

U.N. racists are behind the drive for destruction of U.S. education

by Suzanne Rose

The mind-destroying innovations in education that are being implemented around the United States, under such names as “outcome-based education” and “world-class education,” are no home-grown, grass-roots concoctions, as their advocates wish to make them appear. They were developed over decades by the United Nations, the malthusian Club of Rome, and related supranational institutions. The goal of these evil bureaucrats is to produce a docile work force for a “one-world” government, while cutting the costs of public education. They aim to eradicate the Judeo-Christian system of values, which holds human life to be sacred and esteems the capacity of God-given reason to increase the resources necessary to foster economic development and population growth.

In 1989, the United Nations Education, Science, and Cultural Organization (Unesco) and three other U.N. agencies launched a worldwide initiative to restructure education from top to bottom. What is Unesco really?

Britain’s Julian Huxley, the first director of Unesco (1946-48), established its direction. A leader of the eugenics movement before World War II, which became known after the war as the “population control” movement, he believed that the “unfit” were overpopulating the world and draining its resources. He believed that education only temporarily disguised the “inferiority” of the majority of the world’s population, and was unnecessary for the masses except as a tool of brainwashing. As historian Anton Chaitkin documented in *EIR* (April 29, 1994, p. 19), Huxley was a thoroughgoing racist, who wrote that “the negro mind is as different from the white man as the negro from the white body,” and polemicized against racial intermarriage and immigration.

Today, from the same racist premises (although pretending otherwise), Unesco promotes multiculturalism, environmentalism, and “sustainable development.” These policies mean a return to primitivism and paganism, denying to the peoples of the world—particularly the darker-skinned peoples—access to the greatest achievements of science and technology, while degrading human life to that of a mere “organism” within an interconnected ecology, in which protecting the environment from human “overconsumption” becomes the most important goal.

Unesco’s bulletin “Worldwide Action in Education” calls

for prioritizing low-technology or “sustainable” economic methods, which will ensure the very resource shortages that the U.N. malthusians decry and use to justify their hideous promotion of population reduction.

The drive launched by Unesco in 1989 included the setting of worldwide education standards, “measurable education outcomes,” and the destruction of traditional educational structures, curricula, and delivery systems, in favor of more “efficient” and “inclusive” ones. In its “Worldwide Action in Education” program of 1990, Unesco called for a “global project aimed at restructuring the existing education system and, at the same time, developing all the possibilities of education and training extraneous to that system,” which means opening up education to private financial interests, as is now occurring in school systems all around the United States.

The U.S. version

Also in 1989, U.S. circles linked to the U.N. effort called for a drastic parallel education reform in the United States. The political drive was launched by President George Bush, at the Education Summit of the nation’s governors in Virginia in September 1989, which proclaimed the need to set national and local goals for reforming education. This effort became known as the “America 2000” strategy and was continued in the “Goals 2000” legislation of the Clinton administration. America 2000 was linked to a massive private effort sponsored by the Bush administration called the New American Schools Development Corp. (NASDC), to set up “design teams” to shape “break-the-mold schools” in every state as models for the U.N.-defined reforms.

Unesco’s program included everything we have come to identify with New Age education “reform” in the United States over the past five years, from the “dumbing down” practices of outcome-based education; to the demand for redirecting resources and control away from the state education bureaucracy to the community through community- or site-based councils, with private sector support; to the elimination of competitive standards and grading systems.

The Jomtien conference

Unesco, the U.N. Children’s Fund (Unicef), the U.N. Development Program (UNDP), and the World Bank formed an inter-agency commission in 1989 to draft proposals for

worldwide education reform, and organized a conference March 5-9, 1990 in Jomtien, Thailand. Called the World Conference for Education for All, it drew delegations from 156 countries. They adopted two documents, "The World Declaration on Education for All" and "Framework for Action to Meet Basic Learning Needs." A U.S. conference was convened in October 1991, by the U.S. Coalition for Education for All (Uscefa), to carry out the program adopted in Thailand. Participating were leaders of the America 2000 education reform effort, and the privately sponsored NASDC.

The two draft documents adopted at Jomtien included making the agreed-upon educational goals a reality by the year 2000. They encouraged each participating country to adopt long-term plans of action on the local and national levels to meet the learning needs that were defined as basic. Recognizing that resources for education are being cut worldwide, the draft documents call for "creative solutions which do not involve increased funding."

The documents released at the World Conference emphasize the rationing of resources made scarce by the global economic collapse, and preparing for a one-world government to enforce a slave labor-based "sustainable" economy. This will require "a revolution in worldwide education," they wrote, which "must begin with an 'education grand alliance,' a social movement inspired by strong political will at the highest level and involving not only the government bureau-

cracy and school structure, but also communities, parents, and other organizations and individuals in planning, coordinating and running basic education programs."

The documents say that in times of financial crisis, social expenditures, including education spending, are often slashed. Political leaders must therefore be convinced to make the education system in their country more "efficient" and more open and equitable, *without increasing spending*, and, of course, accept the reality of losing highly skilled employment due to the economic and financial collapse. A Unesco release from 1990 describes the backdrop to their reform efforts as "population growth, world financial crisis, and austerity."

Researcher James R. Patrick has shown (in *America 2000/Goals 2000—Moving the Nation Educationally to a New World Order*) that the Jomtien conference adopted education reform goals which are virtually identical to the goals adopted by America 2000. The goals include measuring educational progress through performance-based achievement, and relating education solely to the practical needs of the marketplace. They call for a rationing of educational resources to focus on early childhood, an attempt to undercut the influence of the family on the child's development; an emphasis on vocational education; and the shaping of educational content around the primacy of environmental protection over economic progress.

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