

Forcing Change



Smorgasbord of Challenge and Change

This month's edition of *Forcing Change* looks at some different topics; education and mind-change strategies, another look at the issue of transformational festivals, and the official position of the US State Department in promoting alternative sexual lifestyles *globally*.

The purpose of this smorgasbord of articles is to compel you to carefully consider the different challenges and changes taking place. In the case of transformational festivals; to demonstrate that, what appears to be a fringe movement at first glance, is gaining traction. In publishing the two articles on education; to exemplify how social change agendas are funneled through the classroom. And in publishing the US State Department "Fact Sheet" from this summer; to alert you regarding an official "Sexual Lifestyle" priority coming via the United State administration.

We are living in times of change and challenge. **FC**

Index:

- Smorgasbord, p.1.
- Transformational, p.2
- Wickerman, p. 5.
- Universal Religion, p.6.
- Global Roots of Common Core, p.7.
- Wolves in the Classroom, p.16.
- US State Department and Sexuality, p.19.



Carl Teichrib, Editor.

Transformational Surprise

By Carl Teichrib

I have to admit my surprise.

If you read the August edition of *Forcing Change*, you know it was a report on the rise of “transformational festivals” as an emerging social/spiritual development. You may have also noted that I’ve been watching elements of this movement for some time, specifically Burning Man, but only wrote about it late this summer. Why the restraint?

The first reason was inadvertent: To present a panoramic view. Initially, I wanted to personally attend at least one transformational gathering before writing on the subject, thereby giving you a first-person perspective. However, the resources never came together. So with the realization that attending in the future was unlikely, I finally decided to write about it *now* and not later. I’m glad I did.

Over the years other Christian researchers have published articles on Burning Man, a post-modern transformational event that has captured public attention. At the same time, no-one within the Christian research community - as far as I know - has placed Burning Man in the context of the *global transformational movement*; an international circle of festivals, gatherings, and celebrations specifically meant to empower social and spiritual evolution. While it’s true that Burning Man has inspired other events around the world, it is also true that a large and growing number of festivals exist outside of the Burning Man phenomena. In other words, there’s more going on than a singular event. Indeed, when taken as a whole, something bigger comes into focus; *a rising and international trend*.

Here’s the irony: If I had gone to Burning Man or another similar gathering, as I have been considering since *Forcing Change* started in 2007, I would have likely focussed my attention on that venue alone and probably would have missed the broader scope. Holding back because I wanted to write from a first-person point of view, therefore, inadvertently compelled me to explore other events and gatherings - and it was then that I started to see a more comprehensive picture emerging.

While the above was the “accidental” and more surprising reason, my primary restraint was based - I have to confess - on something more banal: I didn’t think a report on this movement would connect with many people. Odds were high, I thought, that the majority of FC readers wouldn’t have any tangible linkage-to or interest-in transformational festivals. Although *Forcing Change* wrestles with important subjects out of the norm of mainstream, I believed that the eclectic nature of this topic would relegate it to a more fringe-like “item of interest.” Yes, understanding this movement is vital in grasping our current post-modern social/spiritual landscape, but as I penned the essay, “Celebrations for Transformation,” I doubted if the importance of this information was coming through amidst the strangeness and complexity of the matter-at-hand. I didn’t expect to receive much response.

Boy, was I was wrong.

In the last few weeks people from around the world have communicated their thoughts, experiences, and concerns. Individuals involved in youth ministry have approached me about this trend; I was contacted by a former raver who substantiated my findings and of-

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Your membership helps fund the research and expenses incurred in producing each issue of *Forcing Change*. *Thank you!*

ferred encouragement; a friend who has frequented Burning Man and witnesses to Burners added feedback, as did others who have kept tabs on the Burn; and a surprising number of people responded with information on other transformational events from their respective nations and regions - including the US introduction of TomorrowLand, labelled TomorrowWorld, near Atlanta, Georgia (September 27-29). Then there were the many casual conversations that inevitably moved into this subject area, and I quickly found that a lot of people were interested, including those who had never heard of Burning Man or TomorrowLand or Rainbow Serpent, or the idea of transformational festivals and evolutionary culture.

Added to this response was another surprise. In mid-September my wife and I accompanied friends on a fast road trip through Western Canada, and along the way we bumped into transformational influences. For example, in Swift Current, a small prairie city in southwestern Saskatchewan, we found a bulletin board poster for "Ecstatic Dance." Dubbed, "Music, Movement, Community," this bi-weekly event isn't a transformation festival *per se*, but still builds on the theme of trance music, ecstatic dance, and creative community interaction - not in an outdoor location, like so many emergent festivals do - but within the confines of a studio room in the town's mall. As the advertising poster explained, "A freeform conscious dance where movement expands, spirit activates, boundaries melt, creativity breaks out... Fully express body and soul, and let go!"

Then, while staying overnight in the town of Valemount, British Columbia, I learned about the Bass Coast Festival, a transformational event at Merritt, BC, a small community about 400 kilometers south of Valemount (or, conversely, two-and-a-half hours north-east of Vancouver). Here, surrounded by natural beauty, the 4-day Bass Coast gathering incorporates trance/ecstatic dance, yoga, workshops, and visionary art within a community setting.

Finally, while returning home through north-central Saskatchewan, we stopped in the city of Prince Albert where I learned of transformational workshops coming to the community. Although this was a New Age-type seminar for touch-healing and *not* a festival event, it caused me to look up other alternative spiritual activities in the province, including possible emergent/trance gatherings (there's at least one small event - the Elevated Festival). And yes, a number of New Age encounters are available across Saskatchewan, including workshops in the little town of Shaunavon on "spirituality as art," incorporating guided yoga, mandala imagery and symbolism, harmony through "recognizing one's common humanity," spiritual energy flows, and exploring transformative rhythms and movements.

