



Totalitarianism: The Red Guards Are Green

TN Note: Fellow author Cliff Kincaid rips the green cover off of hypocrisy, fraud and deceit. No further comment required.

The media have given the misleading impression that the policies of Senator Bernie Sanders (I-VT), a self-declared socialist, are radically different than those of President Obama or Hillary Clinton. In reality, they all propose to use government power to control the economy by either confiscating the assets of private firms or running them out of business.

Technically, this may be fascism, rather than socialism. But the totalitarian nature of what is taking place is unprecedented in American history. America is becoming a socialist state that not only determines the fate of private industry, but attempts to control what people think and read about important public policy issues.

In Venezuela, which is admittedly ruled by a socialist regime, an iconic firm called [Empresas Polar](#), which provides everything from pasta to beer, is suffering under government price controls and regulations, and has been declared an enemy of the state. The Wall Street Journal has

been covering the fate of this firm in detail in a dramatic series of articles.

Here, the problem is actually worse. Rather than targeting just one firm, the Obama administration has been seeking to destroy the entire coal industry, along with the jobs of tens of thousands of workers that the old-style Marxists used to claim to represent. In their latest move, “the Obama Administration is giving the industry its last rites by halting new coal leases on federal lands where mining is still profitable,” the Journal noted.

This is not just Obama’s policy. Former Secretary of State Hillary Clinton said that if she became president, “we’re going to put a lot of coal miners and coal companies out of business.”

The official Democratic Party policy of destroying the coal industry is being done in the name of saving the environment from alleged global warming. Toward that end, Obama signed the Paris Climate Agreement for the purpose of reducing global CO2 emissions. But he refused to submit the agreement for Congressional approval. The Global Warming Policy Foundation has published [an academic paper](#) which says the agreement is essentially a fraud, adding that it exempts countries such as China and India from undertaking any reductions.

In order to stifle debate over the job-destroying policies of the Obama regime, a group of Democratic state attorneys general are using legal tactics in an effort to criminalize and prosecute those challenging the global warming theory.

In an interview conducted by Ginni Thomas and [carried](#) by The Daily Caller, Dr. Kim Holmes, author of [*The Closing of the Liberal Mind*](#), says the criminalization of dissent on climate change is “truly Orwellian” and “borderline totalitarian.” It is another sign of the decline of American democracy, documented in another important book, [*Democracy: And Why It Will Fail in America*](#).

At the same time, the Portland (Oregon) Public School Board has [voted](#) to ban textbooks and other materials that do not support the theory of climate change. Patrick Wood, Editor of [Technocracy News & Trends](#),

asks, “Will they ban materials from the homes of students? What will be the punishment for being caught with such materials on Portland Public School campuses?”

The left-wing group Rethinking Schools calls this Portland, Oregon, board decision “the country’s most far-reaching policy on teaching climate justice in the schools.” It says the policy commits Portland schools to “abandon the use of any adopted text material that is found to express doubt about the severity of the climate crisis or its roots in human activity,” and requires the school district to develop a comprehensive plan to “address climate change and climate justice in all Portland Public Schools.”

This is, of course, occurring on a local level. But one could easily anticipate the Obama administration adopting this policy on a national basis, in the form of a directive to local districts, similar to the federal dictate on bathroom policy.

This agenda can be called fascism or socialism. But another “ism” also rears its ugly head.

Bill Bigelow, a former teacher and current curriculum editor of Rethinking Schools, has referred to Howard Zinn as “the great historian and activist.” Zinn, whose books are force-fed to young people on many college campuses, was not only [a member](#) of the Moscow-controlled and Soviet-funded Communist Party USA (CPUSA) but lied about it. Zinn taught in the political science department of Boston University for 24 years, from 1964 to 1988.

Bigelow is the co-editor of a textbook on environmental education, [A People’s Curriculum for the Earth](#). It looks like his campaign is at least partly designed to get his own textbook into the schools. Indeed, the group reports that Portland’s resolution “began in a workshop” led by the book’s co-editors, Bill Bigelow and Tim Swinehart. Swinehart, who teaches at Lincoln High School in Portland, is an [alumnus](#) of the Lewis & Clark Graduate School of Education and Counseling.

