



Forcing Change

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Back on Uncle Sam's Plantation

By Star Parker

Editor's Note: Star Parker is founder and president of the Coalition for Urban Renewal & Education (CURE). Her article, "Back on Uncle Sam's Plantation," which is used by permission, is a remarkable piece that transcends American socialism. Indeed, other nations who follow this path also find themselves in a moral and spiritual quagmire. However, today America seems poised to rush headlong into this type of bondage.

Besides operating CURE, Star has authored three books, with her latest title, *White Ghetto: How Middle Class America Reflects Inner City Decay*, released in 2006.

Her website is www.urbancure.org, and readers can get her weekly column through email, via a sign-up area on her website.

Forcing Change would like to welcome Star Parker to the FC readership.

Six years ago I wrote a book called *Uncle Sam's Plantation*. I wrote the book to tell my own story of what I saw living inside the welfare state and my own transformation out of it.

I said in that book that indeed there are two Americas: A poor America on socialism, and a wealthy America on capitalism.

I talked about government programs like Temporary Assistance for Needy Families (TANF), Job Opportunities and Basic Skills Training (JOBS), Emergency Assistance to Needy Families with Children (EANF), Section 8 Housing, and Food Stamps.



Carl Teichrib, Chief Editor

A vast sea of perhaps well-intentioned government programs, all initially set into motion in the 1960's, that were going to lift the nation's poor out of poverty.

A benevolent Uncle Sam welcomed mostly poor black Americans onto the government plantation. Those who accepted the invitation switched mindsets from "How do I take care of myself?" to "What do I have to do to stay on the plantation?"

Instead of solving economic problems, government welfare socialism created monstrous moral and spiritual problems. The kind of problems that are inevitable when individuals turn responsibility for their lives over to others.

The legacy of American socialism is our blighted inner cities, dysfunctional inner city schools, and broken black families.

Through God's grace, I found my way out. It was then that I understood what freedom meant and how great this country is.

I had the privilege of working on welfare reform in 1996, passed by a Republican congress and signed into law by a Democrat president. A few years after enactment, welfare roles were down fifty percent.

I thought we were on the road to moving socialism out of our poor black communities and replacing it with wealth producing American capitalism.

But, incredibly, we are going in the opposite direction. Instead of poor America on socialism becoming more like rich American on capitalism, rich America on capitalism

is becoming like poor America on socialism.

Uncle Sam has welcomed our banks onto the plantation and they have said, "Thank you, Suh." Now, instead of thinking about what creative things need to be done to serve customers, they are thinking about what they have to tell Massah in order to get their cash.

There is some kind of irony that this is all happening under our first black president on the 200th anniversary of the birthday of Abraham Lincoln.

Worse, socialism seems to be the element of our new young president. And maybe even more troubling, our corporate executives seem happy to move onto the plantation.

In an op-ed on the opinion page of the *Washington Post*, Mr. Obama is clear that the goal of his trillion dollar spending plan is much more than short term economic stimulus.

"This plan is more than a prescription for short-term spending-it's a strategy for America's long-term growth and opportunity in areas such as renewable energy, health care, and education."

Perhaps more incredibly, Obama seems to think that government taking over an economy is a new idea. Or that massive growth in government can take place "with unprecedented transparency and accountability."

Yes, sir, we heard it from Jimmy Carter when he created the Department of Energy, the Synfuels Corporation, and the Department of Education.

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Or how about the Economic Opportunity Act of 1964 – The War on Poverty – which President Johnson said “...does not merely expand old programs or improve what is already being done. It charts a new course. It strikes at the causes, not just the consequences of poverty.”

Trillions of dollars later, black poverty is the same. But black families are not, with triple the incidence of single parent homes and out of wedlock births.

It's not complicated. Americans can accept Barack Obama's invitation to move onto the plantation. Or they can choose personal responsibility and freedom.

Does anyone really need to think about what the choice should be? **FC**

Star Parker's organizational website is www.ur-bancure.org.

Mandatory Training in Orwellian Thinking

By Berit Kjos

Editor's Note: Berit Kjos understands the social pressures that are shaping our educational system throughout the Western world. In this article, Mrs. Kjos delves into the Marxist influences that have penetrated both schools and churches. It's an article that tackles the deeper points of our cultural transformation, and as such needs serious consideration.

Berit Kjos is both a friend and professional colleague. Her books include *A Twist of Faith* – an expose of the feminist movement, and *Brave New Schools* – an overview of the social forces impacting public education.

Check out her website at www.crossroad.to.

“The bourgeois **family will vanish**... Do you charge us with wanting to stop the exploitation of children by their parents? To this crime we plead guilty. But, you say, we destroy the most hallowed of relations, when we **replace home education** by social. And your education! Is not that also social, and determined by the social conditions under which you educate...? The Communists have not invented the intervention of society in education; they do but seek to alter the character of that intervention...”

– Marx and Engels, *Communist Manifesto*¹

“John Dewey wrote...that the Bolsheviks were engaged in ‘a most interesting sociological experiment...’ using progressive educational ideas and practices to ‘**counteract and transform... the influence of home and Church**’.”