Shaunavon, by the way, is a town of about 2000 people located in the heart of big-sky country, a sweeping landscape of farms and ranches and oil wells. The point of telling you this is straightforward: Transformative spirituality, in its many guises, has long since crossed the boundaries of metropolitan art districts and the industry of appeasing suburban yuppies in midlife crisis. It's everywhere; from the crowded streets of mega-cities to the vast emptiness of the Canadian prairies - the "New Age" is mainstream.

In all of this, it's important to note that the New Age Movement of prior decades now has a relatively new vehicle for our time; transformational culture. Of course, this was the New Age dream of the 70s, 80s and 90s. But today we have a new generation, well distanced from Biblical values, that yearns for a spiritual and social revolution. Transformational festivals, representing the spirit of change, re-packages the New Age for this context; evolutionary spirituality, organic community, visionary art, ecstatic encounters, radical inclusiveness, experiential group dynamics - all speak to the desired reality shift. In short, the rising phenomena of "transformational festivals" represents the cutting edge of the "new" New Age. And like the "old" New Age, it's a conflux of Paganism, Wicca, mysticism, Eastern religious practices, and other forms of spiritual expression.

Thus, the foundation of transformational festivals and evolutionary culture is nothing new. In the August edition of *Forcing Change* I quoted one of the movement's most well-spoken advocates, Jeet-Kei Leung, when he called this "an ancient future culture." It is "future" in that it appeals to the "web 2.0 generation" and embraces technology as an agent of social and spiritual change. It's also future in that it seeks to remake Western society, which still clings - tentatively and in part - to "traditional" Judeo-Christian values. As Jeet-Kei explained in his 2010 Vancouver Tedx Talk,

"We are reality makers... We are world makers. And in these temporary autonomous zones [transformational festivals], where we escape, for a moment, from the hierarchies and agendas embedded into the very material of our mainstream consensus reality, we are free to co-create and share the momentary realization of the liberated world we would wish to live in. We have learned that these parties are practice for co-creating this very world. We've lived it together. Tasted it... No less profound is this emergence of a new type of spiritual culture in these festivals; A spiritual culture completely uninterested in charismatic leaders, dogmas, or doctrine - where ritual does not require that we surrender our autonomy as critical thinking individuals, but instead arises as the shared acknowledgment and honoring of our sacred experience together."

And it is "ancient" in that it draws from and speaks to old religious and pagan aspects, as Jeet-Kei reminded his Tedx audience. In fact, it could rightly be argued that this movement has been with us throughout history, in one form or another. As one participant posted on a recent online forum, "[transformational festivals are] a purposeful way to convene with spirit, one that harkens back to Ancient Greece... In worshipping Apollo and Dionysus, reason and ecstasy, and in removing themselves from the city and flocking to rural areas in order to partake in orgies/festivals/dancing, the Greek's 'transformational festivals' were socially accepted yet still physically removed..."

As Christianity has waned throughout the Western World, a host of alternative spiritual pursuits and pagan influences have stepped in to fill the void. Thus, for those who are grounded in the traditional Biblical framework, we need to be aware that our culture is increasingly choosing to follow another path. Nevertheless, the calling for Christians remains the same today as it did yesteryear; To be salt and light - ambassadors for Jesus Christ.

With this truism there should be no surprise, regardless how our world changes. **FC**

Wickerman Burns

One transformational event is The Wickerman Festival, which takes place in July near the village of Dundrennan, Scotland. Started in 2001, this is a two-day, music oriented, counter-cultural gathering, and is dubbed as a festive family affair. Similar to other transformational events, this one hosts more than just sound stages; workshops are held, fire performers entertain, yoga sessions take place, a children's area is offered, and at the end of the event a 40 foot-high thatch-and-wood Wickerman is burned (see the picture below for a glimpse of the 2011 Wickerman).

However, it must be noted that many other Wickerman events take place in the United Kingdom. Some are intimate gatherings and others are elaborate affairs drawing large crowds (the Calton Hill event has been called a "Druid rave"). Unlike the Dundrennan festival, most events occur on Beltene, May 1, marking the coming of summer.

Historically the Celtic/pagan celebration of Beltene included the lighting of fires, performing rituals for the protection of cattle herds, and the celebration of fertility. In fact, to the pagan Celts, May "was a month of sexual freedom in honor of the Great Mother and the Horned God of the woodlands." (D.J. Conway, *Celtic Magic*, p.83). And in ancient times, "huge man-shaped wicker images were filled with human and animal sacrificial victims and set alight." (M.J. Green, *Dictionary of Celtic Myth and Legend*, p.100).

Today, Wickerman/Beltene (also spelled Beltane) is often viewed as a cultural affair, with some celebrations incorporating fire-priests and fire-dancers, waving antlers to fertility gods, and elaborate ceremonies. Naturally, all Wickerman gatherings conclude with the razing of the thatch-and-wood effigy.

Note: The pagan community in the UK, the United States, and other western nations hold Beltene celebrations and Wickerman burns. For example, the Mountain Mysteries Beltane Festival is a mid-sized pagan gathering that takes place in Stanardsville, Virginia.



Universal Religion: Trance Dance in Nepal

Universal Religion, also called Mountain Madness, is a transformational festival that unites about 4000 people around the highest dance floor on the planet - in the mountains of Nepal. Catering to psy-trance expressions under its single visionary stage, a “full power vibe in a divine location,” this event is renowned for being one of the most distant parties to get to. Those who attend, coming from all points on the planet, are dedicated and adventurous souls.