Commenting on the campaign to criminalize dissent on climate change, Dr. Kim Holmes said, “Once you break that barrier and tell scientists

they will be punished, this is like the Inquisition in the 16th century or the Red Guard in the Cultural Revolution in China.”

Ironically, the Roman Catholic Church is involved in this modern-day inquisition, since Pope Francis has already issued a papal encyclical on climate change in an “[unholy alliance](#)” that includes anti-capitalist and pro-population control advocates.

The Red Guards were groups of students, formed under the auspices of the Chinese Communist Party, which eliminated remnants of the old order.

How different is that from what is happening in the U.S. today? The group Rethinking Schools says that what happened in Portland could inspire similar efforts around the country, leading to “millions of public school students” who would then become part of a nationwide army of activists recognizing “a climate emergency” that requires “shutting down coal-fired power plants, banning new pipelines and off-shore drilling.”

Swinehart declares, “Now the real work begins: transforming the principles of this resolution into the education of climate literate students across the district who feel empowered to work toward a more just and sustainable future.”

These new Red Guards are coming to a school district near you. Can we rescue America from mysticism and tyranny?



Gates Foundation Admits Common Core Mistakes

TN Note: The Gates Foundation should have never been allowed to tamper with American education in the first place. It's failures admitted here are the reasons why it is ['doubling down'](#) on Common Core investments to make sure it sticks permanently. Gates is the consummate Technocrat, thinking that he can scientifically engineer society without any public awareness or approval.

Sound familiar?

After spending several billion dollars attempting to reform public education over nearly 20 years, the Bill & Melinda Gates Foundation is saying that, oops, the job is harder than its leaders had thought.

Sue Desmond-Hellmann, foundation chief executive officer, wrote this in a newly released annual letter:

We are firm believers that education is a bridge to opportunity in America. My colleague, Allan Golston, spoke passionately about this

at a gathering of education experts last year. However, we're facing the fact that it is a real struggle to make system-wide change.

And she wrote this about the foundation's investment in creating, implementing and promoting the Common Core State Standards:

Unfortunately, our foundation underestimated the level of resources and support required for our public education systems to be well-equipped to implement the standards. We missed an early opportunity to sufficiently engage educators - particularly teachers - but also parents and communities so that the benefits of the standards could take flight from the beginning.

This has been a challenging lesson for us to absorb, but we take it to heart. The mission of improving education in America is both vast and complicated, and the Gates Foundation doesn't have all the answers.

That may be news only to the Gates Foundation. As this new biting editorial in the Los Angeles Times — with the headline, “Gates Foundation failures show philanthropists shouldn't be setting America's public school agenda” — says:

It was a remarkable admission for a foundation that had often acted as though it did have all the answers. Today, the Gates Foundation is clearly rethinking its bust-the-walls-down strategy on education — as it should. And so should the politicians and policymakers, from the federal level to the local, who have given the educational wishes of Bill and Melinda Gates and other well-meaning philanthropists and foundations too much sway in recent years over how schools are run.

The Gates foundation has actually been at the “oops” stage before. It entered the education reform world nearly 20 years ago with what the foundation has said was a \$650 million investment to break up large failing high schools into small schools, on the theory that small schools worked better than large ones. The foundation, however, did not approach the task in a way that some educators said was important, and after nine years of pushing the project, Bill Gates, in his 2009 annual foundation letter, said it hadn't worked and it was time to move on to

new K-12 education issues.

[Read full story here...](#)



Portland Public School Board Bans Textbooks Not Supporting Climate Change

TN Note: Education has sunk to a new low as the Portland Public School Board bans text books and any material that presents an alternate view of climate change. Will they next suppress this website from PPS school libraries? Will they ban materials from the homes of students? What will be the punishment for being caught with such materials on PPS campuses? This is what happens when Technocratic ideology turns into religion - let the inquisition begin!

In a move spearheaded by environmentalists, the Portland Public Schools board unanimously approved a resolution aimed at eliminating doubt of climate change and its causes in schools.

