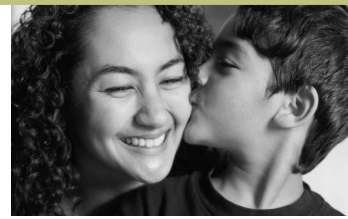


# Better Education

Fall 2005

A Newsletter of Gateways to Better Education



## The Spiritual Worldview of the International Baccalaureate

By Kristine K. Spadt

Prior to school last year, I knew nothing about the International Baccalaureate Organization and its programs. However, when the principal of my children's elementary school in Fullerton, California, announced the program was her vision for the school, I began my own extensive research. What I discovered was disturbing.

The International Baccalaureate Organization (IBO) programs promise to teach kids "how to learn" and to be "compassionate and lifelong learners." However, beneath the seemingly harmless veneer, lies something that has the potential for real devastation to our kids. Intertwined with their teaching methods and practices, lies an agenda for social engineering through propaganda embedded in the curriculum.

The International Baccalaureate Organization began in the 1960s with the objective of providing a standardized curriculum for families living abroad. The initial funding to start it was provided by the United Nations Educational, Scientific and Cultural Organization. UNESCO is the education arm of the United Nations. The relationship between the IBO and UNESCO was further solidified in 1996 when the two formed a partnership to form what they describe as a "universal curriculum framework for peace education."

The IBO is very clear about its goal to forge a set of culturally neutral values to change worldviews. For example, the leaders of the organization believe global harmony can be achieved when all people view themselves

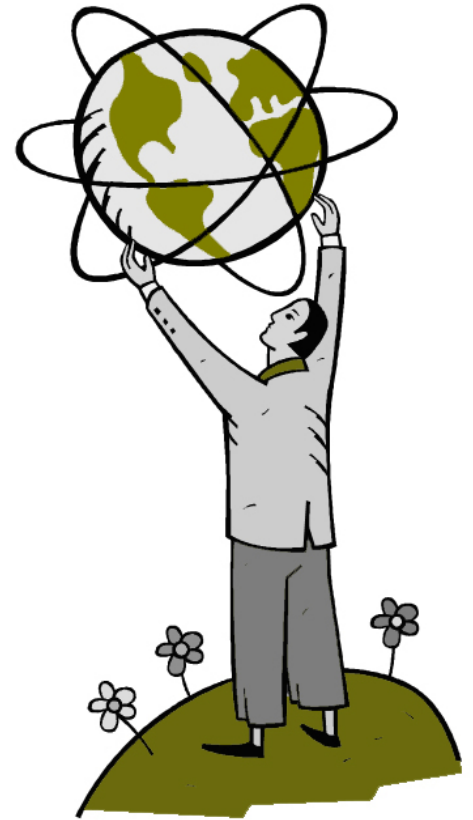
as citizens of the world first, rather than just Americans.

In January 2004, *The Washington Times* reported the Director General of the IBO, Dr. George Walker, as stating: "The program remains committed to changing children's values so they think globally, rather than in parochial national terms from their own country's viewpoint." The report went on to further quote Dr. Walker saying: "International education offers people a state of mind: international-mindedness. You've got to change people's thinking."

As I researched the IBO curriculum more, I was troubled by the values it promoted. For example, to promote its international focus, the IBO supports the Earth Charter. According to its creators, this United Nations-initiated document "is a declaration of fundamental principles for building a just, sustainable, and peaceful global society in the 21st century."

In answer to the question, "What are the sources of Earth Charter values?" its creators answer:

"Together with the Earth Charter consultation process, the most important influences shaping the ideas and values in the Earth Charter are contemporary science, international law, the wisdom of the world's great religions and philosophical traditions, the declarations and reports of the seven UN summit conferences held during the 1990s, the global ethics movement, numerous nongovernmental



declarations and people's treaties issued over the past thirty years, and best practices for building sustainable communities." (See [EarthCharter.org](http://EarthCharter.org))

With this as its foundation, the Earth Charter promotes values counter to Judeo-Christian values. For example, it is based on an assumption of evolution and promotes a New Age environmentalism. In a speech to an international environmental gathering, former communist leader Mikhail Gorbachev who helped formulate the Charter referred to an earlier draft of it when he stated:

"Our document begins with the words: 'We declare our respect for the Earth,' we treat her as a living being, and we are grateful to Mother Earth for her gift of life for the numbers of generations of humankind in spite of mistreatment with which these generations paid back to her."