– Dr. Dennis Cuddy²

“Years before he had inflicted... dialectical materialism on a long-suffering world, Marx called for

what had to be accomplished – the ‘ruthless destruction of everything existing.’ That destruction would **wipe out religion, the family, morality...** and everything that made Western civilization...

The seemingly modest instrument was the [Frankfurt] Institute of Social Research... dedicated to neo-Marxism’.

– Ralph de Toledano.³

“...the greatest harm came when the Frankfurt School decamped to America, courtesy of John Dewey and Columbia University.”

– Nathanael Blake (see endnote 3).

Remember that proverbial frog in a pot of water? It finally died, since it didn’t notice the slow-rising heat.

Few saw the early signs of the Neo-Marxist ideology that has invaded our schools and universities. But back in Teddy Roosevelt’s days, who would have guessed that a major goal of Dewey’s “progressive education” was to weaken the traditional family, trade freedom for collectivism, and replace Christianity with an evolving form of “spiritual” solidarity?⁴



John Dewey

In his 1908 article, “Religion and our Schools,” Dewey wrote that “dogmatic beliefs” were “disappearing.” Decades later, while presiding over the American Humanist Association, he co-authored the 1933 *Humanist Manifesto*. Notice how his words reflect today’s “emerging churches.”

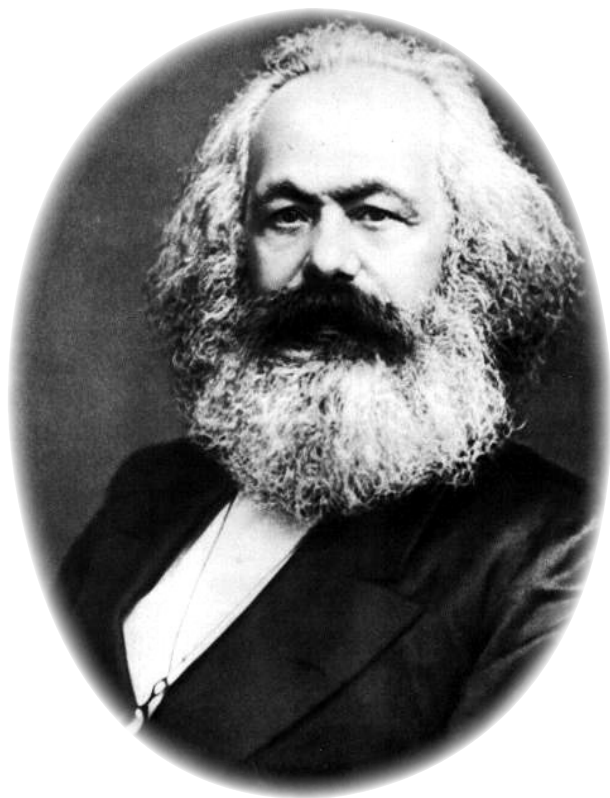
“Any religion that can hope to be a synthesizing and dynamic force for today, must be shaped for the needs of this age. To establish such a religion is a major necessity of the present.”⁵

Fast-forward to the 21st century. The ever-present dialectic process now reigns in churches as well as schools. And in cities across America, “community organizers” trained in the revolutionary ideology of social organizer Saul Alinsky, work side-by-side with students doing their mandatory “service-learning.” Meanwhile Christian families face rising opposition. For example,

“A 10-year-old homeschool girl described as ‘well liked, social and interactive with her peers, academically promising and intellectually at or superior to grade level’ has been told by a New Hampshire court official to attend a government school because she was too ‘vigorous’ in defense of her Christian faith. The decision... reasoned that the girl’s ‘vigorous defense of her religious beliefs to [a court assigned] counselor suggests strongly that she has not had the opportunity to seriously consider any other point of view’...

...a guardian ad litem [assigned to represent the interest of the child] concluded the girl ‘appeared to reflect her mother’s rigidity on questions of faith’ and that the girl’s interests ‘would be best served by exposure to a public school setting’ and ‘different points of view at a time when she must begin to critically evaluate multiple systems of belief... in order to select, as a young adult, which of those systems will best suit her own needs’.”⁶

Did you catch that? The court tells us that this Christian girl – an excellent student – does not have the right to “choose” which religion best “suits her own needs” until she has examined many other “systems of beliefs.” Only as “a young adult” would she know enough about the world’s diverse religions to choose a suitable system.



Karl Marx

Would that rule apply to Muslim children? Buddhist children? Hindu children?

Of course not! In today's "progressive" global culture, the "enemy" is Christianity. Other religions are protected. After all, they are essential to the new vision of "unity in diversity."

You see, today's change agents consider Biblical Christianity a major obstacle to global solidarity. And nothing erodes Christian values more effectively than immersion into small groups led by trained facilitators who guide the diverse members toward a pre-planned unity of heart as well as mind.

But there's more to this manipulation. The path to pluralism calls for a strategic **blend** of **group** consensus [an evolving **THEORY**] and collective **PRACTICE**: active immersion into a community with diverse social and moral values. Such "service-learning" has become a norm in schools, colleges, and service organizations everywhere.