“It is unacceptable that we have textbooks in our schools that spread doubt about the human causes and urgency of the crisis,” said Lincoln High School student Gaby Lemieux in board testimony. “Climate education is not a niche or a specialization, it is the minimum requirement for my generation to be successful in our changing world.”

The resolution passed Tuesday evening calls for the school district to get rid of textbooks or other materials that cast doubt on whether climate change is occurring and that the activity of human beings is responsible. The resolution also directs the superintendent and staff to develop an implementation plan for “curriculum and educational opportunities that address climate change and climate justice in all Portland Public Schools.”

Bill Bigelow, a former PPS teacher and current curriculum editor of Rethinking Schools, a magazine devoted to education issues, worked with 350PDX and other environmental groups to present the resolution.

“A lot of the text materials are kind of thick with the language of doubt, and obviously the science says otherwise,” Bigelow says, accusing the publishing industry to bowing to pressure from fossil fuels companies. “We don’t want kids in Portland learning material courtesy of the fossil fuel industry.”

“Carbon dioxide emissions from motor vehicles, power plants and other sources, may contribute to global warming,” he quotes Physical Science published by Pearson as saying. “This is a section that could be written by the Exxon public relations group and it’s being taught in Portland schools.”

Bigelow is also the co-author of a textbook on environmental education, A People’s Curriculum for the Earth. Asked if this resolution will cause the district to buy new textbooks, such as his book, Bigelow said Rethinking Schools is a nonprofit, not a money-maker.

“What we’re asking for is not: Buy new stuff,” he said. “What we’re looking for is a whole different model of curriculum development and distribution.”

Bigelow said the district already has climate-change literacy curriculum, such as at Sunnyside Environmental School, and he wants that knowledge to spread.

School board member Mike Rosen introduced the resolution. He also leads NW Ecoliteracy Collaborative, a project focused on environmental curriculum standards. However, he says that work has been on hold.

“I have become concerned about its ability to make progress and not have a conflict with being a school board member,” Rosen said, noting that he is now instead working part-time for the Audubon Society of Portland. “I don’t want there to be a conflict between my school board work and this nonprofit.”

[Read full story here...](#)



Gates Foundation To ‘Double-Down’ On Common Core Investments

TN Note: The Gates Foundation was instrumental in creating and funding Common Core Education Standards. Now, it is ‘doubling-down’. Transforming education has long been a key element of Technocracy for two reasons First, they need to product good global citizens who are fully indoctrinated. Second, they need robotic-like workers who will perform their job without question or complaint. In other words, it isn’t really about education at all – rather, it is about brain-washing.

The [Bill & Melinda Gates Foundation says](#) it is “doubling down” on its efforts to help teachers adapt to the Common Core education standards.

“Far too many districts report that identifying or developing Common Core-aligned materials is a challenge, meaning that teachers spend their time adapting or creating curriculum, developing lessons, and searching for supplemental materials,” Gates Foundation CEO Sue Desmond-Hellmann writes in an open letter. “So, we’re doubling down on our efforts to make sure teachers have what they need to make the most of their unique capabilities.”

Desmond-Hellmann admitted that the foundation was not prepared for all the changes schools faced under Common Core. “Unfortunately, our foundation underestimated the level of resources and support required for our public education systems to be well-equipped to implement the standards. We missed an early opportunity to sufficiently engage educators — particularly teachers — but also parents and communities so that the benefits of the standards could take flight from the beginning.”

Desmond-Hellmann claims results in Kentucky, the first state to adopt Common Core, show the standards work. She cites improvement in the portion of Kentucky students who are ready for college, while the same numbers nationwide have yet to show any change.

[Read full story here...](#)



Achieving the
Sustainable
Development Goals
Together

Education Is The Pathway To Attain UN's Sustainable Development Goals

TN Note: The video below states "Education as a goal must be achieved because it is the foundation of the other 15 SDGs." Thus, "education for global citizenship" is a top priority. To the UN, education is propaganda, and the only opportunity to restructure personalities, predispositions and behavior. Common Core protestors should take careful note of every word coming out of the [Education For Global Citizenship](#) conference!