This excerpt from a 2012 promo gives some perspective: “We at Universal Religion aim to bring together musicians and artists, dancers and performers to share a thrilling journey in the world’s most spiritual and divine location - the Himalayan mountains. With the support of our international sound geniuses, visually stunning décor, a panoramic chill out stage, yoga and art, plus other activities and stalls we aim to make this a once in a lifetime experience for you. Together we will create a tribal gathering in the heart of nature’s wonder.”

Obviously the title, “Universal Religion,” is packed with meaning. As organizers expressed in the write-up for the 2011 event: “Come partake in the quest that promotes love and understanding for each individual, come and preach with us - Universal Religion.”

Digital Om Productions, the organizing group that drives Universal Religion, tells us this event is an “exceptional gathering for cosmic-driven, spiritually enlightened beings in search of a common dance floor experience.”

Even the name “Om” has impact. As Digital Om tells us, “OM or AUM sound is considered the original primordial creative sound from which the universe manifested itself.” This is Hindu cosmology: AUM is the sacred sound that unites the universe. As *Harper’s Dictionary of Hinduism* explains, “Meditation on this sacred syllable satisfies every need and finally leads to liberation. Its sound is thus more important than all Vedic rites, oblations and sacrifices, for it alone is imperishable.” It’s no surprise, therefore, to find the symbols and concepts of Hinduism laced throughout Universal Religion. After all, this festival is geared toward spiritual unfoldment and universal harmony - cosmic oneness.



The Global Roots of Common Core Education

By Berit Kjos (www.crossroad.to)

Note: Across the United States, controversy surrounds the introduction and implementation of a nationally organized set of Common Core educational benchmarks. The following article, adapted from a series by Berit Kjos, provides an important historical context for Common Core educational standards.



America has changed! We are a divided nation with eroding liberties for Christians who refuse to embrace today's contrary new rules and global values.

The seeds for this transformation were planted long ago, but few saw the warning signs. Now that the evidence is too vast to deny, it may be too late to slow or stop the process. I hope not.

Today's education goals were envisioned more than a century ago by dominant elites who steered the process from behind the scenes. Though the labels changed through the years, they all followed a globalist vision toward a totalitarian world equipped to mold young minds for a socialist/Communist system.

Each decade brought us closer to the fulfillment of this anti-Christian agenda. The latest version of the international education plan is called "Common Core" (CC) or "Common Core Standards" (CCS) or "Common Core State Standards (CCSS). These deceptive labels hide the global agenda, at least for the moment.

"Common Core Standards" is merely the latest extension of previous programs aimed at mind-changing compliance with UNESCO guidelines. You may remember some of the past titles: Education for All, Outcome Based Education, Quality Learning, No Child Left Behind, etc. In the years ahead, new labels and propaganda will surely continue to push this global agenda forward until the world's elite masters decide that they have reached their goal: total control of the serfs that serve them.

In an article titled “The Spiritualization of Science, Technology and Education in a One-World Society,” Dr. Martin Erdmann writes,

“Aldous Huxley envisioned a future world society totally controlled by an elite group of scientists. His best-known fictional work explicating this dire prospect bore the title *Brave New World*. Years later he would ‘revisit’ his prognostications only to conclude that he had underestimated the rate of change realizing his darkest fears.”¹

As you scroll down the short chronology below, notice the powerful people, the elitist organizations, and the wealthy foundations that have inspired, planned, steered and funded the transformation.

1905: The Carnegie Foundation for the Advancement of Teaching (CFAT) was founded. Together with other Carnegie Foundations, it has been a major promoter and funder of socialistic, global education projects.

1918: “Russia is pointing the way to a great and sweeping world change. It is not in Russia alone that the old order is passing. There is a lot of the old order in America, and that is going, too... I am glad it is so.” So said William Boyce Thompson, Federal Reserve Bank director and founding member of the Council on Foreign Relations.²

1933: John Dewey, “father of progressive education” and honorary president of the National Education Association (NEA), co-authored the first *Humanist Manifesto* which called for a “synthesizing of all religions...”

1934: The Carnegie Corporation funded the American Historical Association’s *Report of the Commission on the Social Studies*. Like most of today’s social studies curricula, the report called for a shift from free enterprise to collectivism,

“...the age of individualism and laissez faire in economy and government is closing and... a new age of collectivism is emerging... It may involve the limiting or supplanting of private property by public property or it may entail the preservation of private property, extended and distributed among the masses...”³

1942: The editor of the *NEA Journal*, J. Elmer Morgan, wrote an editorial titled “The United Peoples of the World.” In it, he explained a world government’s need for an educational branch, a world system of money and credit, a world police force, “a world bill of rights and duties.”⁴

1946: In his NEA editorial, “The Teacher and World Government,” J. Elmer Morgan, wrote, “In the struggle to establish an adequate world government, the teacher... can do much to prepare the hearts and minds of children... At the very top of all the agencies which will assure the coming of world government must stand the school, the teacher, and the organized profession.”⁵

1946: As head of the World Health Organization (WHO), a Canadian psychiatrist and a World War II General, Dr. Brock Chisholm promoted the behavior modification processes that have been transforming American schools and values through the decades. Notice his hostility toward Christianity:

“We have swallowed all manner of poisonous certainties fed us by our parents, our Sunday and day school teachers... The results are frustration, inferiority, neurosis and inability to... make the world fit to live in.”

“The re-interpretation and eventually eradication of the concept of right and wrong which has been the basis of child training... these are the belated objectives of practically all effective psychotherapy...”

“Psychology and sociology... the sciences of living, should be... taught to all children in primary and secondary schools, while the study of such things as trigonometry, Latin, religions and others of specialist concern should be left to universities. Only so... can we help our children carry their responsibilities as world citizens...”

