



## Common Core: “Education” For “A New World Order”

Funded by Tax-Exempt Foundations and Administered by the UN

by David Affleck

In a December 6, 1995 article published by Education Week "[Why Schools need Standards and Innovation](#)", Albert Shanker, calls for "schools that have a system of rigorous academic standards for all students, assessments tied to the standards..." Mr. Shanker's terminology should jump out at opponents of Common Core. He also calls for emulating education in other advanced nations. Shanker lists as two of four essential elements in these foreign education systems, rigorous state or national standards and external assessments.

Who is this man who saw in 1995 that we needed the “rigorous standards and assessments” that Bill Gates and company have given us? (i.e. Common core) According to the Albert Shanker Institute, [shankerinstitute.org](#), he studied at Columbia University “with his intellectual hero, John Dewey.” In his biography, entitled “Tough Liberal: Albert Shanker and the Battles Over Schools, Unions, Race and Democracy”, Richard Kahlenberg called him “the most influential figure in public education, in the last half of the twentieth century and a union leader to contend with in virtually every area of public policy”. Shanker was president of The United Federation of Teachers from 1964 to 1986. According to [uft.org](#), his desire for higher standards for both students and teachers led him to propose creating the National Board of Professional Teaching Standards. The Carnegie Foundation established and funded that board in 1987. The Albert Shanker Institute lists on their website their [board of directors](#). Among those directors is Anthony Bryk, president of the Carnegie Foundation for the Advancement of Teaching. The website also says that Shanker desired a merger between the American Federation of Teachers (AFT) and the National Education Association (NEA). It says that he headed the AFL-CIO's International Affairs Committee for many years and became the founding president of Education International (EI), in 1993. EI is described as “the worldwide teacher union federation formed by merger of the International Federation of Free Teachers Unions, to which the AFT belonged, and the World Confederation of Organizations of the Teaching Profession, to which the NEA belonged.”

The real danger about common core is **INTERNATIONAL** standards for both students and teachers. If you go to the [International Baccalaureate Organization website](#), you can find a position paper on the Common Core State Standards, entitled “[Expanding Student Access to Rigorous International Education](#)”. It states that the IB applauds the Common Core State Standards initiative and “shares with the U.S. Department of Education and its state agencies the goals of developing *internationally benchmarked* standards...” Not only is the movement for international common core standards obvious but it is clear that the writer considers the states as agencies of the federal government rather than the federal government being a creation of the states. The [history of the IBO](#), reveals some interesting facts; 1. The IBO was founded in Geneva, Switzerland in 1968 as a non-profit educational foundation. 2. The program that led to the IB diploma consisted of a common pre-university curriculum and a common set of external examinations for students throughout the world. The United Nations International School, in New York, was one of seven schools that took part in

trial examinations for the IB diploma program, in 1968. 3. “The IBO was funded by UNESCO, the 20th Century Fund, and the Ford Foundation until 1976.” 4. The president of the IBO from 1968 to 1981 was John Goormaghtigh, who was also director of the European office of the Carnegie Endowment for International Peace.

The idea for common standards for both teachers and students goes back to at least the late 1960’s, has been funded by large tax-exempt foundations, and is intended on a national and international scale. Shanker, a radical socialist union rep and disciple of Dewey, was the main mover toward this goal in the U.S.

Foundations such as the Carnegie Endowment for International Peace and the Ford Foundation were [investigated by the Reece Committee in 1953-54](#). The head lawyer in that investigation, Rene A. Wormser, wrote a book called “[Foundations – Their Power and Influence](#)” in which he concludes:

*“The impact of foundation money upon education has been very heavy, largely tending to promote uniformity in approach and method, tending to induce the educator to become an agent for social change and a propagandist for the development of our society in the direction of some form of collectivism. Foundations have supported text books (and books intended for inclusion in collateral reading lists) which are destructive of our basic governmental and social principles and highly critical of some of our cherished institutions. In the international field, foundations, and an interlock among some of them and certain intermediary organizations, have exercised a strong effect upon our foreign policy and upon public education in things international. This has been accomplished by vast propaganda, by supplying executives and advisers to government and by controlling much research in this area through the power of the purse. The net result of their combined efforts has been to promote "internationalism" in a particular sense—a form directed toward "world government" and a derogation of American, nationalism. Foundations have supported a conscious distortion of history propagandized blindly for the United Nations as the hope of the world, supported that organization's agencies to an extent beyond general public acceptance, and leaned toward a generally "leftist" approach to international problems.”*