## Bible Literacy Lacking

New Study Reveals Teens' Ignorance of the Bible and Why it Hampers Their Education

American high school students are deficient in their academic knowledge of the Bible, and it is limiting their ability to study literature and understand art, music, history, and culture, according to a new landmark national study of high school English teachers funded by the John Templeton Foundation and published by the Bible Literacy Project.

“Leading English teachers reported students without Bible knowledge take more time to teach, appearing ‘confused,’ ‘stumped,’ and ‘clueless,’” said report author and principal investigator Marie Wachlin, Ph.D. “Teachers told us that Bible knowledge gives a distinct educational advantage to

students.”

The research report, entitled “Bible Literacy Report: What do American teens need to know and what do they know?” also includes new, nationally representative findings from a Gallup survey about the knowledge of the Bible among American teens.

The Bible Literacy Project, Inc., is a non-partisan, non-profit organization dedicated to research and public education on the academic study of the Bible in public and private schools.

In September, it will launch a unique, new textbook for academic study of the Bible in public schools—the first of its kind in nearly thirty years. The

textbook is reviewed, critically acclaimed, and respects the views of major faith groups, while endorsing none.

The Bible Literacy Project asked Gateways president Eric Buehrer for assistance in reviewing the textbook during its writing. “The editors were very open to my recommendations,” said Buehrer. “This textbook will help public school educators teach students the important influence of the Bible on Western civilization.”

For more information and the national report, go to [www.bibleliteracy.org](http://www.bibleliteracy.org). ■

“When they don’t have Biblical knowledge, they’re really missing part of what the author has to say.”  
*An English teacher quoted in the study.*

## Bring a Gateways Event to Your Community for Free

A “Keeping the Faith in Public Schools” Gateways Event can be the start of a great movement in your community. This dynamic two-hour presentation will empower and equip Christian parents, teachers, and administrators in how to appropriately include teaching about the Bible as well as Christian history, thought, and values in public schools.

A Gateways Event can be the start of seeing every student in your community receive

information on their religious liberties and every teacher feeling the freedom to include teaching about the Bible and

Christianity.

Contact

Gateways

today to find

out how you

can bring an event to your community for free. To request an information packet, call (800) 929-1163, or e-mail [info@gtbe.org](mailto:info@gtbe.org).



**Gateways**  
TO BETTER EDUCATION

## The Holidays Are Coming!

Gateways Campus Partners have restored the real reason for the season to thousands of classrooms across the country. How have they done it? By using Gateways’ Holiday Restoration Cards. These eight-page cards tell a humorous story explaining the importance of educating students about the religious aspect of each holiday. They also include legal documentation and suggested lesson plan ideas. Imagine children at your school learning that Thanksgiving is about thanking God for His blessings. Imagine them learning about the birth of Jesus and singing traditional Christmas carols in class!

Order your supply of Thanksgiving and Christmas cards today by calling **1-800-929-1163**. Order online at [www.gtbe.org](http://www.gtbe.org)



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# Your Support Helped a Mom Protect Her Daughter's Faith at School

**T**welve-year-old Carolyn was shocked as she sat in her sixth-grade history class in a California middle school listening to the teacher tell the class, "The New Testament exaggerates a lot of things. It was written to be like an advertisement to make Christianity look good."

The teacher went on to lecture the children that the story of Jesus' birth was changed a lot before it was written down; that Jesus didn't know he was going to die and be resurrected; and that she didn't think Jesus knew he was the Messiah!

But, because of your help, that teacher ended up apologizing to Carolyn's class and to her other classes where she had made the same statement attacking the Bible.

Your support made it possible for Carolyn's mother, Debbie, to get the help she needed from Gateways.

As a Gateways Campus Partner, Debbie had learned that, in California, the state academic standard for sixth grade says that students are to:

"Note the origins of Christianity in the Jewish Messianic prophecies, the life and teachings of Jesus of Nazareth as described in the New Testament, and the contribution of St. Paul the Apostle to the definition and spread of Christian beliefs (e.g., belief in the Trinity, resurrection, salvation)."

