

MASONIC EDUCATION FOR THE NEW WORLD ORDER

Written by David J. Smith From the News watch Magazine, December 15, 2001

The Supreme Court of the United States, packed with Freemasons, ruled to effectively take all phases of religion out of public life in 1962. America is a divided nation into two separate political camps, and increasingly a third. It is also divided into different religious camps - liberal and conservative. Norman Thomas, six times candidate for the presidency on the Socialist Party ticket, said that he could not get elected president as a socialist, but Franklin Delano Roosevelt could get elected president as a liberal and pass the entire socialist program into law. What about our schools today? Are the schools under attack from liberalism [socialism]? Is the free enterprise economic system and Biblical morals under attack?

The FBI Discovers

W. Cleon Skousen, assistant to J. Edgar Hoover of the FBI, discovered the 45-point plan for Socialists/Communists to destroy and capture America. Point #17 states: "Get control of the schools. Use them for Socialism and current Communist propaganda. Get control of TEACHER'S ASSOCIATIONS." Now you can understand WHY the Federal Government is so against church related schools. They cannot capture your child's mind if they don't control WHAT he or she is being taught.

The above is WHY the Federal Government will not allow the professing Christian religion to have prominence in the schools any longer. The Communist Rules for Revolution was captured in Dusseldorf, Germany, in May 1919 by the Allied Forces. In part it states: "(A) Corrupt the young, get them away from religion. Get them interested in sex. Make them superficial, destroy their ruggedness." These Rules of Revolution were secured by Florida's Attorney General - George A. Brautigam - many years ago. He claimed this program is being worked in the United States today! Is he correct'?

Communist Goal

The ultimate goal of the Communists and their creator, the Illuminati, is to dissolve the American Republic. They were to destroy every nation and religion on earth, and crush the American dream so that we will be merged into a faceless numbering system for international control in a world government. To achieve their goal, they [liberals] have to attack our religious orthodoxy and American nationalism in the schoolrooms across America. If these statements are true, can they be PROVEN?

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SECULAR EDUCATION: A MASONIC BLUEPRINT

"Through the activities of our state organizations, the New Age Magazine, our clip service and News Bureau, we are stimulating the public interest and furnishing much valuable material to speakers and writers, and thereby can reasonably claim much credit for the growing interest in favor of compulsory education BY THE STATE."

Supreme Council of Scottish Rite Freemasonry, Charleston, S.C., September 24, 1924
(Scarlet and the Beast, John Daniel, Vol.1, p 235, JKI Pub., Tyler, TX)

Let's investigate the background of this statement to understand our current plight in America. After the [Catholic] Jesuit suppression in 1773, Grand Orient Freemasonry replaced Jesuit academies of general education, very similar to our state-controlled primary and secondary schools of today. The Philanthropine were the first schools of Reform Judaism [a group of Cabalists who joined together for the purpose of destroying Judaism and Christianity - they were atheists]. Their founder was Grand Orient Freemason Sigmund Geisenheimer, head clerk in Meyer Rothschild's Frankfurt bank. According to Rabbi Marvin Antelman, the House of Rothschild financed these schools (Rabbi Marvin S. Antelman, To Eliminate the Opiate [New York: Zahavia LTD, 1974], p.126).

Although the Philanthropine were private schools [no state funded schools existed in Europe at that time], they were authorized by the illuminated Masonic rulers in the German principalities. The schools offered NO religious instruction whatever - God and prayer were intentionally left out. Professor John Robison [of England] documents that when the graduates became professionals, morals declined rapidly on a national scale (John Robison, Proofs of a Conspiracy, 1798, p.48-53).

Meanwhile, in France law: were passed forbidding Church schools. "Laicism" or the secularization of the schools was the new" order of the day. With public schools came a new breed of teachers called atheists (Dr. George Dillon, Grand Orient Unmasked, p.80).

Dr. George Dillon says that the decision to secularize public schools came out of the French Masonic Lodges, one of which was a Lodge named Rose of Perfect Silence. In one of their meetings, Dillon reports, it was asked: "Ought religious education to be suppressed?" The answer was predictable: "Without any doubt the principle of supernatural authority that is faith in God, takes from a man his dignity; is USELESS for the discipline of children; and there is also in it, the danger of the abandonment of all morality... The respect, especially due to the child, PROHIBITS the teaching to him doctrines which disturb his reason" (Ibid, p.80).

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Does this SUPPRESSION of religion sound familiar? In 1885, Dr. Dillon already saw the consequences of the secularization of education in society, and he rightly asked, "How can we be surprised if the Universities of the Continent have become the hot-beds of vice, revolution, and Atheism?" (Ibid, p.83)

What Freemasonry initiated before and during the French Revolution has spread throughout the world via Masonic Lodges. The secularization of our educational Institutions today with the elimination of the Bible and prayer in our schools is a result of two centuries of secularized education, and the creation of modern Biblical criticism, which began in the Grand Orient Masonic Lodges on the Continent of Europe. According to Orthodox Rabbi Antelman, at the forefront of this Biblical criticism were Grand Orient Frankist Jews in their Philanthropine schools.

The Bund and Anti-Semitism

As we have seen, the aim of secular education was to destroy BOTH Christianity and Judaism. After 1848, Karl Marx, a 32nd degree Grand Orient Mason (Miller, Occult Theocracy, p.270, 726), carried on the Frankist Reform's subversive work. Marx was profoundly anti-religious and, in fact, e was against ALL religions. He is famous for having said, "Religion is 'the opiate of the people" (Antelman, 17). And in 1844 he remarked, "The criticism of religion is the beginning of all criticism" (Paul Fisher, Behind The Door [Washington, D.C.: Shield Publishing, 1988], p. 284). "It was Karl Marx," commented Antelman, "who was born Jewish and whose family converted to Christianity when he was six, who wrote a book, A World without Jews. Karl Marx helped promote anti-Semitism..." (Antelman, p.21)

According to Antelman, Marx, the so-called father of Communism, "was paid for his services by the League of the Just which was known in its country of origin, Germany, as the Bundper Gerech ten" (Ibid, p.17). Antelman claims that the League of the Just is an extension of the Illuminati. Members in the League were all illuminated Grand Orient Masons. Actually, those who joined the League were the remnants of the old Jacob in Clubs who had fled to Germany after the Reign of Terror ending the French Revolution. The League of the Just, or "Bund" for short, he notes, "was later to become known as the International Communist Party" (ibid, p.17).

"It may be difficult to conceive of how a professed Jew or Catholic would seek to destroy his own religion," writes Rabbi Antelman. "However, one should consider that the Bund's inner circle consisted of a specific religion BY BIRTH ONLY, and super wealthy individuals whose boundless ambitions for power had caused them to become unscrupulous" (ibid, p.25).

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One such reformer was Abraham Geiger [1810- 1874], a rabbi who had joined the Bundper Gerech ten, which operated within the illuminated Grand Orient Masonic Lodges (ibid, p. 42). Rabbi Antelman credits the Bund with conceiving of the ultimate plans for the secularization and destruction of 'Judaism ... Abraham Geiger was the man the Bund chose to be their primary personality to implement the Reform Movement... Due largely to Geiger, the Reform Movement BECAME by 1850 the dominant Jewish SCHISM in Germany," reported Antelman (Antelman, p.27-28).

Reform Judaism began to open Jewish schools in which the professors could implant the seeds of destruction against their own religion. "They conceived the idea of developing their own network of rabbinical seminaries to ordain their own FRAUDULENT rabbis," says Rabbi Antelman (Antelman, p.27). Antelman further confirms that the Bund in Grand Orient Freemasonry "had planned to build a seminary to be in Geiger's name which would educate and train more phony rabbis for the Reform movement (Antelman, p.41).

After 1870, when the anti-Semitic Jewish Reform was in its glory, Rabbi Antelman notes that the non-Reform religious Jews became known as the Orthodoxy: "The term Orthodoxy was to be used as a bigoted derogatory term in the same manner that a white bigot would employ the term nigger. This was in the best tradition of Marx and his Bund sponsors. It should be noted that Marx used the term nigger to indeed degrade all Jews when he published another one of his anti-Semitic diatribes entitled, The Jewish Nigger" (Antelman, p.30).

In his final condemnation of Karl Marx, Antelman remarks: "Marx's anti-Semitic outlook bore a relationship to Reform or Conservative movement leaders, [whose] profound hatred for Torah, true Judaism, the Talmud and the rabbis ... unfortunately, manifests itself to this very day among large segments of the leadership of the Conservative and Reform movements throughout the Diaspora" (Antelman, p.111). But where did Karl Marx get his financing?

Frederick Engels, Founder of "Marxism"

The life of Karl Marx serves as an example of how anti-Semitic Freemasonry USES and abuses Jews to front its revolutions. Every activity of Marx was controlled by a Freemason, Frederick Engels (1820-1895). Engels, an unlikely subject to become involved in the so-called "revolution of the proletariat," was born to a wealthy textile mill owner in the Rhineland of Germany. At a young age, Engels joined Young Germany, which had been established in Switzerland in 1835 at the instructions of Giuseppe Mazzini, the Italian revolutionary and Freemason Henry Palmerston [at the time Great Britain's foreign minister].

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Switzerland became the Grand Orient training ground for young Engels (Anton chaitkin, Theason in America New York: New Benjamin Franklin House, 1985] p.290-291, 293]). Later in life, he joined Scottish Rite of Freemasonry, working his way up to the 32nd degree. Engels loved journalism, having studied it before graduating from Elberfeld Gymnasium in 1837. Anton Chaitkin, the Jewish author of Treason in America, notes that Engels': "first major piece of journalism, Letters from Wuppertal, appeared early in 1839 in the Hamburg organ of Young Germany, Telegraph fur Deutschland. In this sarcastic attack on his hometown, Engels blamed poverty, sickness, illiteracy, superstition [religion], drunkenness, and general ugliness, not on the low level of industrial and scientific development, but on 'factory work' itself. He also called for atheism as a means of freeing popular consciousness.

"Engels spent a year in the Prussian military service, simultaneously immersing himself in the Young Hegelian movement. In 1842 he met the radical democrat Karl Marx, who was then editing the Rheinische Zeitung and looking for some new doctrine out of the orbit of Hegel and Young Germany" (Chaitkin, p.295-296).

In 1842 Engels came of age and was sent to England by his father to train for the position of overall manager of the family's Manchester textile mill. In 1843 he published in Germany his first work on economics, "Outlines of a Critique of Political Economy." In this article Engels attacked Christianity and "like oppressors" (Chaitkin, p. 298).

Engels did not become famous until 1844 when the Deutsche-Franzosische Jarbucher printed his homage to Thomas Caryle, the Scottish essayist and historian. Quoting from Caryle's past and Present on the ultimate solution to man's oppression, Engels wrote that work would make men free: "'who art thou that complainest of thy life of toil'? Complain not'" (Chaitkin, p.300).

His review of Caryle is not what won Engels fame - rather, it was the influence of the communist Freemasons who read it. Lord Palmerston became Engels' Masonic promoter and saw that Engels' fame spread throughout Germany via the Masonic- controlled Jarbucher, the newspaper co-edited by Karl Marx and Palmerston agent Arnold Ruge (Chaitkin, p.299). Engels was to develop a doctrine for the communist movement. The Masonic media would promote it.

In Engels' opinion the articles he had written on economics were far superior to his review of Carlyle. He resented the fact that his reputation had been made on what he considered an inferior work. He wrote to Marx, 'It is ridiculous that my article about Carlyle should have won me a terrific fame with the 'mass"', Chaitkin, p.299).

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Obviously, Engels did not realize at that time to whom or what he owed his fame. Freemasonry was promoting him for the greater communist cause. The Continental [European] Brotherhood knew that only a few radicals would read Engels' economics in Young Germany literature. To make a name for Engels, a broader reader base was needed. Carlyle was already famous. Engels would be made famous through Carlyle's work. Anton Chaitkin explains:

"It was now to be Frederick Engels' job to 'translate' Carlyle's viewpoint, dressing up feudalism in Hegelian clothes for the edification of German revolutionaries. Thus armed, equipped with a reputation, he now returned to the Continent for a time, meeting Marx in Paris and fastening upon him as a useful instrument for the propagation of a new doctrine. Marx, the young revolutionary in exile from Germany, was overwhelmed by the economic erudition of Engels' Critique. When Engels then published The Condition of the Working Class in England in 1844, Marx was wholly WON OVER to what should rightfully be called 'Engelsism'" (Chaitkin, p.300).