“...it has long been generally accepted that parents have perfect right to impose any points of view, any lies or fears, superstitions, prejudices, hates, or faith on their defenseless children. It is, however, only recently that it has become a matter of certain knowledge that these things cause neuroses...”

“Surely the training of children in homes and schools should be of at least as great public concern as are their vaccination... [Individuals with] guilts, fears, inferiorities, are certain to project their hates on to others... Any such reaction now becomes a dangerous threat to the whole world. For the very survival of the human race, world understanding, tolerance and forbearance have become absolutely essential. We must be prepared to sacrifice much... Whatever the cost, we must learn to live in friendliness and peace... putting aside the mistaken old ways of our elders if that is possible. If it cannot be done gently, it may have to be done roughly or even violently.”⁶

1946: “The establishment [UNESCO] marks the culmination of a movement for the creation of an international agency of education... Nations that become members of UNESCO accordingly assume an obligation to revise the textbooks used in their schools... Each member nation... has a duty to see to it that nothing in its curriculum... is contrary to UNESCO’s aims.” This NEA article was printed in *National Education in an International World*.

1947: Julian Huxley, the first head of UNESCO, writes the following. “The task before UNESCO... is to help the emergence of a single world culture with its own philosophy and background of ideas and with its own broad purpose.”

1968: Benjamin Bloom [called Father of OBE], “was invited by UNESCO in 1968 to submit a proposal for a six to nine week training program which would partially fulfill recommendations made at UNESCO's Moscow meeting dealing with the formation of national centers for curriculum development and research...”⁷

1976: An NEA program titled *A Declaration of Interdependence: Education for a Global Community*, was made available to schools across the country. The report said, “Educators around the world are in a unique position to help bring about a harmoniously interdependent global community.”⁸

1985: “The curriculum arm of the NEA, the Association for Supervision and Curriculum Development (ASCD), co-sponsored an international curriculum symposium in the Netherlands. According to *Education Week*, the ASCD executive director, Dr. Gordon Cawelti, urged representatives of other Western nations and Japan to press for the development of a ‘world-core curriculum’ based on knowledge that will ensure ‘peaceful and cooperative existence among the human species on this planet’.”

It’s important to keep in mind that this World Core Curriculum would be based on the teachings of theosophist Alice Bailey who received her channeled instructions from her spirit guide, Djhwah Khul. The framework would be written by theosophical (occult) United Nations leader, Robert Muller, the Under-Secretary of the UN Economic and Social Council.

Muller said, “A world core curriculum might seem utopian today. By the end of the year 2000 it will be a down-to-earth, daily reality in all the schools in the world.”

In his book, *New Genesis: Shaping a Global Spirituality*, Muller wrote, “On a universal scale, humankind is seeking no less than its reunion with the ‘divine’... Hindus call our earth Brahma or God, for the rightly see no difference between our earth and the divine.”⁹

1991: As part of a 156-nation network working to ‘reform’ worldwide education, a conference on ‘Learning for All: Bridging Domestic and International Education’ was convened by ‘The US Coalition for Education for All.’ The keynote speaker was Elena Lenskaya, deputy to the Minister of Education in Russia. First Lady Barbara Bush was the Honorary Chair.

1993: “The 240 international affiliates of the NEA and the American Federation of Teachers joined to form Education International (EI).”¹⁰



The Rising Forcing

Parents beware! A New World Order is rising. It has no tolerance for Christianity, traditional values or historical facts that expose its lies. The socialist authors of the *Humanist Manifesto II* gave us a glimpse of their preferred future back in 1973,

“We deplore the division of human-kind on nationalistic grounds. We have reached a turning point in human history where the best option is to transcend the limits of national sovereignty and to move toward the building of a world community...”

That "world community" was officially born in 1945, when Alger Hiss served as Secretary General at the founding of the United Nations. The following year, the NEA helped establish UNESCO as the primary creator of an international education system. Now, more than half a century later, its founding vision is fast becoming reality.

With the vast financial resources provided by Microsoft's Bill Gates, UNESCO is on a roll. As Phyllis Schlafly explained,

"On November 17, 2004 at UNESCO's headquarters in Paris, UNESCO signed a 26-page 'Cooperation Agreement' with Microsoft Corporation to develop a 'master curriculum (Syllabus)' for teacher training in information technologies based on [global] standards, guidelines, benchmarks, and assessment techniques’.”¹¹

That "Cooperation Agreement" calls for a world-wide system of global standards. Its manipulative techniques were designed to conform human resources to the demands of the rising totalitarian world government. No matter what we call its manipulative education standards - "Common Core," "Outcome Based Education" or "No Child Left Behind" - the schools of the future would be pressed into the socialist shape of UNESCO and the NEA.

Remember, the NEA shares UNESCO's goals. No wonder, since NEA elites helped launch UNESCO! Back in 1946, it celebrated the formation of UNESCO as "the culmination of a movement for the creation of an international agency of education." What the NEA planned in secret has become today's reality. The *NEA Journal* proudly announced their new rules: "...each member nation... has a duty to see to it that nothing in its curriculum... is contrary to UNESCO's aims."

That same year, an NEA-sponsored world conference drafted a "Constitution for a World Organization of the Teaching Profession." It would be "a mighty force in aiding UNESCO," said William Carr, associate secretary of NEA's Education Policies Commission.¹²

Indeed, it would. Like the NEA, UNESCO promotes abortion, disarmament and world government. It has much in common with *Agenda 21*, the radical framework for a totalitarian globalism under the banner of "Saving the Earth" and shrinking the world population. Our children would be trained, not just to conform to UNESCO's agenda, but to serve as activists ready to serve, promote, spy and fight for a world government with zero tolerance for traditional values.

