



## Zionophobia: Public School Curricula Are Designed to Transform Students' Worldview from a Traditional to a Progressive Paradigm

30. The desired “outcome” is that when the child graduates he will be a proponent of progressive ideology programmed into his psyche by the prestidigitation of his Frankfurt trained teachers.
31. Again, this does not indict every public school teacher. The majority are in all likelihood completely ignorant of the origin of the system they have been taught and have bought the public lie that its methods will somehow restore order to the chaos that defines so many public schools.
32. But the system being taught today is the very same that has been the norm for at least the past 35 years. It has been tweaked, upgraded, and refined but the methods are the same as described earlier under the buzz titles: “the effective schools movement” in the 1970s, “mastery learning” in the 1980s, and “outcome-based education” (OBE) in the 1990s.
33. The names change whenever parents and traditionalist politicians discover the deception of the title. The title is a rhetorical veil designed to conceal while advancing the hidden agenda: behavior modification of the child’s soul so he can be incorporated into the progressives’ man-made millennium.
34. In the first decade of the twenty-first century behavior modification has a new buzz title: Re-Enchantment Learning. A member of our extended congregation is a teacher in a public school. The person will remain unnamed in order to protect the innocent while preserving our inside source of information. I quote from an e-mail sent to me dated April 28, 2004:

I am taking a graduate class entitled “The Re-Enchantment of Teaching and Learning.” Re-Enchantment is a new buzz word in education. The professor defines re-enchantment as:

Seeing the world differently [diversity] within our everyday reality [human viewpoint, self-absorption].

NOTE: Seeing the world differently actually refers to a change of paradigm. Paradigm defines the worldview of any philosophy or ideology. Example: (1) A traditionalist paradigm is a mode of understanding that sees life governed by God Who is the ultimate cause of everything. (2) The Progressivist paradigm is a mode of understanding that sees life as the interaction of physical objects with no “God” principle at work. Therefore, a paradigm is a filter through which the world is understood—an orientation of mind that determines how one thinks about the world. [Adapted from: Herbert Kohl. *Archetype to Zeitgeist*. (Boston: Little, Brown and Co., 1992), 125.]

It is not a single insight that happens and then we are finished. Rather, we are constantly seeing new twists [subcultures] that weren’t there before. Or we observe what we are doing with a more sensitized awareness [emphasis on feeling not thinking based on divine establishment]. All that is required is a consistent process and a willingness to look within” [no need to consider a higher Being].

The new push in education is to teach children values ... but what values is the issue. I inserted in parentheses what I believe to be the hidden agenda of his definition of Re-Enchantment based on doctrine you have taught.

35. The rhetorical veil has changed over the past four decades but the hidden agenda remains the same: mendacity in the form of propagandizing children into progressive ideology.



36. The curriculum that accompanies this method of brainwashing is heavy on ideology but light on academics. Ms Eakman compares a traditional curriculum with that of the progressives' "Outcome-Based Education", or "Re-Enchantment Learning."