Based on Hegelian dialectics, Marxist ideology, and Antonio Gramsci's gradualism [Editor's Note:

Gramsci was an Italian communist who viewed social transformation through incremental steps rather than outright revolution], this manipulative process spread around the world during the 20th century. Its blend of an evolving consensus or **THEORY** and collective **PRACTICE** would be called **PRAXIS**. It would seal the new lessons in "open" minds, while undermining all forms of traditional certainties. It would shift the public mindset from the solid rock of Truth and facts to the shifting sands of collective **opinion**.

Karl Marx first mentioned **PRAXIS** in 1844. According to the double-speak of the *Encyclopedia of Marxism*, it's "just another word for practice in the sense in which practice is understood by Marxists." And according to various Marxist documents, Marx saw it as the **continual interaction** of "**theory-and-practice**, in which **neither theory nor practice are intelligible in isolation** from the other."⁷

In other words, the group must continually **confirm** its **evolving theories** with corresponding **practice**. Its members must be ready to compromise for the sake of consensus (the evolving **THEORY**), and then **PRACTICE** its new views through some kind of group action or service – followed by a time of group **REFLECTION**... The process is repeated again and again, *ad infinitum*.

Not all groups fit this mold. Many Christian groups are grounded in facts, truth and certainty. They seek God, not **CHANGE**! They act on His Word, not popular opinions. Their hope cannot be quenched by the world's changing opinions: "This hope we have as an anchor of the soul, both sure and steadfast..." – Hebrews 6:19

To Karl Marx, Christianity was *detestable*! He hated it! And since its various expressions had spread throughout Europe, it had to be eradicated. So, in his *Critique of Hegel's Philosophy of Law*, Marx wrote,

"Man makes religion, religion does not make man... Religion is the sigh of the oppressed creature, the heart of a heartless world, just as it is the spirit of spiritless conditions. It is the opium of the people."⁸

From a Communist perspective, it makes sense. But from a Biblical perspective, it's nonsense! Marx believed in continual CHANGE. Christians believe in unchanging Truth, which clashes with that dialectical progression. Christianity can't be squeezed into the Marxist revolutionary process. Nor can Marxism fit into God's churches without perverting both Truth and faith. The two are incompatible!

The *Encyclopedia of Marxism* rationalizes the word "absolute" to fit its evolving theories,

"...the progress of knowledge never comes to an end, so the absolute is relative. However, **even a relative truth may nevertheless contain some grain of the whole absolute truth**, so there is an absolute within the relative."⁹

This distinction is important. Apart from God's unchanging Truth, there is no concrete hope or certainty to stand on, because man's unending desire to redefine reality knows no bounds. Few examples are more disturbing than the distortions of God's Word in today's postmodern churches.

Training our Youth in Marxist Praxis

An Internet survey of American colleges will quickly expose the acceptance and popularity of Praxis. Take the University of Wisconsin. Its page on "Service Learning Pedagogy" sounds innocent enough. It seems to reflect the Christian tradition of loving and serving the poor and needy, but it actually fits right into the **Marxist formula for change**: Facilitated Dialogue (establishing a preplanned, **transformational OBJECTIVE**) or **THEORY + PRACTICE** (practical experience that changes values) = **PRACTICE**. Its website affirms this process,

"The process of **critical reflection** is an essential element of service **learning**. It enhances student learning by connecting the service and the academic experiences. It **links THEORY** with **PRACTICE**."¹⁰



The real purpose is calculated CHANGE. Whether the students' assignment involves homeless shelters, drug and addiction issues, community organizing, medical care, or environmental issues, they will be led toward emotional involvement with those who "hurt" – be they humans, animals or a "fragile earth." They learn to evaluate reality through subjective feelings, which can easily be manipulated. Like the students in the infamous Clinton's Governor School, they are trained to see life from an irrational – often a revolutionary – perspective.

When students are immersed in morally "diverse" contexts that mock Biblical values, they are likely to emerge with a disturbing familiarity with unforgettable corruption. They learn to "**tolerate**" practices that mock our God, **empathize** with those who face the painful consequences of bad choices, and **accept** social evils as a normal condition.

The actual transformation in student values will usually be measured by assessments done before and after each service-learning experience. These assessments are key to documenting the effectiveness of the program. The website for Minnesota State Colleges and Universities shows the significance of "reflection" and "assessments,"

"Service-learning is not volunteerism. **Reflection** allows students to **think critically about their experience**, including how the experience affected them emotionally and **how their values may have changed**... Student assessments may include pre-service and post-service assessments..."¹¹

This transformational strategy may sound kind and compassionate to its numerous supporters, but it virtually immunizes most participants against God's moral guidelines. And those who don't flow with the changing values will pay the high cost of low assessments and poor grades.

Julea Ward, a Christian student at Eastern Michigan University, was expelled from graduate school "for not affirming homosexual behavior as acceptable."¹² Though she wasn't involved in formal "service-learning," she illustrates the general university attitude toward Christian values.

This seductive PRAXIS is now the norm in "service learning" programs from elementary schools through college – and on through adulthood. With President Obama's universal service plans, few will escape the mind-changing manipulation.