Who Will Rule the Global School?

Seven years ago a world-changing event took place. It would revolutionize education, families, faith and basic values in our fading "land of the free."

I'm referring to the *Moscow Declaration* that was officially adopted on June 2, 2006, by the Education Ministers of the United States, the Russian Federation, Canada, France, Germany, Italy, Japan and the United Kingdom. The members of this international "Group of Eight" (G-8) have committed their nations to "cooperation in education at all levels in the 21st century."¹³

What about America's "Common Core" standards? Do they fit into the *Moscow Declaration*?

Marketed to American families as an improved education program, the actual truth about "Common Core" has been hidden from us. Our government leaders didn't tell us that we were already committed to a multinational education agenda! But it all makes sense when we consider the century-old movement toward global education!

In 2006, Eagle Forum's *Education Reporter* explained the implication of the *Moscow Declaration*,

"Russia's Science and Education Minister Andrei Fursenko described the declaration as 'both a final document of the conference and the document that will be implemented by education ministers of all the world countries and international organizations, including the World Bank, UNESCO, and UN'." [See footnote 15]

That certainly sounds like a global education system, doesn't it? But the American people are kept in the dark! The *Education Reporter* continues,

"The U.S. Department of Education said the member delegates 'pledged to share best practices across borders' to build 'education systems that can allow people... to live and contribute to a global society, and to work in a global economy...'

Included in previously adopted initiatives... are those from UNESCO as well as the 1985 agreement with the USSR [before the end of "the Cold War"] called 'The General Agreement between the Government of the United States of America and the Government of the Union of Soviet Socialist Republics [USSR] on contacts, exchanges and cooperation in scientific, technical, educational, cultural and other fields.'...

What can be expected from the *Moscow Declaration*? If the historical results of U.S. participation with international reforms continue in the same vein, it is not unreasonable to expect the whole of U.S. education – from preschool, elementary, secondary, and higher education – will encounter further upheaval and decline." [See footnote 15]

Today's sobering realities remind me of the boastful statement made by Nikita Khrushchev back in 1959. Perhaps he was right,

"You Americans are so gullible. No, you won't accept communism outright, but we'll keep feeding you small doses of socialism until you'll finally wake up and find you already have communism. We won't have to fight you. We'll so weaken your economy until you'll fall like overripe fruit into our hands'." ¹⁴

Who Defines the Standards?

"In the global village... networks will link students around the world to each other and to a vast body of information and human knowledge."¹⁵

That promise was made in 1994 during a trans-Atlantic conference between Washington and Berlin. Education Secretary Richard Riley and Labor Secretary Robert Reich shared strategies for building the Global Village Schools with their German counterparts. They agreed that educational accord would be vital to their goal of "enforcing social transformation."

What did that mean? Which of the world's governing politicians or religious rulers will determine the standards for the rising global education system?

We don't know yet! Our government doesn't tell us about its international schemes and alliances. It doesn't reveal its mind-bending strategies for the next generation of laboring serfs in its global village. Meanwhile our schools are fast trading history and factual learning for government defined social studies that contradict God's Word on every point!

However, we have some clues. Many of today's champions of change seem committed to following the irrational, mystical and occult plans behind *Agenda 21*, the *Earth Charter* (logo on right) and other deceptive alliances that feed the "Green Movement." They welcome paganism and ban unwanted expressions of Christian faith. The Bible sums it up: "...the whole world is under the sway of the evil one." (1 John 5:19)

The Green (earth-centered) agenda fits well with a culture of sex, promiscuity and paganism. It offers pleasure and political correctness but delivers bondage and corruption.

Ponder this "Common Core 'Exemplars': "Graphic Sex and Praising Castro," designed for our children's classrooms and described by Mary Grabar.



"I must admit that I would have been too embarrassed to teach Julia Alvarez's sexually explicit novel... to ninth- and tenth-graders, as many Georgia high school teachers have been instructed to do..."

Common Core does not prescribe a curriculum – but rather 'standards.' These standards supposedly ensure that students' academic achievement is consistent state to state. But that's another reason for textbook selection committees to select works from the 'exemplars' – like Alvarez's [corrupt] novel...

...as national social studies standards now come rolling in, they will also learn about new American heroes, like Common Core's biggest funder, billionaire Bill Gates... The tribute to the billionaire leftist will make a nice complement to praise of Castro and Che in one of the few works of fiction allowed to remain in the ever-diminishing pool of literary 'exemplars' under these new 'standards'."¹⁶

So let's take another look at Bill Gates. Apparently Gates and his UNESCO partners have agreed to the following core standards,

- Environmental education will be incorporated in formal education.
- Any value or attitude held by anyone globally that stands independent to that of the United Nations' definition of "sustainable education" must change. Current attitudes are unacceptable.
- Education will be belief-and-spirituality based as defined by the global collective.
- Environmental education will be integrated into every subject, not just science.¹⁷

Now ponder this important warning from Phyllis Schlafly,

"UNESCO's efforts in the 1960s and 1970s to influence U.S. school curriculum were unsuccessful. But now UNESCO has found a sugar daddy. On November 17, 2004 at UNESCO's headquarters in Paris, UNESCO signed a 26-page 'Cooperation Agreement' with Microsoft Corporation to develop a 'master curriculum (Syllabus)' for teacher training in information technologies based on standards, guidelines, benchmarks, and assessment techniques. The Agreement states that ... 'UNESCO will explore how to facilitate content development'.