Engels, NOT Marx, was the father of Marxism. Templar Freemasonry did not intend for its own, especially its wealthy, to be seen as promoters of communism. The left-wing Grand Orient Masons were not developing a system for personal gain, but rather for the future Templar global government. To protect themselves from exposure, Karl Marx, "the Jew," was a fit comrade to shoulder Engels' philosophy of communism. At Engels' urging and under his tutelage, Karl Marx began to publish Engels' communist philosophy. Should there be a backlash, the Jews would be blamed - NOT FREEMASONRY.

Marx was more than willing to put his fellow Jews at risk, for he hated his heritage. According to Rabbi Antelman, two of Marx's anti-Semitic works were A World without Jews and The Jewish Nigger (Antelman, p.21, 30). When Marx produced the long article for Illuminist Freemason Horace Greeley's New York Tribune, Antelman quotes Marx as saying, "Thus we find every tyrant backed by a Jew." In 1856, when he wrote for Greeley on Jewish control of banking, Marx remarked, "Thus do these loans which are a curse to the people, a ruin to the government become a blessing to the house of Judah. This Jewish organization of loan mongers is as dangerous to the people as the aristocratic organization of landowners" (Antelman, p.21-22).

Marx never held a regular job. When he submitted articles to the New York Tribune, articles actually written by Engels, he received a pound or two [British money] for each. Marx was paid pennies for another series of Engels' rewrites submitted to the Masonic-trained Foreign Office official David Uguhart (Chaitkin, p.303).

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Engels realized that Marx was a potential martyr for the communist cause, so Engels brought Marx to England where his subservience was further enforced by a slave-like existence. Left-wing French Grand Orient Freemasonry [who was in war with British capitalistic Freemasonry] planned to exploit this Jew as their mouthpiece to blame the sad state of affairs of the poor on the British Masonic system of capitalism.

It may come as a surprise to many to learn that Engels did not hate capitalism. After all, he was the product of it. What he loathed was the British Masonic oligarchy. From its inception, left-wing French Freemasonry was determined to destroy right-wing English Freemasonry. Since capitalism was synonymous with the British Brotherhood, one must destroy capitalism to destroy the Masonic oligarchy. Communism would be the tool of that destruction.

Marx was only one in a long line of Jews who would be exploited to help accomplish this task. He was intentionally kept poor. Other than a few pennies for some articles he himself did not write, Marx's only other source of income came by way of philanthropic "contributions" from Engels, which amounted to a measly sum of 70 pounds sterling per year, with a low one year of 10 pounds. In comparison, Engels drew an annual salary from his family firm of 4,000 pounds sterling. If Engels was so fond of Marx, he certainly would have paid him enough to survive, for Marx's family was starving. Two of his children died of malnutrition and another committed suicide.

The most famous work attributed to Karl Marx is the Communist Manifesto. Supposedly written in 1848, it was actually a rewrite of an earlier Engels' piece entitled Confessions of a Communist [and old Adam Weishaupt writings]. Of the Marx-Engels relationship, Chaitkin writes: "This was to be the pattern. The Cotton Prince [Engels] would write a draft, or simply make a suggestion for the appropriate theme of a work, and pass it along to Marx to put it in 'good revolutionary form,'" (Chaitkin, p.303).

The Templar Freemasonic scheme worked. Karl Marx, the Jew, would be called the Father of Communism, NOT Freemason Engels, and definitely NOT Grand Orient Freemasonry. The so-called "evils" of capitalism would be the whipping boy of communism. Jews only would be blamed if the communist conspiracy were ever exposed - NOT Grand Orient Freemasonry headquartered in France. In 1848 France experienced the world's FIRST Communist Revolution.

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The Educational Legacy of Karl Marx

As we have seen, from 1842 to 1848, the real voice behind Marx was Frederick Engels. Engels, like Marx, sought to EXCLUDE religion from public life AND education: "All religious bodies WITHOUT EXCEPTION are to be treated BY THE STATE as private associations. They are NOT to receive support from public fluids OR exercise ANY influence over public education" (Fisher, p.284).

After creating so much havoc in Germany, Karl Marx was forced to leave, finding refuge in France where his doctrines were introduced into the Grand Orient Lodges. While Engels was in England managing his father's expanding textile business, Marx traveled between Paris and London to visit him, finally residing in London until his death in 1883.

Marx, however, left his mark in France. On May I, 1865, the 89th anniversary of the founding of the Illuminati, a French Masonic publication, Monde Maconnique, proclaimed that "An immense field is open to our activity. Ignorance and superstition [1, uzz-words for Christianity] weigh upon the world. Let us seek to create schools, professional chairs, libraries" (Dillon, p.80).

Just five years later, in 1870, the French Masonic Convention came to the following unanimous decision: "The Masonry of France associates itself to the forces at work in the country to render education gratuitous [free], obligatory, and laic" ("Laic" comes from the Greek "laikos," meaning "of the people." Laicism means, "a political system characterized by the exclusion of ecclesiastical - religious control and influence." Laicization means "to put under the direction of or open to laymen"). During a Belgian Masonic festival, a certain brother Boulard exclaimed in a speech, "When ministers [of government] shall come to announce to the country that they intend to regulate the education of the people I will cry aloud, 'to me a Mason, to me alone the question of education must be left; to me the teaching; to me the examination; to me the solution'" (Dillon, p.80).

Marx also left his mark in England. Dr. Dillon confirms that during the administration of British Prime Minister Henry Palmerston, a 33rd degree Mason, an attempt was made in the 1980s to introduce secularism "into higher education in Ireland by Queen's Colleges, and into primary education by certain acts of the Board of National Education" (Dillon, p.81). Both were defeated by the predominantly Catholic body at that time.

The introduction of secularism into higher education was successful in England. Dr. Dillon wrote in 1885: "There, by degrees, board schools with almost unlimited assistance from taxes have been first made legal, and then encouraged most adroitly. The Church schools have been systematically discouraged, and they have reached the point of danger. This has been directed, first, by the Masonry of Palmerston in the higher places, and secondly by the Masonry of England generally..." (Dillon, p.81)

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Marx's legacy extended to Italy. During a Masonic congress held at Milan in 1881, the following resolution was adopted: "The suppression Of ALL religious instruction in the schools: The creation of schools for young girls where the pupils can be protected from any kind of clerical influence." (Miller, p.282, 285)

After Benito Mussolini took power in Italy in 1922 and outlawed Freemasonry in 1923, he returned some rights to the Vatican. Alarmed, the French Grand Lodge wrote: "If this renewal, as we fear, takes place, it will begin a movement of regression against the laws of laicisation [exclusion of religion] which we have had so much trouble to get passed by the Chamber.. It is in the defense of the school and of the spirit of laicism [politics without religion] that we will find the program which can and should bind together the whole Republican Party" (de Poncins, Freemasonry and the Vatican, p.60-61).

In 1928 the Sixth World Congress of the Communist International echoed the anti-religious credo of Marx and Engels when it stated: "'One of the most important tasks of the Cultural Revolution affecting the wide masses is the task of systematically AND unswervingly combating RELIGION - the opium of the people. The proletarian government MUST WITHDRAW ALL STATE SUPPORT from the church, which is the agency of the former ruling class: it must prevent ALL church interference in state-organized educational affairs, and ruthlessly SUPPRESS the counter-revolutionary activity of the ecclesiastical organizations'" (Fisher, p.284).

Masonic Public Schools in America

American Freemasonry was involved in free secular education from the beginning of our Republic. Mackey's Encyclopedia of Freemasonry provides a complete history of Masonic involvement in the creation of the American system of public education.

In "Freemasonry and Public Schools," Mackey reports on all the Masonic educational activity during the 1800s, including the founding of Masonic colleges and fraternities. In 1809 in New York State, "Brother Dewitt Clinton founded the New York Free School Society, which later became the Public School Society of New York. He was Chairman of the Board of Trustees and very active until his death in 1828" ("Public Schools," Mackey S' Encyclopedia of Freemasonry, Vol.11). Clinton was also a member of the American branch of the Illuminati. He served as Grand Master of the New York Lodge from 1806 until 1820 and was for eight years Governor of New York State.

Mackey tells how state funding of schools evolved: "The Free School was from the start supported by voluntary donations; but as the legislature began to recognize the value of the work that was accomplished, sums of money were granted. About the end of 1817, the Free School was formally established under the supervision of the State and further support from the Masonic Fraternity was no longer required" ("Public Schools," Mackey).

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By the mid-1850s, Freemasonry began a drive to control schoolteachers by the establishment of a professional association for the same. The Scottish Rite was the primary force behind the founding of the National Education Association (NEA) in 1857, which today is a powerful professional union and political lobby (Fisher, p.144).

Early History of the National Educational Association

The NEA had its early beginnings in 1857 when 43 teachers met in Philadelphia. They chose the name National Teacher's Association. By 1870, three groups merged to form the National Educational Association. They were the National Teacher's Association, the Association of School Superintendents, and the American Normal School Association. The NEA was incorporated under a federal charter as tax-exempt in 1906. The NEA did little until 1919 when it moved its headquarters to Washington, D.C. In the capital the NEA could lobby for its goals and could also work WITH the Federal Government.

After World War I, American Freemasonry began lobbying the Federal government for federally funded public schools. Mackey's' Encyclopedia of Freemasonry outlines the story: "The Supreme Council Southern Jurisdiction, United States of America, Ancient and Accepted Scottish Rite in 1920 openly declared itself in favor of the creation of a Department of Education with a Secretary in the President's cabinet..." Mackey further informs us that the Scottish Rite was responsible for 'the passage of what was then known as the Smith-Tower Educational Bill embodying the principle of Federal Aid to the Public Schools in order to provide funds for the equalization of educational opportunities to the children of the nation. The Brethren declared their belief in the compulsory attendance of all children upon the Public Schools...' (Public Schools")

In this article, Mackey reminds the Brotherhood that when compulsory education becomes a reality, Masons are to encourage parents to make the schools so efficient "that their superiority over all other schools [meaning Church related schools] shall be so obvious that every parent will have to send his children to them..." ("Public Schools")

In the 1920s, 33rd degree Mason Earl Warren was Grand Master of the Grand Lodge of California. He had not yet received his appointment as Chief Justice to the Supreme Court. In his 1936 annual message to the Brethren in California, he said:

"...the education of our youth can best be done; indeed it can only be done, by a system of free public education. It is for this reason that the Grand Lodge of California, ever striving as it does TO REPLACE darkness with light, is so vitally interested in the public schools of our state. By DESTROYING PREJUDICE, [meaning Christianity] and planting REASON in its place it prepares the foundation of a liberty-loving people for free government..." (Fisher, p. 176)

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FRONTIER THINKERS

Other organizations that played key roles in the development of the NEA were the Progressive Education Association and the John Dewey Association. In the early 1930s both groups worked out their blueprint to "Socialize America." Their intent was publicized by a devout group of socialist/Marxist educators known as the "frontier thinkers." The pro-socialist teachers were first and foremost John Dewey, then William Heard Kilpatrick, Harold Rugg, Jesse H. Newland, and George S. Counts. These men were "doers," not just talkers as they implemented the New Education, which would usher in the New Social Order for America.

Dr. George S. Counts made the call to build the New Social Order by challenging teachers to "...deliberately REACH FOR POWER and then MAKE THE MOST of their conquests...To the extent that they are permitted to FASHION THE CURRICULUM and PROCEDURES of the schools, they will definitely and positively influence the social attitudes, ideals, and behavior of the coming generation.. It is my observation that the men and women who have affected the course of human events are those who have NOT HESITATED to use the power that has come to them" (Dare the School Build a New Social Order?" a monograph by George S. Counts, 1932, pp.28-29).

These frontier thinkers sought complete control of the National Education Association [NEA] by placing THEIR men into places of top administrative positions (Blackboard Power NEA Threat to America, by Dr. Gordon V. Drake, p. 24).

Without fanfare, Dr Givens, chairman of the committee of the NEA Department of Superintendents, produced a statement entitled, "Education For the New America," It outright called for the "socialization" of the "credit agencies, the basic industries and utilities" of America. The document just matter-of-factly explained that a "dying laissez-faire [free enterprise economic system] must be COMPLETELY DESTROYED, and all of us including the owners, must be subjected to a LARGE DEGREE OF SOCIAL CONTROL" (a speech by Willard Givens, Report to the 72nd Annual Convention of the NEA, 1934). As a result of this speech and call for socialism, he was rewarded with the position of executive secretary of the NEA in 1935.

The Progressive Education Association was now just to fade away, since the "frontier thinkers" for socialism had now taken the key position in the NEA. The well respected NEA would now serve the socialists to "change the minds of our children in the next two generations for socialism." Over the next ten years [1935-1945], Counts and Kilpatrick published a monthly called The Social Frontier, later changed to Frontiers of Democracy. It was the brainwashing tool to indoctrinate teachers and professors for the New Social Order (Blackboard Power NEA Threat to America, by Dr. Gordon V. Drake, pp.24-25).