Redefining Rights and Freedom

The 10-year old girl mentioned earlier illustrates a battle that has raged in Germany since the days of Hitler: Should parents have the right and authority to raise their children according to their Christian faith? The United Nations Convention on the Rights of the Child was designed to end that right in America and elsewhere. Of course, in modern Germany, parents never had such a right,

"A critical hearing is scheduled in Germany in that nation's war against homeschoolers to determine whether a family can continue to control the education of its high-performing son, 14... the Schmidts have been fined about \$18,300 for homeschooling, and since they are unable to pay all of the fines, they have been subjected to a government lien on their home. 'Testing [of] both children showed that they have extraordinary academic abilities... The tests also showed the children to be socially competent. This is critical as the Germans still hold to the disproven belief that homeschool children are socially retarded.'..."

Several hundred families are believed to be homeschooling in Germany. Virtually all are in

some type of court proceeding or living underground. One family even fled to the U.S...

...one of the first acts by Adolf Hitler when he moved into power was to create the governmental Ministry of Education and give it control of all schools and school-related issues... In 1937, the dictator said, '...we have set before ourselves the task of **inoculating our youth** with the spirit of this community of the people at a very early age... **And this new Reich... will itself take youth and give to youth its own education** and its own up-bringing'."¹³

Like persecuted Christians around the world, we must make a choice: will we please the world and follow its ways -- or please God and follow His Way? Since America is rapidly embracing Neo-Marxist ideals, Christians who refuse to conform may soon reap the wrath of the world.

Please stay alert to this transformation. The pressure to compromise our Biblical values starts in elementary school or earlier. Once the anchor to Truth is torn away, most young minds will flow with the strongest currents. Dear friends, don't let go of that anchor! Warn your children! And train them to trust, follow and "abide" in our wonderful Shepherd.

"...do not be conformed to this world, but be transformed by the renewing of your mind, that you may prove what is that good and acceptable and perfect will of God." – Romans 12:2 **FC**

Berit Kjos is the author of *Brave new Schools* and *A Twist of Faith*. Her website, which contains a large amount of important articles, can be accessed at www.crossroad.to.

Endnotes:

¹ Karl Marx and Frederick Engels, *Manifesto of the Communist Party* at www.marxists.org/archive/marx/works/download/manifest.pdf.

² Dennis L. Cuddy, Ph.D., quoting John Dewey, "Impressions of Soviet Russia," *The New Republic*, December 5, 1928, pp. 65-66.

³ *Cry Havoc* by Ralph de Toledano, Reviewed by Nathanael Blake, *Human Events*, 5-15-2007. See “Marxism, the Frankfurt Institute, Dewey & the Planned Corruption of America.”

⁴ See, “Marching toward Global Solidarity” at www.crossroad.to/articles2/006/solidarity-1.html.

⁵ *The Humanist Manifesto*, 1933; www.americanhumanist.org/about/manifesto1.html.

⁶ Bob Unruh, “Court orders Christian child into government education,” *World Net Daily*, 8-28-09.

⁷ *Encyclopedia of Marxism* at www.marxists.org/glossary/terms/p/r.htm.

⁸ Karl Marx, “Contribution to the Critique of Hegel’s Philosophy of Law,” cited in *Encyclopedia of Marxism*, www.marxists.org/glossary/terms/r/e.htm.

⁹ *Encyclopedia of Marxism*, www.marxists.org/glossary/terms/a/b.htm#absolute.

¹⁰ “Service Learning Pedagogy,” University of Wisconsin at Milwaukee, www4.uwm.edu/isl/faculty/pedagogy.htm.

¹¹ Minnesota State Colleges and Universities at http://ctl.servicelearning.project.mnscu.edu/index.asp?Type=B_BASIC&SEC=%7b4C5905D1-AEA1-41D9-8980-AAA5B9CED040%7d&DE=

¹² “University Removes Student Who Refuses to Affirm Homosexual Practices” at www.revelife.com/703424451/university-removes-student-who-refuses-to-affirm-homosexual-practices-stepping-over-the-legal-line/

¹³ Bob Unruh, “State could take custody of teen home-schooler,” *World Net Daily*, 8-29-2009. www.wnd.com/index.php?fa=PAGE.printable&pageId=108123

The Myth of Socialization

By John Loeffler

Editor’s Note: The following article by *Steel on Steel* host John Loeffler, highlights some of his comparative experiences between home schooling and the public education system. When I first read this article some-time-back, I started to do something similar; asking my teenage friends, “what’s new?” The result is predictably the same; “Nuthin.”

Mr. Loeffler’s article raises some valid points about our North American public education experience, and in turn, helps to dispel the singular most generalized myth about home schooling: “what about socialization?”

John Loeffler is a long-time broadcaster and currently hosts *Steel on Steel*, a weekly radio show dedicated to exploring the social, religious, political and economic challenges of our day. He also co-hosts the *Financial Sense Newshour* (www.financialsense.com), a weekly program on finances and economics.

I would encourage you to subscribe to his *Steel on Steel* site, which allows you to access the full weekly program and audio archives.

Steel on Steel (www.steelonsteel.com)

Every time I run into a public school teen it happens.

“Hi, Ryan.” Unintelligible grunt response.

“Whatcha doing?”

“Nuthin’.”

“Anything happenin’?”

“Naw.”

Where after Ryan hurries off to pursue his active life of “nothing happening” with his friends, and I check to see if I have acquired dengue fever without knowing it. So tell me, where is this socialization the government school crowd always promotes as a reason for not home schooling?