Following the signing of the Agreement, UNESCO Director General Koichiro Matsuura explained it in a speech. One of its goals, he said, is... worldwide curricula reflecting UNESCO values."¹⁸

A Troubling Piece of Education History

Let's go back to 1948 for a moment. That year the National Education Association [NEA], funded in part by the Carnegie Corporation, produced a set of international guidelines called "Education for International Understanding in American Schools." It included this statement by Willard Givens, who would soon be the executive secretary of the NEA,

"The idea has become established that the preservation of international peace and order may require that force be used to compel a nation to conduct its affairs within the framework of an established world system. The most modern expression of this doctrine of collective security is in the United Nations Charter... Many persons believe that enduring peace cannot be achieved so long as the nation-state system continues as at present constituted. It is a system of international anarchy.

...many drastic changes must be made ...all of us, including the 'owners', must be subjected to a large degree of social control... The major function of the school is the social orientation of the individual. It must seek to give him understanding of the transition to a new social order."¹⁹

As Ben Shapiro said in 2009, "Every old ideological conflict eventually becomes new again... Those of conservative bent ardently hope for a second American Revolution; those of the left wish desperately for a second French Revolution."

The Left may win the next battle in this spiritual war. The signs of a global revolution are already too close for comfort. We can no longer count on the American Constitution or the integrity of our leaders. More often than not, their choices are totally contrary to America's founding values and God's wise guidelines.

But our Lord still reigns! In the midst of this spiritual war, He will surely provide His strength, wisdom and His comforting nearness to all who choose to trust and follow Him!

“...in Me you may have peace. In the world you will have tribulation; but be of good cheer, I have overcome the world.” (John 16:33)

Endnotes:

¹ Dr. Martin Erdmann, "The Spiritualization of Science, Technology and Education in a One-World Society," at <http://www.crossroad.to/articles2/forcing-change/11/spiritualization.htm>.

² William Boyce Thompson, Federal Reserve Bank director and founding member of the Council on Foreign Relations, wrote these words in *New York World*, January, 1918. Cited by Charlotte Iserbyt, *The Deliberate Dumbing Down of America* (Ravenna, OH: Conscience Press, 1999).

³ *Report of the Commission on the Social Studies*, The American Historical Association (1934); 16-17. Cited by Charlotte Iserbyt.

⁴ Joy Elmer Morgan, "The United Peoples of the World," *The NEA Journal* (December 1942); p.261.

⁵ J. Elmer Morgan, "The Teacher and World Government," *The NEA Journal* (January 1946); p.1.

⁶ G. B. Chisholm, "The Re-establishment of Peacetime Society," *Psychiatry* (February 1946); pp. 7, 9-10, 16, 18.

⁷ John I. Goodlad & Associates, *Curriculum Inquiry -- the Study of Curriculum Practice* (NY: McGraw Hill, 1979), 261. Cited by Charlotte Iserbyt, *The Deliberate Dumbing Down of America* (Ravenna, OH: Conscience Press, 1999), p. 25.

⁸ "The NEA promotes 'A Declaration of Interdependence: Education for a Global Community'," Sept., 1976. Cuddy, p. 59.

⁹ "Education Week," Nov. 27, 1985. See, Dennis Cuddy, *Chronology of Education with Quotable Quotes*, 1994, p. 77. For more information, see pages 75 and 95 in Berit Kjos' book, *How to Protect Your Child from the New Age and Spiritual Deception*.

¹⁰ Reported by Dennis Cuddy.

¹¹ Phyllis Schlafly, "Bill Gates Teams Up With UNESCO," November 30, 2005.

¹² William Carr (NEA), Associate Secretary of the NEA's Education Policies Commission, August, 1946. Cuddy, p. 24.

¹³ 'Moscow Declaration' Adopted by G-8: Education Ministers – Secretary Spellings Commits U.S. at <http://www.eagleforum.org/educate/2006/june06/moscow.html>, Eagle Forum, U.S. Dept. of Education, 6-2-2006.

¹⁴ 'Moscow Declaration' Adopted by G-8: Education Ministers – Secretary Spellings Commits U.S. at <http://www.eagleforum.org/educate/2006/june06/moscow.html>, Eagle Forum, U.S. Dept. of Education, 6-2-2006.

¹⁵ From a publicity flier announcing the conference held April 10-13, 1994

¹⁶ Mary Grabar, "Common Core 'Exemplars': Graphic Sex and Praising Castro," May 7, 2013. Cited in <http://www.crossroad.to/Books/BraveNewSchools/Chronology.htm>

¹⁷ "Top Ten Scariest People in Education Reform: #5: Bill Gates: Scary Philanthropy," by Christel Swasey, March 28, 2013. <http://whatiscommoncore.wordpress.com/2013/03/28/top-ten-scariest-people-in-education-reform-5-bill-gates>.

¹⁸ Phyllis Schlafly, "Bill Gates Teams Up With UNESCO," Eagle Forum, November 30, 2005, www.eagleforum.org/column/2005/nov05/05-11-30.html

¹⁹ Dennis Cuddy, Ph.D., *The Grab for Power: A Chronology of the NEA* (Plymouth Rock Foundation, 1993), p.8.

Wolves in the Classroom: *The Lightning Thief* Unmasked

By Steve Busch

Editor's Note: I want to thank Steve Busch for allowing *Forcing Change* to carry this article. It's an important reminder of the personal nature of classroom realities, that the material being presented impacts individuals and families.

To read more of Steve's articles, go to his blog at <http://oldmanoftheski.wordpress.com>.

"The gods of Olympus are alive and well in the 21st Century! They still fall in love with mortals and have children who are half-god, half-human, like the heroes of the old Greek myths. Could you be one of those children?" - Rick Riordan, introducing his novel, *Percy Jackson and the Lightning Thief*.

