved that the IFR was very low. Your chance of survival was 99.97%. Many diseases have a far greater risk factor.

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