John Loeffler

When home schooling took on serious momentum two decades ago, educrats chanted the mantra that home schoolers couldn't possibly get the same quality education that students in public schools had; nor could their parents teach them because they weren't qualified to do so. However, as home school scores on stan-

dardized tests soared above public school scores and home schoolers took top positions in national academic competition, the educrat's argument went down in flames – although some ideologues will try to resurrect it every now and then.

Needless to say, home school's success was embarrassing for the educrats, who then contradicted their earlier arguments by complaining it wasn't fair to allow home schoolers in national competition because they had an unfair advantage over public schoolers. After all, those educated at home had more one-on-one time from those same parents the educrats originally said were too incompetent to educate their children.

The latest mantra asserts that home schooled kids, although possibly better educated, just can't be socialized in a home school setting. Once again experience is showing just the opposite.

Every week I go out of my way to speak to teenagers just to see what's going on in their minds. Too often the answer is nothing.

Public school students seem to have this glassy, disorganized, disoriented look about them. They're preoccupied with things that don't matter, especially image and conforming to peer pressure. I really do keep trying to argue myself out of this observation, but it grows inexorably the more teens I interview.

This lack of social presence is a direct result of the "socialization" of our educational system.

Thanks to the elitists, today's public school students are taught dialectically rather than didactically. This means they are taught that there are no absolute facts or morals, and a thought process based on feeling and collective thinking has been substituted for individuality and logical, rational thought. History has been revised to match politically correct guidelines, and the basis for belief in one's culture destroyed.

A large part of public curriculum is devoted to shaping attitudes and beliefs into a relativist, socialist mind set rather than educating the students in the solid education and the classics that well-served a previously-literate country for generations. This accounts for the glassy look that so many public school students exhibit – nothing going on upstairs. In talking with them, many of these students would like to have something going on but just don't know what-or-how because their dialectic public education didn't teach them to achieve it. The bottom line on the dialectical is group-think; Without a group, the individuals can't think.

Home schoolers on the contrary have escaped the morass of public educational theory and returned to the traditional form of didactic education: facts, phonics, mathematics, self-responsibility, and logical thought. It shows.

Colleges are soliciting home schoolers because they can think uniquely and out-perform their public school peers. Years ago when virtually everyone in my daughter's college speech-class did presentations on global warming (even the professor yawned after the X-number speech on hot air), she did a blockbuster speech on the coming biological terrorism – two years before anyone had ever heard of Osama bin Whatshisname – which held the whole class that listened in stunned silence.

An "A" on that one, by the way.

Home schoolers are bringing fresh creative air into an otherwise stuffy academic environment, which is why it represents such a threat to the education establishment.

Ok, so what about socialization?

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is a monthly online publication dedicated to documenting and analyzing the socio-religious transformations now sweeping our world.

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It doesn't really happen in public high schools because those are abnormal environments. Nowhere in life – not even the military – will one be associating strictly with people of one's own age, or be subjected to massive amounts of mind-numbing, conformity-inducing peer pressure totally preoccupied with image and having nothing to do with real life. Moreover, they will be confronted with a myriad of moral and sometimes physical hazards, which their relativistic education leaves them singularly unprepared to face.

“Just say no” doesn't cut it without a solid absolute moral basis for saying “no.”

The stratification of students into age-related peer groups has choked off the ability of teens to model from, and communicate, with those older than one's self – which is how maturational development is supposed to occur. It used to happen that way when students were educated at home or in small schools, where the ages were mixed. One learns to be an adult from adults; not from other teens pretending to be cool, uh in, uh hip, uh groovey, uh rad, uh... what's the latest buzz word?

In any stratified school situation, the students are forced to model after each other; the blind leading the blind.

Combine this deprivation from normal inter-age interaction, with the imposition of values and beliefs contrary to their parents, and one finds the adult-teen “communication gap” so widely posed as “normal” – another problem created by socialization in public education. It is also the source of the “normal” teen rebellion, which isn't normal at all.

It's one thing to teach youth to be independent and self-sustaining, but that doesn't require rebellion. Teen rebellion is the product of communication cut-off between teens and parents, because in our accepted social system, parents and teens spend the majority of their days apart – and in the case of teens, in an artificial environment called public education.

Reality Shock

The moment teens leave high school, the majority of the so-called socialization in an artificial environ-

ment is found to be worthless. No one cares about their “feelings,” “socialization” or image. Rather, “What can you do?” and “what do you know?” are the real questions.

Once public schoolers emerge from high school, they discover that all the socialization skills they learned in dealing with peer pressure don’t apply in the real world. Meanwhile, the inter-age communication skills they need are sorely lacking. Most government schoolers I have met can’t read, think, express themselves clearly and concisely, have little knowledge of anything from history to politics, and have a very distorted view of both history and society imposed upon them by a radical leftist curriculum.

Home schoolers don’t suffer from the strictures of peer pressure and other artificial structures of public schools. They are, I have found, much better integrated than their public school counterparts, being as conversant with adults as with peers on a wide range of topics. They are skeptical of much of the peer-pressure nonsense their public school peers accept so readily, because they have found they can truly be individuals without fear.

Socially, home schoolers congregate in soccer leagues, football leagues, baseball leagues, special events, ski trips, astronomy clubs, church groups, on the internet, etc. So please, Mr. Sociologist, help me find this appalling “lack of socialization” among home schoolers.