Debbie e-mailed the information to her daughter's teacher and respectfully, yet firmly, explained her error. She wrote:

**"Every time I've done what Gateways suggests, we've had a very positive response from teachers."**

"We strongly believe and the State standard specifies that students hear the message of the New Testament, the teachings of Jesus, and the contribution of Paul accurately and respectfully. Just as we would not want Carolyn to berate a student of another faith, we

expect that her teachers would not ridicule her faith by calling our sacred book 'an advertisement' and 'exaggerated' and 'inaccurate.'"

The teacher immediately admitted that she was wrong. She apologized to Debbie, as well as to all her classes, and she promised to remove those comments from her lesson plans. (Her attacks on Christianity weren't "off the cuff" remarks. They were a pre-planned part of her regular lectures! But, not anymore.)

"Every time I've done what Gateways suggests," Debbie later explained, "we've had a very positive response from teachers."

Thank you for partnering with Gateways to help mothers like Debbie and students like Carolyn. ■



Eric Buehrer, President of Gateways to Better Education

## Banned Books Week

**Q: My child's school library is putting up a display promoting "Banned Books Week." What do you think about this?**

**A:** "Banned Books Week" is promoted every year during the last week of September by the American Library Association (ALA). The irony is, most of the books they display are not banned, and books that are banned are not displayed.

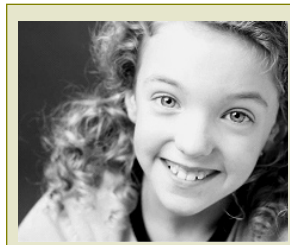
The ALA performs an intellectual slight of hand by interchanging the words *challenged* and *banned*. Their reasoning is that if the challenges were successful the books would be banned, so "Banned Books Week" really highlights books that some people *want* banned (see [www.ala.org](http://www.ala.org)).

However, no school library can stock every book in print. The conflict, then, comes from parents disagreeing with the discernment of a librarian or teacher exposing their children to some books. The ALA has no tolerance for anyone questioning a librarian or teacher's decision.

Hypocritically, the ALA's Office of Intellectual Freedom threw its support behind the Toledo-Lucas County Public Library for banning a patron's donation of the book *Killer Angel*. It is a critical biography of Planned Parenthood's founder Margaret Sanger. Author George Grant reveals that Sanger saw so-called "family planning" as a way to control the growth of "inferior races." The book also reveals her friendship with Nazi eugenicist Dr. Ernst Rudin.

In another ironic twist, in 1999, the American Civil Liberties Union was influential in getting a Virginia school district to ban the use of a science textbook (*Of Pandas and People*) which promotes the Theory of Intelligent Design instead of evolution.

Don't expect to see *Killer Angel* or *Of Pandas and People* in any library display during "Banned Books Week." In recognition of the week, you might consider donating a copy of each book to your local library; but you'd better check to make sure they actually get on the shelves



### Your Gift Brings Freedom

On average, it costs just \$1 a year per child to protect religious freedom at school. Your gift of \$50 will defend Christianity in two classrooms full of children. Your \$100 gift will equip parents and teachers to impact 100 students. Your gift of \$500 will help defend The Faith in an entire school. (The average school in America has just over 500 students.) Your partnership gift this month will help defend The Faith for children and parents. Would you consider a generous gift today? Your gift, given right now, is crucial for impacting schools this fall.

Maurice Strong, Chairman of the Earth Council and Co-Chair of the Earth Charter Commission, explained the purpose of the Earth Charter this way:

“The *real goal* of the Earth Charter is that it will in fact become like the Ten Commandments, like the Universal Declaration of Human Rights. It will become a symbol of the aspirations and the commitments of people everywhere.”

(Emphasis in the original. His statement came in an interview conducted March 5, 1998; see [www.ecouncil.ac.cr](http://www.ecouncil.ac.cr))

The Earth Charter also calls for “ensuring universal access to health care that fosters reproductive health and responsible reproduction” (i.e., abortion on demand); “the equitable distribution of wealth within nations and among nations;” and working to “eliminate discrimination in all its forms such as that based on...sexual orientation.”