The American people have accepted the fact that our public school system should be totally "secular" in nature. We expect public schools to avoid teaching anything deemed overtly religious for fear that our children will become indoctrinated into a particular worldview rather than educated. This means of course that anything even remotely considered "Christian" has been completely banned from the classroom. Most parents are okay with this perceived exclusion of religion since there are certainly plenty of other avenues to teach religion outside of the public school system. Yet, what most parents don't understand is that there is no such thing as a spiritual vacuum, and while Jesus Christ, or the God of the Bible, may not be mentioned in the public school classroom, plenty of other "gods" have been welcomed with open arms.

On February 29, 2012, my daughter came home from school and complained that her sixth grade reading assignment was "really creepy and weird." As a concerned parent, I began to investigate the material for myself and what I found was extremely disturbing. Just reading the first chapter of Rick Riordan's *Percy Jackson and the Lightning Thief*, in which the Greek "god" Cronus is described as eating his own children, convinced me that my daughter was right. The first sentence in Chapter 1 starts out by telling young readers that "your parents told you lies about your birth." This declaration sets the stage for all the violence, adultery, and New Age beliefs promoted in this fantasy novel.

My wife and I ended up registering a formal challenge against the curriculum. We labored through a six month labyrinth of school district policies and curriculum review procedures before deciding that it was necessary to remove our daughter from the public school system. I have compiled and self-published a journal which documents everything that transpired. Some of it is almost beyond belief, and could be the subject for a novel in itself.

My journal includes copies of all the written correspondence between myself and various school district officials, legal professionals, notes from meetings and numerous internet links to the extensive research that I conducted supporting our objections to the curriculum, as well as the final school district decision. As a result of our efforts, the district did make some changes by requiring teachers to provide a list of alternate reading materials where none were available previously, and also will now require a notation in the reading list alerting parents that this specific material has been challenged. Additionally, the district will no longer allow the

movie version of *The Lightning Thief* to be shown at school. However, we felt the district's changes did not go far enough to address all of the issues we raised. This brief article is merely intended to encourage parents to become more involved in their children's education, become better informed, ask questions, and if necessary, challenge what is being taught.

In literature, the fantasy genre is a catch-all category that uses fiction to describe events that occur outside the parameters of everyday reality. Fantasy is a form of storytelling that provides a representation of something which is considered impossible in real life. It is defined as a story that departs from the accepted rules by which individuals perceive the world around them. Such literature often incorporates magic, talking animals, paranormal activity, supernatural forces and unexplained events. We've all read fantasy literature and watched fantasy movies: Most of us retain the ability to separate fact from fiction and understand the concept of "make believe," and are not harmed by the experience.

Rick Riordan's *Percy Jackson and the Olympians* book series is designed as a middle-school reading curriculum that enjoys widespread acceptance in public schools across the United States and Canada. But Riordan's books are much more than just fantasy entertainment. Sort of like Harry Potter on steroids, the *Percy Jackson* series goes far beyond witchcraft by elevating humanity to the level of the divine.

Typically requiring a full semester or longer to complete, *The Lightning Thief* reading unit depicts paganism, graphic violence, hallucinogenic drug use, promiscuity, adultery, bestiality, and incest. (I can cite chapters and page numbers upon request.) The Las Vegas scene in the movie version is nothing less than a modern depiction of the so-called "Dionysian mysteries," a drug and sex fest that was quite popular in ancient Greek society. [Ed. Note: "transformational festivals" have also been referred to as a modern extension of Dionysian-styled celebrations.]

In the Las Vegas scene, Percy and his two companions, including a Satyr named Grover, spend five days imbibing drugs while Grover is depicted enjoying the affections of a troupe of Las Vegas showgirls. Grover also gets to spend a week in Hades with the beautiful and exceptionally lustful Persephone, who exclaims upon meeting him, "I've never had a Satyr before!" After emerging from a strongly implied sex-filled week with Persephone, Grover has matured considerably as revealed by his new grown set of horns. Who would consider this appropriate material for twelve year old boys and girls in a sixth grade classroom? Despite our objections, the principle at my daughter's elementary school insisted on showing the movie version as a reward for completing the reading unit just as he had done the year before, and the year before that.

Video games, movie posters, and multiple sequels are all part of the Percy Jackson hype. Some would argue that Rick Riordan's *Percy Jackson* series, which purports to be a modern retelling of classical Greek mythology, is no worse than a lot of other books and movies we allow our children to be exposed to. But that kind of rationalization only confirms how successful the major publishing houses and Hollywood studios have been at promoting and marketing evil.

But even more disturbing than the skewed sexuality and violence in the movie is the fact that the book and accompanying study aids, comprehension tests, and teacher instruction materials, create a near total immersion experience into the worldview known as Theosopy, a worldview that teaches that each individual is divine and has the power and authority to decide what is right or wrong for himself. Theosophy, for those who may not be familiar with the term, can most succinctly be described as the philosophy of "self worship".

The Lightning Thief curriculum crosses the line between teaching Greek mythology from a subjective historical viewpoint and promotes an overtly religious or theological viewpoint intended to indoctrinate young students. The author uses Greek mythology as a setting to promote his view that in a universe populated with a host of unreliable “gods,” all of whom are competing with each other for our attention, it is far better to concentrate on bringing out the divine potential within one’s own self rather than rely on some powerful, yet petty deity for guidance or salvation.

The main theme is that all of the so-called “gods” are selfish, arbitrary, arrogant, lustful prone to wrath, jealousy, envy, strife, etc. They are constantly cheating on each other, impregnating human females, and causing mischief on the earth. The heroes of the series are decent, self-controlled human beings who have come to realize that they themselves are endowed with a divine nature, half human and half “god.” It should also be noted that Rick Riordan not only writes children’s fantasy novels, but has also authored numerous x-rated “adult” books.