But you know, the more I think about it, home schoolers don’t have to learn to put condoms on bananas, suffer from peer pressure, be introduced to illicit drugs, be subjected to one-sided radical leftist curricula, be taught moral values contrary to their parents or religion, be beaten up by bullies or even stabbed, shot and killed. But maybe we can do without that type of socialization for a while.

What do you think? **FC**

John Loeffler is host of the nationally-syndicated news program Steel on Steel, heard at www.steelonsteel.com.

Revisiting the Occult-Military Complex: Towards A Mystical Military

By Carl Teichrib

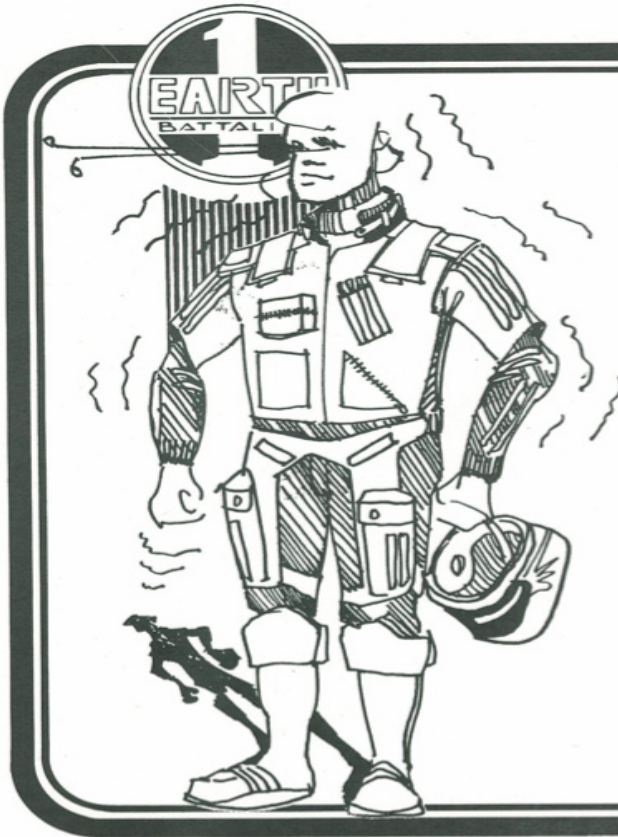
Note: Some sections of this article were originally published a decade ago. However, because of a new movie slated for release this November, an updated version is being offered to *Forcing Change* readers.

It’s a strange name for a movie: “Men Who Stare at Goats,” and what makes this more remarkable is that it’s based on a “true story.”

Staring George Cloony, Ewan McGregor and Jeff Bridges, this flick – to be released in November 2009 – follows the bizarre story of a United States military program that attempted to employ psychic powers and occult techniques to gain an edge on the battlefield. Welcome to the “First Earth Battalion,” a New Age military concept initiated by Lt. Colonel Channon in the late 1970s.

I originally found out about the First Earth Battalion idea in the mid-1990s when I obtained a copy of its “field manual.” This book, like the





THE FIRST EARTH BATTALION

What are the limits to human potential? In the final analysis they seem to be a bad joke. The culture imposes a language of the possible. Most humans accept those limits and fail to increase their potential. But where those limits are ignored.. people bend metal with their minds, walk on fire, calculate faster than a computer, travel to new places in their minds eye, stop their hearts with no ill effects and see into the future. There are no limits in the EARTH BATTALION.

program it was promoting, wasn't in the normal military style; most of it was presented in the form of graphics, and the text promoted global citizenship, yoga, cosmic evolution, and self-godhood. It even offered a prayer to Mother Earth, and suggested that in the future this First Earth Battalion would be the foundation for an "Army of Light."

But why the movie title, "Men Who Stare at Goats"? Apparently, participants in this occult-military program were supposed to take down enemies by projecting psychic powers. Training for this was apparently done on goats, and the warrior monks – the term used by these mind soldiers – would stare at goats in an attempt to kill them using mind power alone.

While all of this seems strange, even goofy (the trailer for the movie takes a comedy bent), the First Earth Battalion isn't the only connection between occultism and the military community. Nor is the United States the only nation that has pursued spiritual/psychic links for battlefield supremacy – Russia, Germany, Great Britain, and other countries have flirted with occult/military programs. However, the US does have the largest and most pro-

ficient military in the world, and as a nation that has strong Christian roots, this occult partnering therefore needs some investigation.

I Saluted A Witch

"I Saluted A Witch." So read the title of an article in the July 5th, 1999 edition of *Time* magazine. What followed was a disturbing expose of a growing trend within the United States Army—the official sanctioning of witchcraft. While the Army has traditionally been viewed as a conservative institution, it found itself grappling with the issue of religious tolerance, including the recognition of New Age and pagan beliefs.

To that end, Fort Hood, the largest military base in the U.S, gave official recognition to Wicca – a religious belief system associated with neo-paganism and what is more traditionally known as witchcraft. According to *Time*, "Few people outside the base knew the Army had approved such a group until a couple of months ago, when a photo of a torchlight ritual appeared in a local paper." Other military bases followed suit, but there was a backlash.