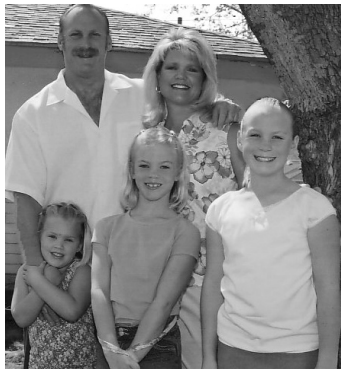
The Charter reflects the New Age/Eastern philosophy of *prana* –the idea of universal oneness. It calls for people to:

“Recognize that peace is the wholeness created by right relationships with oneself, other persons, other cultures, other life, Earth, and the larger whole of which all are a part.”

More than just being a wish list, the Charter closes with a call for making its agenda legally binding on all nations:

“In order to build a sustainable global community, the nations of the world must renew their commitment to the United Nations, fulfill their obligations under existing international agreements, and support the implementation of Earth Charter principles with an international legally binding instrument on environment and development.”

The Deputy Director General of the IBO, Dr. Ian Hill, sits on the Advisory Committee to the Earth Charter. To avoid any confusion as to the IBO position on the Earth Charter, I contacted the organization and asked about the relationship between the Charter and the



Dave and Kristine Spadt challenged the appropriateness of their children's school adopting the International Baccalaureate curriculum. (Pictured here with their daughters Rachel, Emily, and Ashley.)

current IBO curriculum. I received a timely response from Dr. Ian Hill himself. He wrote:

“We did an analysis of existing topics...with the content of the Earth Charter and found that we already covered much of it if schools took up our suggestions for content....”

Dr. Ian Hill went on to close his e-mail by writing, “So, the IBO endorses the Earth Charter and suggests

many topics which promote it.”

Parents in Fairfax County, Virginia, recently challenged the International Baccalaureate program when they learned that their children were being taught concepts promoting socialism, disarmament, radical environmentalism and moral relativism while attempting to undermine Christian religious values and national sovereignty.

Woodson High School in Fairfax County dropped the IB curriculum after complaints that top universities would not give the same credit to IB graduates as they would give to Advance Placement students.

Although the curriculum has only been implemented in a little over 500 schools nationwide, its popularity is growing (*Newsweek* magazine, this year, hailed four schools using IB curriculum as the best high schools in America.). This is due, in large part, to grants from the U.S. Department of Education.

In my situation, the journey of discovery began by sifting through the enormous amount of information available. Then I began talking with people currently involved with the IBO and its programs. This included IB teachers, principals, district superintendents, school board members, and parents of IB students. I also corresponded through e-mail with the leadership of the IBO. After all this was done, I was confident in my understanding of the IBO, and I began sharing my information with school staff and other parents.

I was surprised to learn how many in the education establishment were completely unaware of the worldview and goals of the IBO. The responses I received ranged from complete denial of the facts to an intense feeling of betrayal among a majority of

parents.

For five months, those in our school district who opposed adopting the IBO curriculum openly and honestly shared information with our school staff and community. We attended every school board meeting and talked individually with board members.

The school board voted against the IB program by a 3-2 margin. However, the victory lasted only a few short days. Within 48 hours an emergency meeting of the board was held to reconsider the previous vote. This unprecedented move by our board president created a forum so she could change her vote.

Unfortunately, the IBO program will be a reality at Beechwood School. However, because of the controversy, this issue was covered heavily in the local newspapers and was the topic of conversation at many community gatherings among local residents who otherwise would know nothing about the stealth agenda of the International Baccalaureate Organization. ■

### The Ark of Hope for the Earth Charter



The Ark was created by artists in Vermont “as a place of refuge for the Earth Charter document.” It also contains a set of “Temenos Books,” over 600 small handcrafted books “expressing prayers and affirmations for Earth.”

The makers of the Ark of Hope describe it as follows: “Symbols of faith from traditional religions and indigenous societies surround the top panel of ‘Spirit’ that honors the children and young animals of the world. The 96 inch carrying poles are unicorn horns which render evil ineffective. Inside the Ark’s lid is the Earth Charter handwritten on papyrus paper.”

On August 28, 2002, the Ark was presented at an event coinciding with the United Nations World Summit on Sustainable Development. At the close of the presentation, the audience was led in a closing song: “SPIRIT help us to build a better world, SPIRIT help us to build the happy family...”

Source: [www.arkofhope.org](http://www.arkofhope.org)