Norman Dodd was the Director of Research appointed by Congressman Carroll Reece for the Reece Committee, during its investigation of Tax Exempt Foundations. His investigative work was responsible for uncovering the information that formed the basis of Wormser’s book. In a 50 minute 1982 interview by G. Edward Griffin, [The Hidden Agenda for World Government](#), Norman Dodd spends roughly 8 minutes recounting how the recorded minutes of the Carnegie Endowment meetings revealed that beginning in 1908, the members discussed that the best way to alter life in the U.S. would be to involve us in a war. They decided to take control of the diplomatic machinery of the U.S. in order to involve us in a war for the purpose of altering life in the U.S. The endowment even sent a memo to President Wilson, which cautioned him not to let the war end too soon. When the war was over, they discussed how to prevent the U.S. from reverting back to pre-war conditions. They decided to control education. The Carnegie Endowment would control international education while the Rockefeller Foundation would control domestic education. The Endowment also funded a study of the future of America that concluded that our future belongs to socialism administered with characteristic American efficiency.

At the time of the investigation, Dr. Joseph Johnson was president of the Carnegie Endowment, successor to Alger Hiss in that role. It was Dr. Johnson who permitted Dodd to examine the minutes of these meetings. Alger Hiss, convicted on two counts of perjury for denying he was a communist spy, would not likely have been so upfront. Hiss, of course, was instrumental in the writing of the UN charter.

Congressman Carroll Reece wrote the preface to Wormser’s book. In it he explained that a key question to be answered was, “to what extent, if any, are the funds of the large foundations aiding and abetting Marxist tendencies in the United States and weakening the love which every American should have for his way of life?” In a chapter called “Foundations and Radicalism in Education” Wormser writes,

*“There is much evidence that, to a substantial degree, foundations have become the directors of education in the United States. To what extent this has been brought about by conditions attached to financial support since the early activities of the Carnegie and Rockefeller foundations, it is difficult to assess. We do know that their first efforts to reform the colleges were only a beginning. Accrediting organizations and other instruments in the form of civic, professional, and school associations were created or supported to implement the reform plans of these two foundation groups. The American Council on Education became their major executive agency. Other clearing-house organizations, operating variously in higher, secondary, and primary education, and later in the field of “adult education”, received heavy support. Among them were The National Education Association and associated groups, The Progressive Education Association, The John Dewey Society, the National Council on Parent Education, and The American Youth Commission. While the results of the first phase of foundation operations in education were entirely beneficial, that cannot be said of later stages. Together with an enormous amount of benefit, the foundations were responsible, as well, for much that has had a decidedly deleterious effect upon our society. Research and experimental stations were established at selected universities, notably Columbia, Stanford, and Chicago. Here some of the worst mischief in recent education was born. In these Rockefeller-and-Carnegie-established vineyards worked many of the principal characters in the story of the suborning of American education. Here foundations nurtured some of the most ardent academic advocates of upsetting the American system and supplanting it with a Socialist state”.*

Common core is a curriculum that is the culmination of decades of tinkering, by foundation funded socialist planners. Wormser’s revelation, that foundation funding has promoted “uniformity in approach and method, tending to induce the educator to become an agent for social change and a propagandist for the development of our society in the direction of some form of collectivism”, is a key to understanding common core. The origin of an international common core curriculum was, likely, a research and experimental station at Columbia University, where Dewey and Shanker studied together.

What is the attitude of the socialist planners, who are working for an international common core curriculum? Read a speech called [“The Serious Business of Children”](#) delivered by Carol Bellamy. She is Chairman of the IB Board of Governors and was Executive Director of UNICEF from 1995 – 2004. Ms. Bellamy, like Marx, thinks parents are exploiters of their children but wise social planners, like her, will save our children and all humanity. Ms. Bellamy suggests that “...if all we do is replace one generation with another formed exactly the same way, we will ultimately reach an evolutionary dead end”. She thinks that by using the UN Convention on the Rights of the Child as a guide, we will prepare children “to live as peaceful cooperative adults. ... only so prepared can they become the stewards we need for the human enterprise on which we are embarked”.

Sorry, Ms. Bellamy but this is one parent who feels we should form our children in the image of Christ and do this generation after generation. I believe that if we form generation after generation to love God, family and country, we will not reach a dead end but, rather, eternal life.

The battle against Common Core must be fought now, at the state and local level, before it becomes an international machine, forming “peaceful and cooperative” drones in the brave new world.