The United Nations Department of Public Information is pleased to announce that the Republic of Korea has confirmed its desire to host the sixty-sixth [Department of Public Information \(DPI\)/Non-Governmental Organization \(NGO\) Conference](#) in Gyeongju from 30 May to 1 June 2016.

Organized in cooperation with the NGO/DPI Executive Committee, the NGO community, the Government of the Republic of Korea and the National Organizing Committee of Korea, the Conference will be held

under the theme “Education for Global Citizenship: Achieving the Sustainable Development Goals Together”. It will be the first time for the DPI/NGO Conference to be held in Asia.

The Conference provides a unique opportunity for participating NGOs to engage members of civil society, diplomats, United Nations officials, policy experts, scientists, educators, businesses, trade unions, parliamentarians, local authorities and others from around the world in discussing key issues relevant during that given year. The 2016 Conference will focus on creating and strengthening global partnerships in support of the recently adopted Sustainable Development Goals (SDGs).

“The support of civil society as a whole and NGOs and academia in particular will be key to our ability to achieve the sustainable development goals,” said Maher Nasser, Director of the Outreach Division of the United Nations Department of Public Information. He continued, “We are very proud of our partnership with NGOs and universities and believe that the Gyeongju Conference offers a great opportunity to mobilize civil society’s creative talent and energy to support Agenda 2030 and beyond.”

This is the fifth time that the DPI/NGO Conference is taking place outside United Nations Headquarters in New York. Taking it “on the road” again in 2016 will offer an opportunity to forge new strategic partnerships with NGOs in the Asia region and maximize the participation of regional and local authorities, institutions and other relevant stakeholders.

“The Republic of Korea is pleased to host the sixty-sixth UN DPI/NGO Conference in Gyeongju,” said Oh Joon, Permanent Representative of the Republic of Korea to the United Nations. “We are committed to an inclusive planning process that will allow NGOs, Governments and a broad array of stakeholders to come together at the Conference and ensure that education in all of its forms is leveraged to achieve the Sustainable Development Goals.”

The National Organizing Committee of Korea, co-chaired by the

President of Handong Global University, Soon-heung Chang, and the President of the National Council of Non-Profit Organizations (NPO) Korea, Il-ha Yi, will work with education and civil society partners, as well as local authorities to support every aspect of the Conference planning and ensure that attendees have a positive and constructive experience in Gyeongju. Mr. Chang observed: “We are thrilled that Korean academia and civil society have this opportunity to play a concrete role in catalysing implementation of the Sustainable Development Goals that can have lasting positive effects for millions.”

Two Conference chairs have been identified through a global online nomination process. Scott Carlin, Associate Professor of Geography at Long Island University and Yukang Choi, CEO of Korean NGO Dream Touch for All, will share the responsibility of shepherding the Conference planning process and multi-stakeholder consultations on the Conference outcome document.

“Education is an essential starting point for global NGO engagement on SDG implementation strategies,” said Mr. Carlin. “The potential for academia and civil society to work together is enormous; through new collaborations, innovative pedagogies and a culture of global citizenship we can build healthier, more resilient Earth communities.”

Mr. Choi added: “Korea is a shining example of how a focus on education can drive rapid and successful development. Korean NGOs will offer a strong platform in Gyeongju for NGOs from around the world to exchange best practices and cooperate in support of Agenda 2030.”

The last DPI/NGO Conference, held under the theme “2015 and Beyond: Our Action Agenda”, was held at United Nations Headquarters in New York from 27 to 29 August 2014. More than 2,200 NGO delegates, representing some 700 organizations from approximately 100 countries took part in the premier United Nations forum for civil society, which resulted in the adoption of a robust Conference Outcome Document reflecting civil society contributions in support of the negotiations on the development of the Sustainable Development Goals.

[Read full press release here...](#)



Shock: Students Discover Their Teaching Assistant Is Really A Robot

TN Note: Using IBM's Watson AI supercomputer, students at GIT were tricked into thinking that "Jill Watson" was a human teaching assistant, interacting normally and efficiently throughout the entire semester. That these students were 'flabbergasted' when told of the ruse is an understatement, because many of these same students would have aspired to be teaching assistants themselves upon graduation.