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The 1930s saw America ripe for their diet of socialism caused by the Great Depression. The International Bankers had just caused this Great Depression with the collapse of the stock market and bought up all the stock for pennies on the dollar. They had begun creating monopolies in the market place with THEM holding the stock. President Roosevelt was swept into office with the promise of the New Deal for America. That New Deal was socialism. He started programs such as NRA, WPA, NYA, and PWA to get people working again, but CONTROLLED BY THE FEDERAL GOVERNMENT. It was during this climate of frustration and hunger and economic depression that an American educator named Walter Hamilton wrote in "The Social Frontier" [of the NEA] that the "commitment to collectivism [socialism] is beyond recall" (October 1934). In this same issue an editorial promised that "The Social Frontier [of the NEA] will throw ALL the strength it possesses ON THE SIDE OF THOSE FORCES WHICH ARE STRIVING TO fashion a form of COLLECTIVISM that will make paramount the interests of the overwhelming majority of the population" (Ibid, p. 4). The editorial went on to challenge teachers and parents to "make clear by all means at their disposal that a COLLECTIVIST SOCIAL ORDER... [was needed] to secure a free democratic life" (Ibid, p.4).

During the 1930s, the discussion among the Socialists was HOW to teach collectivism to their students. Dr Theodore Brameld was an activist in promoting Socialism in the schools. He told teachers who were FOR Socialism to "influence their students, subtly if necessary, frankly if possible, toward an acceptance of the same" (The Social Frontier November 1935, pp.53-55). Teachers were to use the classroom to teach revolution, and to undermine the present form of government. Dr. Theodore Brameld, in his book Ends and Means in Education, stated that the future world "should be a world in which national sovereignty is utterly subordinated to INTERNATIONAL AUTHORITY [world government].

Another Socialist educator was Dr Harold Rugg, who wrote a series of textbooks concerning collectivism for the grade school, high school, and teachers colleges. Dr. Rugg wrote the textbook, Man and His Changing Society, where he proved to be a master at propaganda and was for immediate social reconstruction TO collectivism. He was social studies editor for Scholastic Magazine during the 1930s, which is an educational magazine used throughout the school systems all over the United States.

"Between the years 1928-1935, Scholastic Magazine featured articles written by KNOWN Communists such as Langston Hughes. Two members of the advisor, board, who were also contributing editors, were KNOWN Communists. Harold Rugg authored numerous articles eulogizing Soviet Russia and its Communist youth organizations" (District of Columbia Appropriation Bill for 1937, Subcommittee of House Committee on Appropriations, 74th Congress, 2nd Session, 1936, pp. 709-710, as recorded in Blackboard Power; NEA Threat to America, p.26).

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Dr. Rugg was flying high toward socializing America when he wrote a letter to President Roosevelt entitled "The Battle For Consent: Gentlemen, This Is Our Moment - If" Rugg urged the President [32nd degree Mason] to have the federal government pass into law a minimum wage for ALL - whether you worked or not. Huge amounts of money were to be used for economic planning by the government to regulate all society.

Dr. Rugg also stated that educators "want to write [great socialist ideas] ... into the new textbooks that will be made to HERALD the new day." He talked of the "thrilling experience." He said: "...I know for I tried to do it [print socialist textbooks] during the great depression in my 'Man and His Changing Society,' a series of books which was studied by some 5,000,000 young Americans UNTIL the patrioteers [non-communists] and the native Fascist press well-nigh destroyed it between 1939 and 1941" (Frontiers of Democracy, December 15, 1942,p. 75-81).

Roosevelt, in 1942, let Rugg's letter be laid aside with no action. Rugg went to work immediately. He called upon his colleagues at teachers colleges to: "Let them become powerful national centers for the graduate study of ideas, and they will thereby BECOME forces of creative imagination standing at the very vortex of the ideological revolution. Let's make our teachers education institutions into great direction finders for our NEW SOCIETY... pointers of the way... dynamic trail blazers of NEW FRONTIERS [meaning socialism]" (Frontiers of Democracy, May 15, 1943, p. 247-254).

In the 1940s and 1950s people began to wake up to the propoganda in our schools. Informal groups began to come together to force Socialism out of the schools.

Let Us Digress a Moment!

The Masonic War against Church, Parents, and Children

Investigative journalist Paul Fisher has summarized the GOALS of Freemasonry in America in creating and promoting a system of compulsory public education: "(1) The destruction of ALL social influence by the Church and religion generally, either by open persecution or by so-called separation of Church and Stale; (2) To secularize all public and private life and, above all, popular education; and (3) To systematically develop freedom of thought and conscience in school children, and protect them, so far as possible, against all disturbing influences of the Church, ~ even their own parents - by compulsion if necessary" (Fisher, p.40).

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According to Fisher, this PLAN was launched on a grand scale when on September 24, 1924; the Scottish Rite Supreme Council met at Charleston, South Carolina. The Masonic monthly magazine, *New Age*, published the Grand Commander's "Allucution" in the October issue that year: "Through the activities of our state organizations, the *New Age* magazine, our clip service and News Bureau, we are stimulating the public interest and furnishing much valuable material to speakers and writers, and thereby can reasonably claim much credit for the growing interest in favor of compulsory education by the state" (Fisher, p.242).

The same Scottish Rite publication in April 1934 "advocated the public school as the 'only agency' capable of fusing various peoples, tongues and customs; and where it is noted that Masonry was the pioneer in advocating a federal Department of Education" (Fisher, 293).

When World War II began, there was a renewed interest on public school campuses in praying and studying the Bible. In Illinois "release time" was granted by state law. A Mason fought the law all the way to the Supreme Court where *McCullum vs. Board of Education* was heard. The Scottish Rite Supreme Council went to work on McCollum's behalf. Twenty-four articles opposing release time for religious education appeared in the Scottish Rite *New Age* magazine between February 1941 and January 1948. Masons around the nation began attacking the notion of and movement for release time. Justice Black, a 33rd degree Mason, spoke for the majority of the Supreme Court. In 1963 the Illinois State Law was struck down (Fisher, 172, 310,318).

In 1944 Freemasonry lost a major educational battle when the Servicemen's Readjustment Act, better known as "The G.I. Bill of Rights," was passed. Paul Fisher says, "The new law provided a wide range of benefits for returning veterans, including virtually free education in the school of the returning serviceman's choice - even in religious seminaries. It was a devastating blow to Masonry's efforts to deny government assistance to 'sectarian' institutions" (Fisher, p.141). Fisher lends four pages of documentation to Freemasonry's fight against the Bill.

Upon losing this battle, Freemasonry retaliated. Fisher notes that "Soon thereafter, on January 9, 10, 1945, legislation sponsored by the National Education Association (NEA) an organization that historically has been closely tied to Scottish Rite Freemasonry - was introduced in the House and Senate providing substantial finds for public education, but made no provision for assisting non-public schools" (Fisher, p 144). Fisher further documents that the Supreme Council of the Scottish Rite funded the propaganda for passage of this Bill.

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Freemasonry had its agents everywhere. At this time the National Education Association's Executive Secretary of almost twenty years [from 1935] was 33rd degree Mason, Willard E. Givens. His mission was to consolidate the control of education by the NEA. In Freemasonry, Antichrist Upon Us, published in 1957 by an organization called Fragments of Truth at Elon College, North Carolina, we read: "When the program of Education For A New America was firmly established in the public schools and the NEA-control of education as undisputed fact, 33rd degree Mason, Willard E. Givens resigned as Executive Secretary of the NEA to take over the Educational Program of the prestigious Supreme Council 33 degrees of the Scottish Rite of Freemasonry" (p.77-78).

Another attack

Freemasonry mounted another attack. The mind control tactics required to teach atheism and globalism, which is necessary to successfully inaugurate the future godless one-world government, could not be taught in rural schools where curriculum was controlled by parents. Consolidation was the Scottish Rite's next order of attack against parental influence. Freemasonry sent former Harvard University President James B. Conant [33rd degree Mason, member of the NEA's Educational Policies Commission, and member of the Council on Foreign Relations] on a speaking tour. Fragments of the truth tell the story:

"When the massive school building program was being launched early in the 1950's, Dr. James B. Conant was commissioned to tour the country in behalf of school consolidation.

"A summary of Dr. Conant's recommendations was published in booklet form and sent out by the Supreme Council of Scottish Rite to the TOP LEADERS in 35 southern and western states" (Antichrist Upon Us).

With Masonic propaganda preceding Dr. Conant's tour, he was assured large audiences wherever he spoke. In every meeting the audience was peppered with Masons from that particular jurisdiction - Masons awaiting orders from their Grand Master. Following Conant's tour, each of the 35 Grand Lodge jurisdictions ordered its Masonic constituency in all walks of life to talk positively of consolidation in their work, churches and bars. As a result, parents everywhere marched to the polls and voted to surrender their control. Consolidation of 259,000 school districts into 1,600 became a reality (Word of Lift quarterly [Winter 1990], p.24).

After consolidation, parents were NO longer intimate with teachers. As planned, both became alienated by the larger body - the NEA. Gradually but surely, the Masonic-controlled NEA became adversarial towards parents. Although the PTA was formed to bridge the gap, it pales in strength to Freemasonry's revolutionary teachers' union.

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In the March 1959 issue of the Scottish Rite's New Age magazine, Freemasonry praised the efforts of Masons who were responsible for this educational coup d' e'tat:

"Every Mason becomes a teacher of 'Masonic philosophy to the community,' and the Craft is 'the missionary of the NEW ORDER - a Liberal order, in which Masons become high priests.'

"[We proclaim] that this 'Masonic philosophy' which has brought forth a 'NEW ORDER' [has] become a reality by 'the establishment of the public schools system, financed BY THE STATE for the combined purpose of technological and sociological education of the mass of humanity, and beginning at an early age in childhood" (Fisher, p.56-57).

With parents no longer in control of schools and curriculum, the Masonic-created and funded NEA went to work on the minds of our children. Former NEA president, Katherine Barrett, articulated the NEW revolutionary role of teachers: "the teacher will be the conveyor of values, a philosopher. Teachers no longer will be victims of change [meaning controlled by parents]; WE WILL BE AGENTS OF CHANGE" (Ralph A Epperson, The Unseen Hand [Tucson, AZ: Publius Press, 1985], p.490).

In the same decade of consolidation, Freemasonry began selecting the textbooks that were to be used in the new public school system. The February 1959 issue of the New Age magazine announced an "Evolution of American Education" to Masons throughout the nation and "mandated that members of the Fraternity disseminate Masonic materials in public schools." They were instructed to "take that role seriously" (Fisher, p.57). And they did take it seriously. Fisher gave a few examples of their diligence:

"In 1959...Franklin W. Patterson, 33rd Degree, secretary of the Scottish Rite Lodge at Baker, Oregon, succeeded in persuading the principal of the local high school to use Masonic-oriented texts in the local public schools. Also, the Scottish Rite bodies of Alexandria, Virginia 'Placed the New Age magazine in all public school libraries within their jurisdiction."

"In 1964, Grand Commander Luther A. Smith reported that Masonic booklets had been 'distributed by sets to every room in every school' in the Charlotte County, North Carolina public school system. The Superintendent of Schools for that jurisdiction made the Masonic propaganda 'required reading."

"In 1965, Major General Hernnan Nickerson, 33rd Degree, Commander of the U.S. Marine Corps facility at Camp Lejune, N.C., was commended by the Supreme Council for introducing the Supreme Council's books on 'Americanism' into the schools under his command attended by children of Marine Corps personnel" (Fisher, p.57).

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Freemasonry implemented three of four steps required before our schools could be regarded as atheistic. They: 1) preached consolidation; 2) wrested control of education FROM parents, placing it in the hands of its militant minion - the NEA; and 3) placed its own textbooks in the schools. The fourth and final Masonic blow against Christianity being taught in the classroom, says Fisher, was the 1962/1963 Supreme Court decision outlawing Bible reading and prayers in the public schools (Fisher, p.56). Six of the nine Supreme Court Justices were Masons that handed down the decision.

Masonic religious thinking

Five years later 33rd degree Mason Leonard A. Wenz gloated over Masonry's success in an article, "Masonry and the Bible," written for the New Age magazine, February 1968. The following is an excerpt:

"The keynote of Masonic religious thinking IS naturalism which sees all life and thought as ever developing and evolutionary... The Bible is not today what it once was. Current higher criticism has made OBSOLETE the idea that the Bible is a unique revelation of supernatural truth" (Fisher, p.57).