Congressman Bob Barr, in a May 18, 1999 press release called for “an end to the taxpayer-supported practice of witchcraft on military bases.” In a letter to congressional and military leaders Barr exclaimed,

“This move sets a dangerous precedent that could easily result in the practice of all sorts of bizarre practices being supported by the military under the rubric of ‘religion.’ What’s next? Will armored divisions be forced to travel with sacrificial animals for Satanic rituals? Will Rastafarians demand the inclusion of ritualistic marijuana cigarettes in their rations?”

In a May 21, 1999 column, Congressman Barr explained that,

“...the military is now drafting regulations allowing soldiers to use the powerful hallucinogenic drug peyote as part of a ‘religious’ ritual...What happens if a pilot hallucinates while flying, or if an artillery officer experiences a flashback while calculating coordinates?”

Rice Beer, Sacrificial Chickens, and the Special Forces

One of the most unusual examples of the military linking with pagan spirituality took place during the Vietnam war. In 1964 U.S. Special Forces employed a 10,000-strong montagnard strike force in the Vietnamese high country. The montagnards were native highlanders who were trained by certain elements of the U.S. military and intelligence community to fight against the North Vietnamese regular army (NVA). Besides combating the NVA, the montagnards were also at odds with the U.S.-backed South Vietnamese government, and had hopes of establishing an independent highland nation outside of Saigon’s domain. Understandably, tension existed within the montagnard/U.S. alliance (see *National Geographic*, January 1965).

On September 19, 1964, more than 3,000 armed mountain tribesmen located within five US Special Forces camps openly revolted against the South Vietnam government. Such a move put American forces in serious danger. In Buon

Brieng, a U.S. Special Forces facility containing a 700-man battalion of montagnards, tension rose to dangerous levels. In order to calm the situation, U.S. Army Special Forces Captain Vernon W. Gillespie agreed to participate in a pagan ritual designed to summon the spirits and bring peace back to the base. Montagnard battalion leader, Y Jhon Nie explained, “We will make a sacrifice, and the sorcerer will invoke the spirits to help us.”

Captain Gillespie (the U.S. commander of Buon Brieng), Y Jhon Nie, and Captain Truong of the South Vietnamese Special Forces donned the traditional ceremonial garb – a black and red long-sleeved top and a similarly colored loin-cloth. Howard Sochurek, a writer for *National Geographic* witnessed the event and explained what happened next,

“Shortly after 10 a.m. we walked to the ceremonial hut. Huge brass gongs announced the arrival of the sorcerer, a sunken-faced man with watery eyes. A delegation of camp and village dignitaries faced a row of seven jars, each brimful of fermented rice mash and water – a potent concoction. Food offerings lay beside the jars: one pig and a chicken as an offering for Gillespie; a chicken each for Y Jhon, Captain Truong, and the sorcerer. Chanting, the sorcerer communicated with the spirits. After each communication the participants sipped rice beer.

The climax of the ceremony came when the sorcerer, after one particularly long drought of brew, crouched alongside Captain Gillespie and fastened a brass ring to his right wrist. This – joining a twin ring from [a] previous ritual that had united Gillespie and Y Jhon – would give notice to the spirits that a suitable offering had been made. Captain Truong, too, received a like bracelet, as did Y Jhon. Now all three were bound in alliance. The spirits having been appeased, the ceremony ended. The rice liquor that remained in the seven jars was distributed to the soldiers in the strike force, as were the sacrificial chickens. The tension in the camp eased considerably.” (For details see *National Geographic*, January 1965, pp. 38-42).

After a week of negotiations, the rebel montagnards capitulated to U.S. ultimatums. And while

it is likely that Captain Gillespie's participation within the pagan ritual helped set the tribal soldiers at ease, the fact remains that spiritual forces were summoned.

Transcending Time and Space

For science fiction buffs, *Stargate* is a successful television show in which the military has acquired a portal device that links Earth to other worlds via a wormhole – a concept in physics that suggests “shortcuts” or tunnels exist in the time/space fabric, and that these tunnels can link different parts of the universe. In the show, the wormhole hypothesis is played out in a cross-galactic drama where, each week, the cast of the series faces different adventures.

Ironically, the US military-intelligence community also had a program named Stargate, and over the last few years, different elements of this project have come to light. Dale E. Graff, former director of Stargate, published some of his experiences in a book titled *Tracks in the Psychic Wilderness*.

“As part of my responsibilities, I created the name ‘Stargate’ for our total remote viewing effort. Stargate invoked the feeling of exploration, a sense of reaching beyond our ordinary capabilities, or expanding the boundaries of our human potential.” (p.6)

The point of Stargate was to explore, develop, and manipulate psychic abilities, including remote viewing and remote influencing.

What is “remote viewing”? It's the ability to mentally/spiritually detach yourself from your present physical state and, through paranormal means, engage in espionage and information gathering activities. “Remote influencing,” on the other hand, is the paranormal ability to influence a static object and manipulate it through mind-powers alone. This is also known as psychokinesis, and it includes the moving of physical item, self-levitation, and the influencing of events from a distance.