The author himself holds two diametrically opposed views about the religious content of his children’s fiction. In a public interview available on the author’s own website, Riordan stated that nobody believes this stuff [Greek mythology] anymore, claiming that it has “long stopped being any kind of serious religion.” Yet he also repeatedly emphasizes that the ancient Greek “gods” and the myths surrounding them, as well as the pagan practices they inspired, “are part of our heritage... and deeply embedded in and inseparable from Western thought.” In *The Lightning Thief* book, one of Percy’s teachers, Mr. Brunner, (a.k.a. the “god” Chiron) instructs Percy to take a closer look at the foundation of America, to take a closer look at the evidence plainly visible:

“Look at your symbol, the eagle of Zeus. Look at the statue of Prometheus in Rockefeller Center, the Greek facades of your government buildings in Washington. I defy you to find any city [in America] where the Olympians are not prominently displayed in multiple places. Like it or not, and believe me, plenty of people weren’t very fond of Rome, either, America is now the heart of the flame. It is the great power of the West. And so Olympus is here. And we [the “gods” of Olympus] are here.” - Mr. Brunner, a.k.a. the “god” Chiron in *The Lightning Thief* by Rick Riordan, p. 73.

Indeed, if there is any agreement between myself and Mr. Riordan, it is on this very point. The Greek “gods” are here. We are surrounded by them. But unlike Mr. Riordan, I don’t consider such entities to be “gods,” nor do I want to associate or equate myself with them. There is only one God, and His name is above all names and greatly to be praised. **FC**

Advancing Alternative Sexual Lifestyles: A US State Department Priority

NOTE: As of June 28, 2013, the Obama Administration officially elevated alternative sexual lifestyles into a foreign policy priority. That's right; pro-homosexual, bisexual, and transgender issues are now officially being endorsed and fostered by the US State Department. The pretext is human rights in the name of protecting "LGBT individuals worldwide." Therefore, diplomatic leverage will be used to pressure other governments in accepting this new American moral foreign policy standard.

Of course, under US constitutional law, every American citizen is already endowed with equal legal protection within the confines of the United States (outside the US, American's are subject to the laws of the nation being visited). Within the US, homosexual, bisexual and transgender individuals are, therefore, already protected – as are all other citizens. But this isn't about "equality under the law" in America, *it's about pushing a morality agenda on the rest of the world.*

Find below is the entire text of the US State Department "Fact Sheet," including a box section with a single line – found in the original document – that boasts, "Since 2010, the Department has provided critical assistance to more than 70 LGBT defenders and advocates around the world."

Advancing the Human Rights of Lesbian, Gay, Bisexual and Transgender Persons Worldwide: A State Department Priority

Fact Sheet
Bureau of Public Affairs
June 28, 2013

"As Secretary, I join with my colleagues at our embassies, consulates and USAID missions around the world in saying no matter where you are and no matter who you love, we stand with you." – Secretary of State John Kerry.



The U.S. Department of State champions the protection of the human rights of lesbian, gay, bisexual and transgender (LGBT) individuals worldwide as an Obama Administration foreign policy priority. By supporting the inherent dignity of each person, the United States leads by example and advances our values.

LGBT Rights a Foreign Policy Cornerstone

Advancing equality for LGBT persons is fundamental to promoting democracy and human rights throughout the world. Inclusive societies are better international partners and better neighbors.

Department Tools

The State Department uses a wide range of diplomatic and assistance tools to press for the elimination of violence and discrimination against LGBT persons worldwide:

- Countering Laws that Criminalize LGBT Status

The State Department works through U.S. embassies, civil society, and multilateral agencies to encourage countries to repeal or reform laws that criminalize LGBT status. To guide this ef-

fort, the Department created a resource toolkit for all U.S. embassies and established a rapid response mechanism to address emerging crises in particular countries.

- **Research and Resources for U.S. Embassies**

The Department's annual Human Rights Report includes information on the human rights situation for LGBT persons in every country. Region-specific LGBT strategies have been developed that provide U.S. embassies with analysis, resources, and public outreach strategies for engagement with government officials and civil society.

- **Embassy Programs and Personal Engagement**

In 2012, nearly 90 U.S. missions held Pride-related events. Already in 2013, Ambassadors and embassy staff have participated in Pride marches and IDAHO celebrations around the world and provided safe spaces for LGBT organizations to connect with one another and the broader human rights advocacy community.

The Global Equality Fund

The Department launched the Global Equality Fund (GEF) in December 2011 to advance the human rights of LGBT persons worldwide. In partnership with a number of countries, corporations, and foundations, the GEF has funded emergency and long-term programs to protect the human rights of LGBT persons in over 25 countries. The Fund provides human rights defenders with legal representation, security, and, when necessary, relocation support.

Since 2010, the Department has provided critical assistance to more than 70 LGBT defenders and advocates around the world.

Consular and Travel Assistance

- The Bureau of Consular Affairs has streamlined procedures and simplified requirements for changing the sex listed on a transgender American's passport.
- The Department provides travel information specific to LGBT persons on travel.state.gov, including information about attitudes, harassment, or arrests important for LGBT travelers.

Department Personnel Policy

The State Department announced extension of the full range of legally available benefits and allowances to same-sex domestic partners of Foreign Service staff serving abroad.

- The Department enables same-sex couples to obtain passports under the names recognized by their state through their marriages or civil unions.
- The Department's equal employment opportunity policy includes protections against discriminatory treatment of employees and job applicants based on sexual orientation and gender identity.

Forcing Change

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

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