A few Christian parents, recognizing the atheistic propaganda taught their children, encouraged their fundamentalist and evangelical churches to start private schools. Alarmed that Christian education might persevere and even flourish, 33rd degree Mason Dr. James B. Conant stated: "I do believe there is some reason to fear lest a dual system of secondary education may in some states, at least, come to threaten the democratic unity provided by our public schools.

"I refer to the desire of some people to increase the scope and number of private schools. To my mind, our schools serve ALL creeds. The greater the portion of our youth who attend independent schools, the greater the threat to our democratic unity". (Epperson, pp.387-388)

Dr. Conant is clearly setting the atheistic education of the Masonic agenda against education inspired and formed by Christianity and its doctrines. He obviously fears that Christians ["some people"] will found enough "independent" schools to constitute a "threat" to Masonic designs, both religious and political.

Dr. Conant further spread Masonic disinformation by claiming American public schools "serve ALL creeds." As parents and other concerned citizens see today, Freemasonry has effectively BANISHED THE CREED OF CHRISTIANS FROM PUBLIC SCHOOLS. The Masonic Lodge has replaced Christianity with the evolutionary and atheistic creed of Mystery Babylon.

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Masons in the Churches

As Christians became lukewarm in old France prior to the disastrous French Revolution, so they are in America today in spite of the seemingly "awakening" after the World Trade Buildings and Pentagon attacks on September 11, 2001. A survey published in August 1988 by the Association of North American Missions indicts the church. It revealed that most Christians care little about the needs of the Church. "People are placing a higher value on their life-style than on the church" (1985 Annual Report of the Association of North American Missions).

Much of this attitude of selfishness and indifference to God's work through the churches at large flourishes because most of our churches have been penetrated by materialistic Masons. Tom C. McKenney, co-author of *The Deadly Deception*, revealed a shocking statistic. In July 1989 McKenney named the two largest Protestant denominations in the United States, and said, "Through our best estimates, 90 percent of one and 70 percent of the other have pastors who are members of the Masonic Lodge" (McKenney did not say how he arrived at those figures. Most recent figures for the Southern Baptists were reported at their June 1992 annual convention. Spokesmen at the convention stated that there were 1.3 million Masons who are members of the Southern Baptist Churches and an estimated 14 percent of the Southern Baptist pastors are Masons).

Masonic penetration of churches began at the turn of the 20th century. Myron Fagan, in *The Illuminati*, tells how this effectual takeover was accomplished. According to Myron Fagan, at the end of the 19th century, Grand Orient Freemasonry deliberately sent Jacob Schiff son of a Reform Rabbi born in Frankfurt, Germany] to the United States to carry out four specific assignments. The first was to acquire control of America's money system. This was accomplished by founding the Federal Reserve System. The second was to find desirable men who, for a price, would willingly serve as stooges for THE great conspiracy.

Once they were found they would be promoted to FEDERAL POSITIONS in the Congress, on the U.S. Supreme Court, and at all Federal agencies. The agency founded for grooming these men is the Council on Foreign Relations [CFR - that publishes a quarterly called *Foreign Affairs*]. The third was to create minority group strife throughout the nation, particularly between races. The National Association for the Advancement of Colored People [NAACP] was founded for that purpose. The fourth was to create a movement to destroy religion in the United States, with Christianity as the chief target. This became the task of the National Council of Churches (The Illuminati recorded by Myron Fagan on two cassette tapes in 1967).

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Jacob Schiff's background suited him ideally for his assignment in America. As Rabbi Antelman wrote 'It was Jacob Schiff and his family who played a prominent role in developing the Reform and Conservative APOSTATE Jewish movements and who aided them at critical stages of their development in putting into action the demonic master plan to undermine ALL world religions. Fragmentation and divide and conquer were the order of the day" (Antelman, pp.26-27).

According to Myron Fagan, Schiff was helped in his first three assignments by several anti-Semitic and anti- Christian Grand Orient Freemasons. Fagan details how Masonic money and power backed Jacob Schiff and established for the German House of Warburg a banking system in America, with J. P Morgan and John D Rockefeller as front men. Dr. Carroll Quigley, in Tragedy and Hope, concurs with Fagan (Carroll Quigley, Tragedy and Hope: A History of the World in Our Time [1966; Los Angeles: Angriff Press, 1974), p.5). As well does Rabbi Antelman (p. 26).

The National Council of Churches

Jacob Schiff, nearing death, did not have enough time to accomplish the destruction of the church in America, his fourth and final assignment. He selected Rockefeller to finance and direct an institution to that end. Fagan tells how young men were selected for the ministry and then taught how to dilute the Christian message: "The destruction of Christianity could be accomplished only by those who are entrusted to preserve it, by the pastors, the men of the cloth. As a starter, John D. Rockefeller picked up a young, so-called Christian minister by the name of Dr. Harry F. Ward. At the time, he was teaching religion at the Union Theological Seminary. Thereupon, in 1907, he financed him to set up the Methodist Foundation of social Service, and Ward's job was to teach bright young men to become so-called ministers of Christ and place them as pastors of churches. While teaching them to become ministers, the Reverend Ward also taught them how to very subtly and craftily preach to their congregations that the entire story of Christ is a myth, to CAST DOUBTS on the divinity of Christ, to cast doubts about the Virgin Mary. In short, to cast doubts on Christianity as a whole. It was not to be a direct attack, but much of it by crafty insinuation that was to be applied, in particular, to the youth in the Sunday Schools.

"Then, in 1908, the Methodist Foundation of Social Service changed its name to the Federal Council of Churches. By 1950, the Federal Council of Churches was becoming VERY SUSPECT as being a Communist front, so they changed the name to the NATIONAL COUNCIL OF CHURCHES. From this was created the World Council of Churches" (Myron Fagan).

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The communist activity of this Masonic front did not cease with its many name changes. Reader's Digest, January 1983, documents that both the National and World Council of Churches have funded communists AND terrorists.

The title of the six-page article asks the question: "Do You Know Where Your Church Offerings Go?" Without naming Freemasonry, the article depicts how well meaning Christians have been duped [deceived] into funding Masonry's anti-Christ revolution. "Over a two-year period \$442,000 in Methodist churchgoer's money alone had been sent to a number of political organizations, among them..." groups supporting the Palestine Liberation Organization [Yasser Arafat], the governments of Cuba and Vietnam, the pro-Soviet totalitarian movements of Latin America, Asia and Africa, and several "violence prone groups in the United States" (Rael Jean Isaac, "Do You Know Where Your Church Offerings Go?" Readers' Digest, January 1983, p.120)

In 1980 churchgoers, responding to hunger appeals, rose over \$650,000. The fund-raising project typically showed a photograph of needy children. But, a significant portion of the money went to political activists (Reader S' Digest, p 124).

In 1983, according to the Readers' Digest article: "The National Council of Churches consisted of 32 Protestant and Orthodox communions representing 40 million Christians [Southern Baptists and Catholics are the largest churches that do not belong to the NCC]. The Methodist Church, with nine million members, is the largest denomination in the NCC and its chief contributor. After the Methodists, with their 1980 contribution of close to \$8 million, came the United Presbyterians with nearly \$3 million, followed by the United Church of Christ, with close to \$2 million, and the Disciples of Christ and the Episcopal Church, each of which contributes over 1 million" (Readers' Digest, p.121).

Church World Service, an arm of the National Council of Churches, engages in political advocacy AND contributes churchgoer funds to programs designed to further strategic goals of governments with which CWS leaders sympathize. For example, CWS contributed nearly half a million dollars to Vietnam's concentration camps for "political undesirables." In 1973, at a time when the Masonic Jesuits in South America began their 'Liberation Theology,' the CWS embarked on a new direction committing funds to "liberation and justice" (Reader's Digest, p. 121). If member pastors challenged where these funds were going, they were "punished, some actually forced out of the church" (Reader S' Digest, p.125).

As might be expected, the article reported that the president of the National Council of Churches from 1979 to 1981 embarked on a series of visits to those he described as U.S. "political prisoners" (Reader's Digest, p. 121). The organization that helped him in selecting which prisoners to visit was listed by the CIA as an international Soviet front organization. Reader's Digest pointed out that many executives in the National Council of Churches believe that a just society is only posing under communism.

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Yet the great communist human-rights outrages of our time have never been condemned by the NCC's governing board. On the other hand, the National Council of Churches governing board has censured El Salvador, Turkey, Nicaragua [under Somoza], Chile, South Korea and Guatemala, whose violations cannot be compared to those of communist countries the NCC governing board has ignored. Worse yet, the NCC identified several of the communist countries with the worst record on human rights as models for Christians. Cuba, for example, was considered by the NCC as a nation "we believe can inform Christians around the world with a new intensity and depth of insight about the meaning of faith" (Reader's Digest, p.125).

The National Council of Churches claims that Cuba allows full freedom of worship. Yet, according to the article, no mention was made that "Cuban children are indoctrinated in atheism in schools, and that no one who professes belief in God can be a member of the Communist Party or advance in his career" (Reader's Digest, p123)

GOD: NEUTERED

Not only has the National Council of Churches funded Communist revolutions with offerings of churchgoers, it has rewritten the Bible to conform to the Whore of Babylon's male/female-god religion. The first step is to neuter God.

James Kilpatrick, in his October 23, 1983, Universal Press Syndicate article, "Scriptures Change in Overhaul Job," wrote that "The National Council of Churches was Out to take the sex out of scripture." He added that the NCC is rewriting certain passages of Scripture in the Old and New Testaments "so as to eliminate references to gender, or as an alternative, to spread the gender around. Thus, Jesus no longer would be identified as the 'son' of God, but rather as the 'child' of God. In this egalitarian version, it is 'God the Father (and Mother).'"

Member churches were not long in following the National Council of Churches. The largest contributor to the NCC is the United Methodist Church. The Associated Press reported on December 10, 1983, that the governing body of the United Methodist Church in Nashville, Tennessee, had "approved guidelines on biblical and theological language that suggest that fewer male nouns and pronouns be used in referring to Jesus." By 1986 the blasphemy had become greater when in Denver, Colorado, the Rocky Mountain Region of the United Methodist Church "adopted a new policy prohibiting ministry candidates from referring to God as exclusively male in church paperwork and interviews. The policy allows the 'historical' Jesus to be called He, but prohibits any exclusively male reference to a divine or messianic Jesus. The policy also calls for phrases such as Divine Light [a Masonic term] to be used in place of Father, King, or Lord. Candidates are allowed to refer to God as Mother and Father, or as He and She" (Omega-Letter, December 1986, p.3)

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"At the root of the problem," says Methodist evangelistic Edmund Robb, "is the secularization of the church. The NCC has substituted revolution FOR religion" (Readers' Digest, p.125).

WHAT NEXT?

Not satisfied with their coup of main line churches, the Masonic dominated National Council of Churches is now forbidding Christian instruction of our youth in church child-care centers. An article in the May 9, 1989, USA Today, entitled "Church Issue Threatens Child-Care Bill" informed us that the National Council of Churches "supports a provision in the bill that says parents who receive federal subsidies may send their children to programs in churches that avoid religious instruction. "From the beginning the plan of Masonry has been to merge all religions. Dr John Coleman, a retired British intelligence officer, confirms that the World Council of Churches, which is an extension of the National Council of Churches, is by Freemasons, in fact, the first president of the World Council of Churches, [1948-1954] was a 33rd degree Freemason. G. Bromley Oxnam, a Methodist Bishop.

Coleman says that the WCC now practices witchcraft. In Witchcraft in Politics, Coleman states that the WCC's 6th Supreme Legislative Assembly met in Vancouver, British Columbia, Canada, on July 24 through August 12, 1983. There it was decided to donate funds to the study of the occult (Cassette - Witchcraft in Politics Today, narrated by Dr John Coleman in 1984; also Denslow, 10000 Famous Freemasons, Vol.111, p.299).

Coleman says that the World Council of Churches promotes the Masonic one-world doctrine in its magazine, One World. Denslow not only lists 33rd degree Freemason O. Bromley Oxnam as the first American president of the World Council of Churches, but adds that he was also president of the Federal Council of Churches [forerunner of the WCC] from 1944 to 1946 and was one of the presiding officers at the organization of the National Council of Churches at Cleveland, Ohio in 1950.

ONCE THE OCCULT IS STUDIED - what next? The "Religion" section of Time magazine, May 22, 1989 presents the horrifying prospects. Dr. Richard Mouw, of California's Fuller Theological Seminary, is quoted in that article as saying that the mainline Churches that are members of the National Council of Churches ARE NOW TEACHING "magic and the occult and the new age. There's a return to a pre-modern world view."