David Morehouse, the author of *Psychic Warrior*, explains that once remote viewing is culti-

vated, it allows the individual to psychically jump into different time/space dimensions. Upon mentally/spiritually entering the desired “reality,” the observer views the intended events and returns to his physical existence with the sought after information. Morehouse, a decorated Army officer, Airborne Ranger Company Commander, and invited speaker at Mikhail Gorbachev's 1995 State of the World Forum, admits that he was involved in psychic espionage. He also admits that the U.S. military has been utilizing remote viewing for decades.

W. Adam Mandelbaum, a former intelligence asset who claims to have engaged in this type of work, draws a comparison between ancient shamans and these psychic spooks.

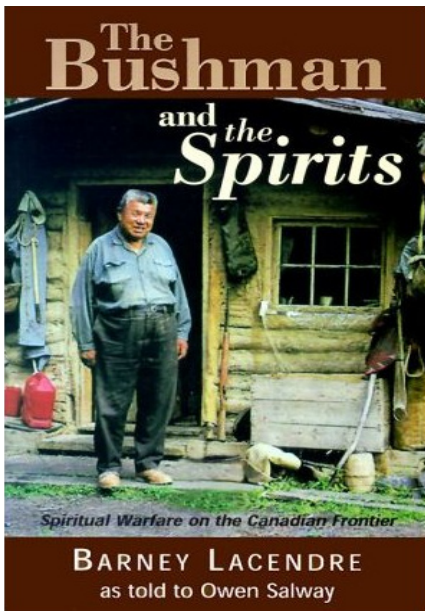
“Whereas the ancient shaman painted wall caves, predicting successful hunts, and danced before tribal fires to contact the spirits, the modern-day magus sits on his CIA-issue couch and sends his government-trained astral body into the ether in search of prey. Even today, what might be called ‘Primitive Third Eyes’ exist, veterans of the military-psychic spying program. Now, for hefty fees, they will enter the astral world for information, the world's most valuable commodity.” (*The Psychic Battlefield*, p.2)

Bizarre as all this seems, it only scratches the surface of the occult/mind linkages found in the military-intelligence complex. This most recent movie, *Men Who Stare at Goats*, which painting a comedic aspect to this episode, will probably downplay such programs as quirky but ultimately harmless. Interestingly, serious practitioners of occultism recognize the dangers latent in this realm.

Secrets That Kill

H.P. Blavatsky, the founder of the Theosophical Society and mother of the New Age Movement, penned a very perplexing statement: “there are secrets that kill in the arcane of Occultism...” She goes on to say,

“Thus, if purely material implements are capable of blowing up, from a few corners, the greatest cities of the globe, provided the murderous weap-



ons are guided by expert hands – what terrible dangers might not arise from magical occult secrets being revealed, and allowed to fall into the possession of ill-meaning persons!” (*Studies in Occultism*, p.28)

Those who have witnessed the violence of occult forces, such as

Barney Lacendre, speak to this reality.

Mr. Lacendre, who was once a Cree witchdoctor in northern Saskatchewan, talked of his experiences under the bondage of Native witchcraft – including physically destructive manifestations – in his book, *The Bushman and the Spirits*. In 1960, after a period of trapline hexes and an encounter with a Christian man who understood the Indian life, Barney realized that Jesus Christ had more power than the evil spirits that operated in his world. After turning his heart to Christ Jesus, a new man was born, and while he evangelized to the Cree communities of northern Canada, he also warned about the darker elements of spiritual bondage.

In his 1979 book, Lacendre wrote,

“Witchcraft isn’t something that’s just practiced in distant heathen countries. It’s going on right now, here in Canada. It’s widespread, maybe more so now than ever before. It isn’t just back in the bush, either. It comes in different forms.” (*The Bushman and the Spirits*, p.24)

Some may dismiss all of this as so much hocus pocus, but history is replete with observations and examples of spiritual powers and occult forces. Hundreds of millions of people live in day-to-day fear of evil spirits and dark powers. Sophisticated secular minds may claim it’s only superstition; but even a casual survey of such cultures points out

that these beliefs are built on something tangible.

Hocus pocus? Obviously mainline institutions, such as the U.S. Army, recognizes some validity to the paranormal or “spiritual” – enough, at least, to pursue occult experiments. It’s more than just goats and a goofy movie.

So, what can we glean from this brief exploration of such a different topic?

Simply put: It demonstrates that society’s fascination with occultism isn’t limited to those who are “spiritually-minded” or the paranormal fads of popular culture – it even transcends accepted norms of civil service. Therefore, by understanding this context, we have a better grasp of our culture’s spiritual appetite, and hopefully can be better equipped to recognize the inroads made by occultism. And in the case of Barney Lacendre, realize the freedom from spiritual bondage that comes through Jesus Christ.

The Bible provides a guideline when encountering such spiritual practices, even within a national setting. Deuteronomy 18 gives instruction to the Hebrew nation not to follow the occult ways of those around them. We too can take heed.

“There shall not be found among you anyone who makes his son or his daughter pass through the fire, or one who practices witchcraft, or a soothsayer, or one who interprets omens, or a sorcerer, or one who conjures spells, or a medium, or a spiritist, or one who calls up the dead. For all who do these things are an abomination to the LORD, and because of these abominations the LORD your God drives them out from before you. You shall be blameless before the LORD your God.” (Deuteronomy 18:10-13) **FC**

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