

Argentine education gets New Age reform

by Diana Olaya Echeverry and C. Rush

Under the name "New School: More and Better Education for Everyone," the Argentine Ministry of Culture and Education has introduced a reform similar to the outcome-based education (OBE) programs in the United States. Designed by overt Satanists such as Robert Muller of the Lucis ("Lucifer") Trust, OBE is an assault on Christian civilization, the family, and the nation-state.

As part of the campaign to disseminate the new Federal Education Law, last August the Education Ministry began to distribute a series of 16 articles to inform all teachers of the new curriculum which will go into effect in 1994 for the teaching of chemistry, physics, mathematics, biology, history, and geography. Government officials explain that this is an attempt "to create a new school for a new society"—a school system coherent "with a democratic community based on solidarity." The Oct. 7 *El Cronista* reported that the new law will include a National Evaluations System which will allow teachers to "measure the outcomes of learning."

But the fundamental premise of these reforms, whether in the United States or in Ibero-America, is that man is an irrational being whose bestial tendencies must be gratified. The argument used is that man is defined by his "diversity"—his skin color, his race, sex, the geographical area in which he lives—everything except the "divine spark" of reason which in fact distinguishes him from beasts. In place of moral values and universal truths, children are offered "multicultural" programs whose purpose is to produce manipulable and docile human beings who will perform appropriately in the malthusian new world order demanded by usurious bankers. The reform lowers the age at which children must enter the school system by making pre-school obligatory beginning at age three.

Both the World Bank and the Inter-American Development Bank (IADB) are financing part of this educational reform.

A malthusian agenda

The *New School* pamphlet, inserted in the country's three largest national dailies on Oct. 3, asserts that "in Argentina, the productive sectors which were dominant in 1950 are not the same as today." Exactly. In the 1950s and early 1960s, Argentina enjoyed a level of development similar to some European nations, with an impressive display of basic industry and infrastructure. Ninety-nine percent of its population

was literate. But as shown in recent statistics reporting the collapse of the country's machine-tool and capital goods sectors, Argentina today is on the road to the "post-industrial" era, based on services, poverty, speculation, and other forms of economic looting which require only an untrained slave labor force.

The new reform is really geared toward creating a system coherent with the destruction of the productive economic apparatus. Many of these programs call for removing the student from the classroom and sending him out to work so that he may allegedly learn something about the world of "competition." The Federal Education Law emphasizes that Argentine education "will be articulated with the world of labor and production."

The *New School* replaces the method of scientific inquiry and the teaching of universal principles with the ability to achieve specific limited "outcomes" such as learning the computer keyboard. Absolute truths, characterized as "authoritarian," are banned from the program. The pamphlet warns: "If the student participates, criticizes, and examines his mistakes, he sees that sometimes he is correct and other times his friends are; he is learning to live in a democracy. But if he accepts formulas and uses them without understanding them just to get a good grade, he is *encouraging the corruption and authoritarianism within himself*" (emphasis added).

Malthusianism underlies the discussion of science, linking it to environmental concerns. The emphasis in biology is on the predominance of animals and plants over human beings; chemistry problems must be "related to the conservation of the environment;" in physics, "because of their depth and complexity, the study of principles must be left to the specialists." Students will "acquire the necessary familiarity with physical events" by studying "concrete cases" such as the functioning of household appliances. "Chemical poisons" will be examined from the standpoint of environmental protection.

The history curriculum is worse, as indicated by one professor who recommended that "less time be spent studying ancient civilizations." In fact, it emphasizes the importance of studying the 20th century, especially "the processes of democratization of political life," and states that "multicultural explanations" may be required to explain certain historical events. There can be no single or "dogmatic" understanding of history, i.e., universal history doesn't exist, but rather it must be interpreted from a "multiple perspective."

"Democratization" is the buzzword for the "anti-authoritarian" campaigns waged against Ibero-American nations in the 1980s, in which the key institutions of the nation-state, the armed forces in particular, were undermined to ensure that there would be no resistance to the rapacious economic looting carried out by foreign bankers. Now students will be taught that this is the most important aspect of their nation's history.