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Former 33rd degree Mason, Jim Shaw, exposes the link between Freemasonry and the National Council of Churches. Mr. Shaw stated in a sermon that the pastors in the National Council of Churches and the World Council of Churches are promoting Freemasonry. "I have served in the Lodge with them," said Shaw. "I have a list of many NCC pastors who are working for the Masonic monster with all the strength they have. They are not interested in the Lord Jesus Christ, though they pretend to be" (Cassette tape by Jim Shaw - Pastors in the NCC who are in Freemasonry).

Pastors without Faith

What degenerative results have seventy years of conscientious and active Masonic penetration [infiltration] brought to the churches in America? The frightening statistics were gathered by the Jeffrey Hadden survey and published in the December 1987 Pulpit Helps, which reaches thousands of ministers. Questions were sent to some 10,000 Protestant clergymen, 7,441 replied. The questions, together with the percentages in the replies were as follows:

"Do you accept Jesus' physical resurrection as a fact? 51 percent of Methodists, 35 percent of United Presbyterians, 30 percent of Episcopalians, 33 percent of American Baptists, 13 percent of American Lutherans, and 7 percent of Missouri Synod Lutherans said 'NO.' "Do you believe in the virgin birth of Jesus? 60 percent of Methodists, 44 percent of Episcopalians, 49 percent of Presbyterians, 34 percent of Baptists, 19 percent of American Lutherans, and 5 percent of Missouri Synod Lutherans said 'NO.' "Do you believe in evil demon power in the world today? 62 percent of Methodists, 37 percent of Episcopalians, 47 percent of Presbyterians, 33 percent of Baptists, 14 percent of American Lutherans, and 9 percent of Missouri Synod Lutherans said 'NO.' "Do you believe that the Scriptures are the inspired and inerrant Word of God in faith, history and secular matters?

87 percent of Methodists, 95 percent of Episcopalians, 82 percent of Presbyterians, 67 percent of American Baptists, 77 percent of American Lutherans, and 24 percent of Missouri Synod Lutherans said 'NO' ("A Falling Away First," Omega-Letter, March 1988, p.5).

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Planning the Destruction of Christianity

The blueprint to destroy the [Catholic] Church was drawn up over two hundred years ago by Adam Weishaupt, who has been called "The Human Devil." Whether Weishaupt received the plan from Voltaire or Frederick the Great is not known. Nesta Webster suggests some connection when she notes that "The resemblances between Weishaupt's correspondence and that of Voltaire and of Frederick the Great are certainly very striking" (Webster, Secret Societies, p.213).

From 1750-1755, Voltaire was a guest at Frederick's court (Webster, p.156). Dr. Dillon wrote of that visit: "[Voltaire] sketched out for them the whole mode of procedure AGAINST the Church. His policy as revealed by the correspondence of Frederick II, and others with him, was not to commence [begin] an immediate persecution, but first to suppress the Jesuits and all Religious orders, and to secularize their goods; then to deprive the Pope of temporal authority, and [deprive] the Church of property and state recognition. Primary and higher-class education of a lay and Infidel character was to be established [getting God out of schools], principle of divorce affirmed, and respect for ecclesiastics [church] lessened and destroyed. Lastly, when the whole body of the Church should be sufficiently weakened and Infidelity [indifference to truth] strong enough, the final blow was to be dealt by the sword [military] of open, relentless persecution. A REIGN OF TERROR WAS TO SPREAD OVER THE WHOLE EARTH, AND TO CONTINUE WHILE A CHRISTIAN SHOULD BE FOUND OBSTINATE ENOUGH TO ADHERE TO CHRISTIANITY. This, of course, was to be followed by a Universal Brotherhood without marriage, family property, God, or law..." (Dillon, p.7-8)

Weishaupt took up the cause of Voltaire, promoting the vehicle by which the plan would be carried to future generations. When Weishaupt penetrated Freemasonry with illuminism, the Lodge took up the cause, citing Voltaire as a patron. Miller explains in Occult Theocracy" that after the 1789-1793 destruction of old France by the French revolution, and subsequent to the reign of Napoleon, Grand Orient Freemasonry's aim was the same as Voltaire's. From the minutes of the Italian Masonic Lodge, Permanent Instructions, or Practical Code of Rules: Guide for the Heads of the Highest Grades Of Masonry, Miller quotes: OUR FINAL AIM is that of Voltaire and of the French Revolution. THE COMPLETE ANNIHILATION OF CATHOLICISM, AND ULTIMATELY OF CHRISTIANITY Under this cloak [of Freemasonry], we may conspire at our convenience, and arrive, little by little, at our ultimate aim" (Miller, p.430).

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Ever since this time, the Masonic Lodges have been bent on the destruction of our families, our churches, our nation, our world, and our God. Freemasonry's ULTIMATE AIM is a one-world humanistic government WITHOUT Christ and His Church. The Masonic Lodge in the highest grades are still carrying out Voltaire's plan.

Author and 18th century English Freemason John Robison in Proofs of a Conspiracy [1798] quotes a letter from Weishaupt to his Illuminatus brother Cato. This letter states his use of Masonry to another end: The great strength of our Order [The Illuminati] lies in its concealment; let it never appear. In any place in its own name, but always covered by another name, and another occupation. None is fitter that the three lower degrees of Freemasonry; the public is accustomed to it, expects little from it, and therefore takes little notice of it" (Robison, p. 112)

Having achieved this goal, Weishaupt's next step was twofold: (1) through revolution win freedom for the subjects of what he regarded as despotic kings and the Church; and (2) after the revolution, inaugurate an ostensibly atheistic government under the guise of democracy. Commander Guy Carr from Canada in The Conspiracy writes that 'Weishaupt never intended that any EXCEPT SPECIALLY SELECTED Masons, from the Higher Degrees, should learn 'The Full Secret' of Lucifer. ONLY those known to have defected completely from Almighty God were initiated into the Higher Degrees of the Grand Orient Lodges and told that the Illuminati was a secret organization with the order DEDICATED to the cause of forming a One World Government. . . Weishaupt stated this action would ensure permanent peace and prosperity. Only initiates into the final degree were permitted to know..." (Carr, p.2)

Let's Move Forward in Time! NEA Defends Subversives

As stated on page 11, the 1940s and '50s saw Americans wake up to forced socialist propaganda in the schools upon our children. Once the momentum was turned from Socialist teaching back to Americanism, the so-called "progressive" educators, instead of "frontier thinkers," turned to Dr. Donald Dushane, President of the National Education Association [NEA]. He appointed a Dr. Harold Benjamin to lead an investigative commission. They were to investigate: (1) The textbooks under suspicion (2) education in general and (3) the patriotic groups that were criticizing education and textbooks.

Everyone was anticipating the exposure of the Communist "frontier thinkers," since they were the enemies of our American, Christian heritage. Instead, the NEA commission attacked the patriotic citizens who were exposing the Socialists and gave wholehearted support to the Socialists/Communists.

MASONIC EDUCATION FOR THE NEW WORLD ORDER

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Dr. Harold Benjamin, chairman of the NEA commission released his investigative report in July 1950. He stated that the "...Defense commission is a kind of educational reconnaissance troop, and it has a combat- intelligence report to give you tonight. It is the estimate of the commission that a general attack on public education in the United States is now being organized. The enemy [patriotic Christians] is trying to find out where we [Socialists/Freemasons] are weak or strong, testing his methods of attack, recruiting and training his forces, building up his stockpiles, filling his war chest and organizing his propaganda units" (Defense Bulletin No, 35, "Commission For The Defense Of Democracy Through Education, NEA, July 1950).

Dr. Benjamin had now put parents who were objecting to Socialists programs in our schools in the ENEMY camp. "The NEA was starkly exposed as an AGENT of the progressivist power structure which had written the controversial textbooks - nothing less" (Blackboard Power NEA Threat to America, by Dr. Gordon V. Drake, p.28). The National Education Association [NEA] had now started openly attacking and discrediting citizens, parents and educators who exposed their un-American policies. They produced such publications as American Education under Fire by Ernest O. Melby and Danger! They Are After Our Schools, which attacked the "ENEMIES" of the new public education - which was Masonic, who founded Socialism/Communism.

NEW Builds for World Government! The New World Order

We must understand the NEA's obsession with promotion of the United Nations as an instrument for world government. The American Association of School Administrators, an affiliate of the NEA, presented a formal resolution in 1951: "We URGE continued use of the United Nations as an instrument of peace. We DECLARE our- selves IN FAVOR of a charter amendment to enable the United Nations to enact, to interpret and enforce WORLD LAW to prevent war.. Since the United Nations is the tangible organized expression of mankind's desire for peace, ALL SCHOOLS should COOPERATE IN SUPPORTING United Nations Education Service to be inaugurated by NEA in September 1951" (NEA Journal, September 1951, p.253). Of course, Socialism/Communism was founded by the French Grand Orient Lodge of Freemasonry. Socialist/Communists from Russia and the 43 representatives from the U.S. Department of State and Treasury by 1953 were all found to be secret members of Communism except one. The first acting Secretary-General was Communist spy Alger Hiss. Their goal is to dissolve the sovereignty of the United States and merge us into an all powerful world government.

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William G. Carr, past Executive Secretary of the NEA, served on the executive committee of the United Nations Educational, Scientific, and Cultural Organization [UNESCO]. Unfortunately, Mr. Carr was a Socialist. As consultant to the United States delegation of the United Nations in San Francisco - [Carr] worked for the creation of the United Nations Educational, Scientific and Cultural Organization" (Washington Star, January 23, 1952) and assisted in DRAFTING ITS CONSTITUTION.

The 1952 "Report of the Secretary-General of the United Nations and the Director-General of UNESCO" [UN Document E-2 I 84-Add. I, May 2, 1952] stated clearly that the NEA and the United States Office of Education were enthusiastically endorsing and cooperating with the UN-UNESCO programs for world government. The NEA committee on International Relations held a conference at Lyndonwood College St. Charles Missouri in July 1950 with 400 members attending. This "was one of many activities of the National Education Association DESIGNED to encourage and improve teaching about the United Nations."

The report from this meeting continued: "In 1950 the National Education Association compiled and distributed to teachers 1,000 United Nations kits with a handbook prepared by their committee on international relations. A teacher handbook for United Nations Day and Week of 1951 was distributed as the first of a series of special mailings to United Nations Service subscribers" (Ibid, p.111).

On August 1, 1957, Dr. Carr spoke before a group of teachers at an UNESCO seminar. He said that "we should with ALL LOYALTY to the United Nations, teach that the world organization should be REVISED TO TAKE SOME OF THE ASPECTS OF A SYSTEM OF WORLD GOVERNMENT AND WORLD LAW." Therefore: "... the psychological foundations for the wider loyalties that are NECESSARY must be laid in part in the schools. To urge you, therefore, not only to teach about the United Nations as it is today, but also to teach the attitudes which will ultimately RESULT in the creation of WORLD GOVERNMENT" (UNESCO Pamphlet, Christian Crusade, Tulsa, OK. 1967).

Paul W. Shafer, former Congressman from Michigan, now deceased, called this philosophy of the NEA as subversive. Congressman Shafer documented his charges. In summary: "I believe that an educational movement and philosophy which proposes to convert our schools into an agency for the PROMOTION of super national sovereignty OR world government and which URGES systematic eradication...of nationalism and the loyalties which it involves, IS SUBVERSIVE. I believe that an educational movement which arrogates to the educational profession or to any other profession or segment of our nation life - the awful responsibility of 'SOCIAL RECONSTRUCTION,' is subversive.

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I believe that a movement which URGES teachers, or any other single group [of people], to 'deliberately reach for power and then make the most of its conquest,' is subversive. I believe that an educational movement and philosophy which pits CLASS AGAINST CLASS in America, and which proposes that the schools teach and promote such a belief and attitude, is subversive" (Honorable Paul W, Shafer, "Is There A 'Subversive' Movement in the Public Schools?" Congressional Record, March21, 1952).

Nothing has changed about the NEA desire to build a COLLECTIVIST state. Only the attitudes and behavior of our children as a whole since the NEA has controlled education. "The NEA continues to issue mandates, orders, and memoranda from its impressive palatial headquarters with its 33 departments, 25 commissions and committees, 18 divisions, and over 1,000 employees in Washington, D.C. Its influence cannot be underestimated" (Blackboard Power, NEA Threat to America, by Dr. Gordon V. Drake, p.30). Past U.S. Commissioner of Education, Dr. Sterling M. McMurrin, who resigned in September 1962, told Executive Secretary William G. Carr that the NEA is "... moving toward NATIONAL CONTROL of education" (New York Times, October 20, 1962). Dr. McMurrin's resignation as U.S. Commissioner of Education was because of his headlong fight with the NEA over its policy of promoting world government (Ibid).

During the 38 years that Dr. Carr served the NEA, he also was a world leader in developing INTERNATIONAL organizations of education. "In 1946 he served as a United States representative in the creation of the United Nations Educational Scientific and Cultural Organization [UNESCO]. And in the same year he began serving one of the first WORLD teacher's organizations, the World Organization of the Teaching Profession [WOTP]. WOTP had a 'consultative arrangement' with UNESCO".

In 1952, with the help of Dr. Carr, World Organization of the Teaching Profession gathered in two other world teacher organizations, and they MERGED into the World Confederation of Organizations of the Teacher Profession. Dr. Carr moved into the position of Secretary-General of WCOTP and has held that position ever since 1952 [until 1967 when this was written], the very year he was appointed Executive Secretary of the NEA. He served in these two positions concurrently until his retirement from the NEA post in 1967. [NEA Reporter, January 19, 1968] - possibly so that he could devote full time to the WCOTP militant programs planned in the immediate years ahead.

W.C.O.T.P

"WCOTP's plans for the future were revealed by the president of the organization, Sir Ronald Gould of England. He urged teachers to 'press on toward self- government' in an address to delegates from 61 nations who attended the sixteenth annual assembly in Vancouver, Canada, during the summer of 1967. The NEA Reporter quoted Sir Gould as lamenting that 'nowhere in the world has teacher self-government been achieved,' but that teachers in most countries are ready for it [NEA Reporter, October20, 1967, p.8].

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"The National Educational Association [NEA] is an active member of WCOTP, and through this membership, it continues to work effectively WITH the United Nations, UNESCO, and other U.N. agencies to promote the work started earlier, a work of indoctrinating American youth in ANTI-NATIONAL attitudes for the acceptance of world government" (Blackboard Power, NEA Threat to America by Dr. Gordon V. Drake. p.31).

SAM LAMBERT

In 1966 Dr. William G. Carr announced his intentions to retire. The NEA selected Sam Lambert as his successor. Dr. Sam Lambert stated that the NEA, under his leadership, would continue to be "action oriented." In his inaugural address at the Statler-Hilton Hotel in Washington, D.C. he stated: "We [teacher's profession] are already four times as large as any other professional organization in this country. Within a few years, we will be six or seven times as large." Then he promised: "[The NEA] is going to put its power and influence to WORK for the things that are most important... NEA will become a stronger and more influential ADVOCATE for SOCIAL CHANGE long overdue" (NEA Reporter, November 10, 1967).

Lambert emphasized that the federal share of school finance should increase to one-third within the next ten years (Ibid). Why would Dr. Lambert push for further FEDERAL government assistance to education? The Constitution nowhere gives the federal government the right to interfere with education. Whatever is NOT specifically assigned the federal government is to be left to the states or individuals.

In the 1940s into the early 1970s the Supreme Court had been packed with high Freemasons - 3/4ths. Notice what Socialists and Liberals want the federal government to get involved with subsidizing the schools. The U.S. Supreme Court ruled in the Wickard vs. Filburn, 1942, case that "IT IS HARDLY A LACK OF DUE PROCESS FOR GOVERNMENT TO REGULATE THAT WHICH IT SUBSIDIZES." Each new Federal law passed by Congress which invades the rights of the individual States further strengthens the CONTROL of the Federal government over the States and individuals alike. The Communist Manifesto calls for "free" public education for all students paid for by the government. The Manifesto also calls for a strong "Central" government. This helps eliminate State and individual rights written into our Constitution.

Dr. Lambert became very pointed in the direction the NEA would take. "NEA will INSIST that the profession at all levels have a voice in the formulation of educational policy, in curriculum change, and in educational planning" (ibid). The NEA would now formulate curriculum to SOCIALIZE the neighborhoods of America through education. They would say HOW a teacher is educated, whether he/she should be permitted into the profession, and whether he/she should stay in the profession (NEA Reporter, November 10, 1967, p.4). Dr. Sam Lambert was now ready for the NEA to CONTROL every phase of education.

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Dr. Lambert used financial inducements to entice teachers to join the NEA. They would become a Union and become militant to gain their increase in pay, such as strikes and sanctions against school districts. In order to receive these benefits you had to join the NEA. This forced teachers to support Freemasonic/Communist objectives through their dues without their knowledge of these objectives.

Dr. Lambert's and the Communist Manifesto's call for a Cabinet position for Education paid off. The NEA supported Jimmy Carter for president in 1976 and was rewarded for that support with the Department of Education. Education was now to be CONTROLLED from Washington, D.C. - CENTRALIZED, just like the Freemasonic Socialist/Communist movement wanted PROOF? The "NEA was instrumental in the founding of the Office of Education, and in recent years NEA has urged CABINET status for the office" (NEA Reporter, May 19, 1967, p.2 & 6). NEA got their way in 1979.

Consolidating Education For World Government

NEA belongs to a world organization called World Confederation of Organizations of the Teaching Professions. "WCOTP plays a role at the INTERNATIONAL LEVEL similar to that of the national teachers association within a country (WCOTP Pamphlet, R 1067). WCOTP's income comes from the NEA mostly and 'external contributions' such as tax-free foundations, and UNESCO grants and contracts projects (WCOTP Annual Report, 1967. p.41,4346, WCOTP XVI Assembly of Delegates, Proceedings. 2-9 August 1967, Vancouver, Canada, p. 6). According to the President of the Ford Foundation, directives had been coming from the White House [during the 1 940s] to so alter life style in the U. S. to comfortably MERGE it with the Soviet Union. The Foundations were [and are] using their tax-exempt status to alter textbooks to teach world government or Socialism.

Delegates to WCOTP from individual countries takes "positive action" to indoctrinate state and local teacher organizations (WCOTP Annual Report 1967, p.19, item 5, p.23, item 11)

This program is done so artfully that local teachers do not know from where these programs come. They usually think they come from other teachers in school systems as the need arises.

October 1966 saw WCOTP hold a Regional Conference at Bogota, Columbia, where the representatives endorsed the UNESCO Recommendation Concerning the Status of Teachers. They declared that: "The teacher's organizations taking part in the Conference pledge themselves to the implementation of the parts related to their work by ALL the means within their power and in the shortest possible time." Then they called on "all the governments and educational authorities of the hemisphere to accept their full responsibilities for the fulfillment of the UNESCO Recommendation" (Report of WCOTP at Bogota, op. cit., p. 49.59).

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Remember, UNESCO is a United Nations one-world- government organization. This Conference pledged them-selves to carry out THEIR plan for education!!!

The final step in the long fought process for WORLD EDUCATION was now prepared by the United Nations and FORCED upon the United States because of our treaty with that world body - that "we the people," who are supposed to be THE government of the U.S. had no input as whether to join or not. Our government was to FULFILL our obligation to implement their world education plans WITHOUT the parents and teachers of America knowing it. The UNESCO Recommendations Concerning the Status of Teachers was DESIGNED to control America's education system.

WCOTP Secretary-General William Carr [Freemason & Socialist] "was the chairman of the editing committee which prepared the Draft Recommendation of the Status of Teachers at a conference held by the International Labor Organization and UNESCO in Geneva last January [1966]" (VEA Rcpoiier, October 7,1966, p. 4).

Even though WCOTP had only one Communist nation within its framework in 1966, other United Nation agencies were heavily composed with Communist personnel but the Freemasons who founded Communism remained behind the scenes in secret. The influence of Socialism is perpetuated through cooperating agencies such as United Nations Education, Scientific, and Cultural Organization [UNESCO], International Labor Organization [ILO] UNJCEF, and the World Health Organization [WHO] The chairman of the drafting committee for the UNESCO Re commendation was an international Communist, Dr M Joboru of Hungary. The two Vice-Presidents of the Conference were Communist professors V Sobakine of the U.S.S.R., and J Livescu from Romania (Report of WCOTP at Bogota, op. cit., p.49, 59; Blackboard Power NEA Threat to America, by Dr. Gordon V Drake, p.36-37).

Even more evidence of the increase in cooperation between WCOTP and the various Communist dominated United Nations agencies was found at the World Confederation of Organizations of the Teaching Profession Assembly held in Vancouver, Canada, in August 1967. Director-General Rene Maheu of UNESCO stated that relations between WCOTP and UNESCO "had never been so rich." This was because of "...deliberate proposals of the Director General of UNESCO who gave instructions to his various departments that they were to intensify their relations with WCOTP. This cooperation extends to numerous and varied fields, including those that are at the very frontiers of education, and those of extra-curricular education" (Proceedings, WCOTP XVI Assembly of Delegates, op. cit., p.33)

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WCOTP leaders believe that the UNESCO Recommendation of the Status of Teachers will help them gain control of education on the WORLD level. "Teacher militancy in the United States today are directly related to the UNESCO-WCOTP Recommendation on the Status of Teachers. The strikes are an essential part of the strategy plotted by UNESCO-WCOTP leaders to gain power for teachers and thus gain power FOR WCOTP', and the United Nations agencies. It should be perfectly clear that WCOTP 5 educational programs ARE NOT BEING USED IN Communist controlled countries" (Blackboard Power, p 38)

Let's have NO doubt that WCOTP has designs on world government: "Teachers need to be committed to children as well as the general communities, but this may NOT always mean unauquestionin2 LOYALTY to the State (Legal Rights of Teachers, op. cit., p.4).

A pamphlet published by the World Confederation of Organizations of the Teaching Professions [WCOTP] explains: "Since its establishment, WCOTP has had consultative status with the Economic and Social Council of the United Nations. WCOTP is a member of the Non- Governmental Organizations Committee on the United Nations Children's Fund [UNICEF] and has specialized consultative status with the Food and Agricultural Organization. It also cooperates with the World Health Organization and OTHER United Nations bodies in educational matters" (WCOTP Pamphlet, R 10/67). The KEY statement is "...UNESCO is obligated to call upon WCOTP to assist in all activities dealing with education and teacher's organizations" (Ibid).

WCOTP is a method through which education can be disseminated on a world level WITHOUT arousing a public outcry in the United States. If the NEA openly promoted UNESCO one world education, then pressure would mount for our withdrawal, which did occur in 1986 but failed.

In the 1967 convention of UNESCO and WCOTP in Canada, the delegates were told that "UNESCO and WCOTP will again be companions on the job. They will bring in the teaching of HUMAN RIGHTS, a richer content" to UNESCO sponsored educational activities (Proceedings, WCOTP XVI Assembly of Delegates, op. cit., p.34). It should be noted that EVERY nation that has been overthrown for Communism since the United Nations was founded was sighted for "human rights" violations. Now they are teaching this throughout the educational systems all over the non- Communist world for the purpose of brainwashing peoples for the overthrow of non-Communist governments.

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The NEA promoted the Education and Human Rights theme in their February 1968 Journal. One writer was Mrs. Arthur Goldberg, wife of former U.S. Ambassador to the United Nations who was identified with documentation as a Communist. Arthur Goldberg, in two speeches in New York and Washington, URGED the United Nations Declaration for Human Rights be signed into Treaty form. WHY? Because those who infiltrated into our government from the Council on Foreign Relations have said loud and long that Treaty Law supersedes the Constitution of the United States. If that were the case, we've NEVER had a Constitution. The World Court would then have internal jurisdiction over U.S. citizens.

William Fleming, writing in the American Bar Association Journal, stated the following: "The nations of the world [for accepting the Human Rights program of the United Nations], far from accepting American ideas on LIBERTY, have succeeded in inducing the American delegation to accept THEIR [Communist] views. In other words, the efforts of the United States to bestow the blessings of LIBERTY on the world as a whole have BOOMERANGED" (Congressional Record, January 24, 1952, [Extension of Remarks of Senator Hugh Butler]. The implementation of this terrible collectivist, Socialist Declaration of Human Rights was the GOAL of UNESCO, WCOTP, and the NEA. They have accomplished their goal.

Declaration of Human Rights Threatens Our Bill of Rights

Inserted into the Congressional Record by Honorable Hugh Butler was the following: "The [Human Rights] Covenant specifically endangers FOUR of our most precious heritages. These are freedom of worship, freedom of speech, freedom of the press, and freedom of peaceful assembly. The Covenant threatens them by LIMITING and RESTRICTING them. The first amendment to the United States Constitution: 'Congress shall make NO LAW respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press, or of the right of the people peaceably to assemble, and to petition the Government for a redress of grievances...'. There are NO exceptions to these rights in our Constitution. But the Covenant on Human Rights contains SO MANY RESTRICTIONS, SO MANY EXCEPTIONS, AND SO MANY LIMITATIONS that they are no longer rights free men hold, BUT GRANTS BY GOVERNMENT which, in many cases, under the Covenant, can be TAKEN AWAY whenever a government decides to CALL A NATIONAL EMERGENCY.

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"Paragraph 2 of article 13 of the Covenant on Human Rights reads: 'Freedom to manifest ones' religion or beliefs shall be SUBJECT only to such LIMITATIONS as are pursuant to LAW and are reasonable and NECESSARY to protect public safety, order health or morals or the fundamental rights and freedoms of others.'

THE EFFECTS.....

"What effects will this have if this covenant is ratified by the senate as a treaty? A treaty accepted by two-thirds of the Senators present becomes the law of the land. If the Supreme Court validates this treaty, it can NULLIFY the religious freedom in the Bill of Rights by granting the Government the power to limit and restrict the free exercise of religion.

"The committee for peace and law through the United Nations of the American Bar Association has said the effects also would be these: 'We are confronted with a concept of the freedom of religion embracing the FREE USE OF LIMITATIONS reasonable and necessary to protect public safety, order, health, morals, or the fundamental rights and freedoms of others. The purported agreement of church and state in Hungary is an example of religion under state regulation and control for public safety and order.'

"...For this danger to religion, among other reasons, the American Bar Association has twice condemned the Covenant.

"FREEDOM OF SPEECH, Article 14 of the Covenant on Human Rights sets forth rights and privileges [extended by government and can be taken away by government] of speech and the press, and then limits them to a degree heretofore unheard of in free countries:

"1. Everyone shall have the right to hold opinions without interference.

"2. Everyone shall have the right to freedom of expression...

"3. The Right to seek, receive and impart information and ideas carries with it SPECIAL duties and responsibilities and may therefore be SUBJECT to certain PENALTIES, LIABILITIES, and RESTRICTIONS, but these shall be such only as are provided by law and are necessary for the protection of national security, public order, safety, health or morals, or the rights, freedoms or reputations of others...

"Are opponents of these treaties alarmists, as is claimed by those pressing the senate to ratify them, or are they presenting valid arguments?

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"These organizations and people believe the covenant unacceptable to the American form of government as we know it" (Ibid).

Covenant on Human Rights - Blueprint for Socialism

Continuing from the Congressional Record:

"Article 22 says: 'The States parties to the convenience recognize the right of everyone to social security.'

"Article 23: '...recognizes the right of everyone to an adequate housing.'

"Article 24: '...recognizes the right of everyone to an adequate standard of living and the continuous improvement of living conditions.'

"All of these are 'rights PROVIDED by the state,' [Article 32] which the state can limit OR reject at any time 'for the purpose of promoting the general welfare in a democratic society.' Thus the state is empowered to control the scale of living.

"The covenant also OBLIGATES us to place both education and the medical profession under Government control.

"Article 28 reads: '[Signers of] the covenant recognize: 1. The right of everyone to education; 4. That secondary education, in its different forms, including technical and professional secondary education, shall be generally available and shall be made progressively free; 5. That higher education shall be equally accessible to all.. and made progressively free;'

"Article 32 of the covenant designates these as 'rights provided BY THE STATES...'

"Since the covenant will be [and is] the law of the land if ratified as a treaty, the Federal Government will be OBLIGATED LEGALLY to provide progressively free secondary and higher education throughout the country. This increasing control of education will affect ALL endowed institutions, ALL religious colleges, universities, and ALL State institutions. Federal aid to education will eventually become FEDERAL CONTROL of education. Education will become propaganda - for control of the budget means control of the textbooks.

"Socialized medicine [as Hillary Clinton tried to install] is also planned in the covenant. Article 24 read in part: 'IV to provide conditions which would assure the right of ALL to medical service and medical attention in the event of sickness.' "This also is one of the 'rights provided by the State' in the covenant. If ratified by the Senate, this right will become an OBLIGATION of the Federal Government...

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"In the last analysis, ratification of the Covenant would amount to introducing World Government through a back door". (Congressional Record, January 24, 1952, op. cit.)

Master Plan for Federal Control of Schools

When Dr. Sterling M. McMurrin resigned as U.S. Commissioner of Education in September 1962, he charged that the NEA "is NOT interested in higher education, is COOL to the private schools, and is pathologically OPPOSED to the parochial [religious schools]" (New York Times, October 20, 1962).

Dr. McMurrin told William G. Carr [at that time NEA Executive Secretary] that "You and I head up the biggest bureaucracies in Washington. NEA has all of the bureaucratic shortcomings and is in danger of moving toward NATIONAL CONTROL of education, not by the Federal Government but by the NEA" (Ibid).

"In 1961 a fifty-six page booklet entitled A Federal Education Agency For the Future was published jointly by the U.S. Department of Health, Education, and Welfare, under Secretary Abraham Ribicoff, and United States Commissioner of Education, Sterling M. McMurrin.

"The committee that assembled the report was charged by Commissioner Lawrence Derthick with developing 'a clear cut and balanced statement of the mission proper to the Office of Education over the next decade...' The report concluded that a NEW role for the Office of Education should be an extensive involvement in the FORMULATION OF NATIONAL POLICY it should be a striking force ready to move along the educational problems front - at home AND abroad. The Office of Education must be sensitive to the social, economic, political, and MORAL aspects of our national and INTERNATIONAL life if it is to properly relate to the education scene. To implement this it was suggested that a Bureau of International Education be established to work WITH UNESCO, OAS, NATO, the International Bureau of Education, and foreign ministers of education" (as quoted in Blackboard Power NEA Threat to America, by Dr. Gordon V. Drake. p.78).

U.S. Congressman John NI. Ashbrook of Ohio was against NATIONALIZATION of education. While addressing the House of Representatives in 1963, he called for a full investigation of the U.S. Office of Education to determine whether certain key U.S. Office of Education officials are or are not planning to circumvent the will of the Congress of the United States and of the American people in the matter of Federal CONTROL of education...

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'I feel sure, and there is plenty of evidence to prove my point, that the people of the United States, the voters who send us here, want to hold on to their traditional prerogative of controlling the public school system.' (Congressional Record, House of Representatives, September 23, 1964, "Local Forces Versus the School Boards, Speech by Honorable John M. Ashbrook)

Congressman Ashbrook presented the H.E.W. publication, A Federal Agency for the Future, as a 'boldly drawn plan' for more Federal CONTROL of education- "an Olympian ambition to CONTROL American education against the will of Congress and of the American people."

Congressman Ashbrook said that the NEA and Office of Education gaining power on the Federal level would take control of the schools AWAY from the local school boards. It would then be FEDERALIZED education in direct violation of the Constitution. THEIR GOAL WAS FEDERAL EDUCATION TO PROGRAM OUR CHILDREN'S MINDS FOR GLOBALISM INSTEAD OF NATIONALISM.

National Testing Programs! WHY?

Under the 1964 Civil Rights Law, the U.S. Office of Education 'instituted a program of administering tests to school children all over the country, supposedly to determine what percentage of our students were not receiving equal educational opportunities.' So many complaints came into Congressman Richard L. Roudebush of Indiana that he contacted the Fort Lauderdale News concerning the tests. The newspaper reported after investigating the tests that "some of the questions being asked in this test are so 'loaded' as to be unbelievable. Take this one, for instance: 'Do you [students] agree that the fairest economic system takes FROM each according to his ability and gives to each according to his needs?'

"Now, obviously, not many school children would recognize that this question outlines ONE OF THE BASIC TENETS OF COMMUNISM, and when it is presented in such a POSITIVE manner, it is likely a high percentage of the children answering this question would do so in the affirmative.

"Then there is the question: 'If you were to vote against the President's anti-poverty program, you would probably be - (a) Communist; (b) Conservative; (c) Republican; (d) traitor; (e) radical.'

"Now there's a 'loaded' question to be sure. It serves to link conservatives and republicans with the communists, traitors and radicals, and who is naive enough to believe that those who drafted this didn't have that very INTENT" (Fort Lauderdale News, October 15, 1965).

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The whole purpose of the tests was to start brainwashing our children against the American system of government and religion. The Communists have long known that the best method of gaining total control over a nation is to brainwash the children to be passive and meekly ACCEPT the communistic system (ibid).

These tests were designed to cause doubts in the minds of our children about the American system as to whether it is superior to Communism.

Teaching the Communist Manifesto

John Dewey and other Socialist educators realized that the most effective means to indoctrinate children and the public was through the Federal Government and its various agencies. In 1934 John Dewey and the Committee on Social-Economic Goals for America defended President Roosevelt's New Deal Socialistic policies in the NEA Journal.

Dr. Willard E. Givens, President of the California Education Association in 1934, told educators and other Socialists that they should "...join in creating a swift nationwide campaign of adult education which will support President Roosevelt in taking... [Industries] over and operating them at full capacity as a unified national system in the interest of ALL the people" (Education for the New America, by Willard F. Givens, op. cit.).

A few years later John Dewey and a group called "The People's Lobby" [a typical Socialist/Communist name for their front organizations] presented a program which proposed:

1. Heavy Progressive Taxation of Incomes.
2. Government Marketing and Farming Corporations
3. Socialization of Banking and Credit, and of Coal, Oil, Water, Power and Gas.
4. Socialization of the Steel Industry.

(People's Lobby Bulletin, June 1939, 817 14th St., N.W., Washington, D.C.)

You have just discovered the social-political roots of the National Education Association from the 1930s. How far have they come in 2001? They are basically teaching the Communist Manifesto cloaked in sweet language.

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Books and Authors to Destroy Religion and Create Racism and Revolution

We have seen the National Education Association's early history - its Communist and United Nations connection. We have proven in past literature that the United Nations is a One World Government front organization for the Illuminati founded by Adam Weisbaupt on May 1, 1776 with funding from the House of Rothschild.

In 1967 a book was offered to teachers by the NEA to be given as gifts to other people. One book and its description was: If This Be Heresy, by James Pike. "One of the most controversial men of our time affirms that there is a God, but we must seek NEW ways to reach him". (NEA Reporter, October 20, 1967)

Why should this be mentioned? Ex-Bishop James A. Pike, cited as a heretic of the Episcopal Church, has gone so far ASTRAY as to participate in séances [calling up demons] in which he talks with his dead son (The Bakersfield Californian, December 11, 1967, "Bishop Pike Says 'Ghosts' Really Exist;" This Week, January 28, 1968, "Bishop Pike's Strange Séances"). Pike had become involved in the Occult and demonism.

Was Pike right or did a "lying spirit" talk to him? Notice Ecc. 3:20: "ALL go unto one place; ALL are of the dust, and ALL TURN TO DUST AGAIN." Ecc. 9:5: "For the living know that they shall die: but the dead know not anything." John 5:28-29: "Marvel not at this: for the hour IS COMING [yet-future], in which all that are IN the graves shall hear his voice, and shall come forth..." I Cor. 15:52: "In a moment, in the twinkling of an eye, AT the last trump: for the trumpet shall sound, and the DEAD [that are still in their graves] shall be raised incorruptible, and we [who are still alive] shall be changed." Mr. Pike was and is wrong because the dead are IN their graves waiting for the resurrection. The object was to introduce Occultism into the schools to destroy Christianity through our children.

Another book and its description by the NEA was Games Christians Play by Judi Culbertson and Patti Bard. It said the book was a relevant guide to religion without tears. The 'shortcuts' to becoming spiritual, or how to LIVE LIKE THE DEVIL and STILL be a saint (NEA Reporter, op. cit.).

Then there was Harold Rugg's Building America series endorsed by the Communist Party through one of its front groups, the National Council of American Soviet Friendship. Kits of teaching materials about the Soviet Union was promoted as "excellent source material...that should be used by the teachers and professors in our educational institutions (Fourth Report, California Fact-Finding Committee, Un-American Activities in California, 1948, p.324-326). So much pressure built against these books that a California legislative committee reported that the Building America books do NOT "...present a true historical background of American history and progress...the cartoons and pictures appearing in said books belittle American statesmen, who have been... heroes of American tradition." However, the report said, the series... glamorizes Russian

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Statesmen and [it is] replete with pictures which do great credit to these leaders of Russian thought... [The] books contain PURPOSELY DISTORTED references favoring Communism, and life in Soviet Russia..." (Foundations: Their Power and Influence. by B.A. Wormser, Devin Adair Co., NY, 1958)

"The San Francisco Board of Education found that Rugg's textbooks deny all moral law, that they are anti- religious, and that by 'a constant emphasis on our national defects,' they tend to WEAKEN the student's love for his country, respect for its past, and confidence in its future" (Ibid). Notice what project Rugg was fulfilling:

Communist Rules for Revolution

A. Corrupt the young; get them away from religion. Get them interested in sex. Make them superficial; destroy their ruggedness.

B. Get control of ALL means of publicity, thereby:

1. Get people's minds off their government by focusing their attention on athletics, sexy books and plays and other trivialities.
2. Divide the people into hostile groups by constantly harping on controversial matters of no importance.
3. Destroy the people's faith in their natural leaders by holding them up to contempt and ridicule.
4. Always preach true democracy, but SEIZE POWER as fast and as ruthlessly as possible.
5. By ENCOURAGING Government extravagance, destroy its credits, produce fear of inflation with rising prices and general discontent.
6. Promote unnecessary strikes in vital industry, encourage civil disorders and foster a lenient and soft attitude on the part of the government toward such disorders.
7. By specious [fair-seeming but deceptive] argument, cause the breakdown of old moral virtues, honesty and sobriety.

C. Cause the restriction of ALL firearms on some pretext with a view of CONFISCATING them and leaving the population helpless (Don McAlvany, "America's Road to Ruin," The McAlvany' Intelligence Advisor, December 1990, p.1).

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The National Education Association sponsored yet another booklet designed for the classroom that caused a great stir. Its title was *The American Way of Business*. It wanted: "...ALL banks, credit institutions, and insurance companies [to] be NATIONALIZED [that is, confiscated by the federal government and operated under public ownership]; that ALL basic natural resources [mines, oil fields, timber coal. Etc] be NATIONALIZED; that special courts 'might be created to OVERSEE ALL economic activities, of the state legislatures, of local governments" (Ibid, p.358)

The American Way of Business was written by Oscar Lange and Abba P Lerner. Lange was a professor at the University of Chicago before RENOUNCING his U.S. citizenship to become an official of the Communist government of Poland. Abba P. Lerner, a native of Bessarabia, was TRAINED in the London School of Economics - widely recognized for its radical socialist teaching (Ibid, as quoted in *Blackboard Power, NEA Threat to America*, p.89).

Another Marxian activist was Dr George S. Counts who was Director of Research for the Commission on Social Studies of the American Historical Association - which was funded by the Carnegie Corporation. In 1934 the Commission published a report which concluded that "in the United States as in other countries, the age of individualism and laissez faire [non-interference by government in business] is closing and that a NEW AGE OF COLLECTIVISM IS EMERGING" (A.G. Rudd, *Bending the Twig*, American Book Co., NY, 1958, p.51). This was PURE Communism.

This Commission recommended a NEW curriculum called "Social Science." Social Science would replace the traditional teaching of United States history, geography, and civics courses. The NEW textbooks for the Social Sciences were written by Professors Harold Rugg [Socialist], John Dewey [Socialist], George S. Counts [Socialist], Charles A. Beard [Socialist], Jesse Newlon [Socialist], and William H. Kilpatrick [Socialist] (Ibid, p.46).

With the creation of the United Nations and its UNESCO affiliate, the NEA radicals could receive help on the international level to promote Socialism in the schools. Associated with BOTH the NEA and UNESCO, Dr. William G. Carr announced in March 1947 that: "The United Nations Educational, Scientific and Cultural Organization [UNESCO] would seek to RE VISE the world's school books to eliminate bias [toward communism] and PROMOTE international understanding" (Associated Press Release, Atlantic City, New Jersey, March 1, 1947).

The NEA then launched a vast program for INTERNATIONALISM - education for "world-mindedness." The Deputy Director General of UNESCO stated that the American educators had done an excellent job of spearheading this work of INTERNATIONALIZATION of education. He said: "...NO OTHER national commission has thus far made the same progress as has the United States Commission in furthering the IDEALS of UNESCO" (Washington Star [D.C.], September 14, 1947).

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Dr. Milton Eisenhower stated that through UNESCO, as an educational program, "...one can truly understand UNESCO only if one views it in its historical context [and] viewed in this way it reveals itself as one more step in our halting, painful, but I think very REAL PROGRESS toward a genuine WORLD GOVERNMENT" (Milton Eisenhower addressing UNESCO Conference, Wichita, Kansas, December 1947, The Kansas Story on UNESCO, Department of State Publication 3378, p.23).

Dr. Carr, of the NEA and UNESCO, echoed UNESCO's plan to "...revise the world's school books to ELIMINATE BIAS and [thus] PROMOTE international understanding." This is HOW textbooks began to de Americanize our children.

UNESCO had a meeting in Brussels in 1950 and "found TOO MUCH nationalism in textbooks on all subjects." They concluded that when National History is taught "great men tend to be glorified out of proportion to the achievements of great men of other nations" (Herald Tribune, November 4, 1951, Sec. 2, "History Out of Focus..." by Fred M. Heckinger).

By 1952 the U.S. National Commission for UNESCO reported that the teaching of Internationalism no longer considered unusual but is taken for granted as a natural and proper element in the curriculum in nearly every school system in this country." They said the greatest progress was seen "on the college and university levels" (Herald Tribune, November 5, 1952, "U.N. Makes Headway In Nation's Classrooms").

Pressure continued to arise against schools becoming dominated with one-worldism. Finally, in the spring of 1952 the Congress of the United States passed Public Law 495 which forbade the use of federal funds 'for the promotion, direct or indirect, of the principle or doctrine of one world government or one world citizenship" (Public Law 495 [66 Stat. 556], Department of State Appropriation Act, 1953, Section 112).

Has the NEA had any intention of withdrawing from their one world government aims? In 1948 an NEA Journal article stated: "Nations that become members of UNESCO accordingly assume an obligation to REVISE textbooks used in their schools.. Each member nation HAS A DUTY to see to it that NOTHING IN ITS CURRICULUM. COURSES OF STUDY AND TEXTBOOKS, IS CONTRARY TO UNESCO's AIMS. This task has already" been undertaken through voluntary activities in the United States in the study of textbooks.. The poison of aggressive NATIONALISM injected into children's minds is as dangerous FOR WORLD STABILITY as the manufacture of armaments. In one, as in the other, supervision of some kind by an international agency is urgent". (NEA Journal, April 1948)

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Could the NEA have been and still be a part of a bigger PLOT to destabilize the American Government to merge us into an all powerful World Government through the United Nations? The NEA issued a list of books as recommended reading for students nationwide. Several months later, New Jersey legislators called for an investigation into the "subversive book list" (The Evening News, Perth Amboy, New Jersey, February 7, 1968, p.16). The NEA never indicated that the authors had been before the House Committee on Un-American Activities BECAUSE OF THEIR COMMUNIST/MARXIST ACTIVITIES. This was a deliberate deception on the part of the NEA leadership.

Many of these outright Communist Party members or members of Communist front organizations that wrote "subversive books" for the NEA were: Gordon Aliport - Harvard University; Herbert Aptheker received his M.A. degree from Columbia University; James Baldwin; Ruth Benedict - professor of Anthropology at Columbia University; Lerone Bennett; Frank Boas - professor at Columbia University; Ama Bontemps; Benjamin A. Botkin - writer; Sterling Brown - Howard University; Henrietta Buckmaster - Book reviewer, New York Times; Eveline Bums - professor of Economics at Columbia University; Earl Conrad - author; William E. B. Dubois - Atlanta University; Ralph Ellison; Howard Fast - author; Phillip Foner - City College, New York; Clark Foreman - Columbia University, Black Mountain College; E. Franklin Frazier - Howard University; James J. Green - writer; Dick Gregory; Melville Herskovits; T. Arnold Hill; Langston Hughes - author, poet; James E. Jackson - writer; Charles S. Johnson - Fisk University; James Weldon Johnson; Thomas Jones and Lewis Webster Jones - Rutgers University; Dr. Martin Luther King (over 60 Communist front organizations); Alain Locke; Rayford W. Logan; Carey McWilliams - lawyer, writer, 85 Communist affiliations; Hugh Mulzac; Gunner Myrdal - University of Stockholm, Sweden; Rose Nelson; Victor Perlo - alias Mike Perlo or Martin Stribling; Arthur Raper; J. Saunders Redding; Ira De A. Reid; Rev. James H. Robinson - Youth Section, NAACP; Maxwell S. Stewart; Doxey Wilkerson - Howard University; and Richard Wright.

Dr. Martin Luther King

The NEA book list recommended three books by the late Dr. Martin Luther King:

Stride Toward Freedom, Strength To Love, and Why We Can't Wait.

In Why We Can't Wait, Dr. King spelled out why he used non-violence to provoke violence. He wrote: "Committees must be organized, and schedules must be arranged of persons to be arrested; 'the police must be provoked into acts of brutality,' calculated to look good on television. Emotions must be whipped up... THE WHOLE OBJECT IS TO CREATE CRISES AND TO FOSTER TENSIONS." Dr. King got his tactics from the writings of Frederick Engels, founder of Marxism, states former communist Frank S. Meyer in his book Moulding of a - Communist. Meyer became very anti-Communist.

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Dr. King was linked, mainly via finances, with over - sixty communist fronts, individuals, and/or organizations in which give aid to or espouse communist causes," and "he has been virtually surrounded by communists or communist fronts since 1955" (Congressional Record, March 30, 1965, p.6114). One such man and front groups was avowed communist Hunter Pitts O 'Dell, the Highlander Folk School, and the National Committee to Abolish the House Un-American Activities Committee (Guide to Subversive Organizations and Publications, December 1, 1961, p.115).

Congressman Dickinson incorporated into The Congressional Record, March 30, 1965, p.6114, the sworn affidavit of Karl Prussion, a former counterspy for the FBI from 1947 to 1960. In the affidavit Prussion stated: "I further swear and attest that AT EACH AND EVERY ONE OF THE AFOREMENTIONAL MEETINGS, one Rev. Martin Luther King was always set forth as the individual to whom communists should look and rally around in the -'~ communist struggle on the many racial issues."

Below, Dr. Martin Luther King was photographed while attending the Communist training school in 1957. The photo was taken by Edwin Friend, an employee of the State of Georgia for the Georgia Commission of Education This Communist training school was held at the Highlander Folk School in Monteagle, Tennessee during Labor Day weekend this school was later abolished by an act of the Tennessee legislature on a charge of being a subversive organization.



In this very old photograph is Abner W Berry [1], of the Central Committee of the Communist Party. He is shown looking down trying to hide his face as the photographer was about to take the photo.

From right to left in the front row are: Dr Martin Luther King [2], leader of the boycotts, marches, and riots of the 1960s. Next to King is Aubrey Williams [3], who was president of the Southern Conference Education Fund, Inc., a Communist-front organization known as the "transmission belt" in the South for the Communist Party.

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On Williams' right is Myles Horton [4], Director of the Highlander Folk School for Communist training.

Following the taking of this photograph, Dr. Martin Luther King spent over ten years creating acts of civil disobedience, strife and violence throughout the U.S.

The late Manning Johnson, former Black Communist, said of King: "He organized masses of Negroes and got them worked up to a frenzy to the extent that they are willing to follow him, although he misleads them."

Ms Julia Brown, a Black FBI undercover agent for nine years, called King "one of the worst enemies my people ever had" and in Communist cell meetings was instructed to get behind King because he was on their side.

King said his demonstrations would pressure Congress into more COLLECTIVISM - which they did. The Civil Rights Act brought more federal control over all Americans - also centralization of power and dictatorial regulations.

King tied his movement to the Viet Cong cause, calling America "the greatest purveyor of violence in the world. He stated that he spoke as "a citizen of the world..." and that "we [the U.S.] are on the wrong side of the WORLD REVOLUTION" (Speech, April 4, 1967, Riverside Church, New York).

Truly education was usurped by the world Socialist/ Communist/Masonic Movement in the U.S. They are bent upon creating World Citizens as King said.

[Only Hope](#)

Our nations only HOPE for survival is total heartrending repentance and turning back to the true God of the Bible and His Son [Jesus Christ](#).

[Only He can salvage us.](#)

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There is only one religion that has the son of our creator God the father of Abraham creator of the material universe and all its many dimensions, organisms, animals, plants, and humans take our sins upon the death of the cross because of the truest of values purest of reasons, and most noble single act of kindness, generosity and heroic act, known by one name who is identified as the very definition of LOVE, Jesus Christ, son of man through David and son of the living God through spirit.

Please before your last breath in your long life do not pass up the opportunity to call on Jesus for your salvation. Ask yourself, are you absolutely sure that you know what will happen to your consciousness after you die? And do you want to bet an eternity of regret on your opinion.

Call on Jesus and you will never regret it.