One day in January, Eric Wilson dashed off a message to the teaching assistants for an online course at the Georgia Institute of Technology.

"I really feel like I missed the mark in giving the correct amount of feedback," he wrote, pleading to revise an assignment.

Thirteen minutes later, the TA responded. "Unfortunately, there is not a way to edit submitted feedback," wrote Jill Watson, one of nine assistants for the 300-plus students.

Last week, Mr. Wilson found out he had been seeking guidance from a computer.

Since January, “Jill,” as she was known to the artificial-intelligence class, had been helping graduate students design programs that allow computers to solve certain problems, like choosing an image to complete a logical sequence.

“She was the person—well, the teaching assistant—who would remind us of due dates and post questions in the middle of the week to spark conversations,” said student Jennifer Gavin.

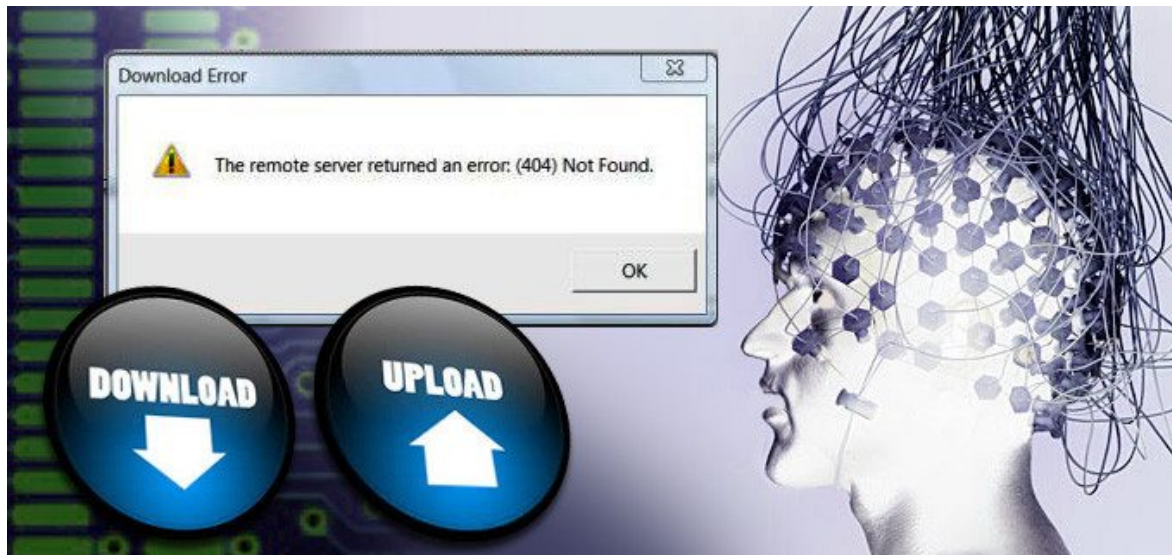
Ms. Watson—so named because she’s powered by [International Business Machines](#) Corp.’s Watson analytics system—wrote things like “Yep!” and “we’d love to,” speaking on behalf of her fellow TAs, in the online forum where students discussed coursework and submitted projects.

“It seemed very much like a normal conversation with a human being,” Ms. Gavin said.

Shreyas Vidyarthi, another student, ascribed human attributes to the TA—imagining her as a friendly Caucasian 20-something on her way to a Ph.D.

Students were told of their guinea-pig status last month. “I was flabbergasted,” said Mr. Vidyarthi.

[Read full story here...](#)



Uncommon Core: Scientists Discover How To Upload Knowledge To The Brain

TN Note: Brain/computer interface is the holy grail of the transhuman community. It is moving closer to reality as multiplied billions of dollars fund research to fulfill Obama's inaugural pledge to "map the human brain" via the Brain Initiative (BI). Listen to the video to understand the scope and goals of the project

In a breakthrough which promises new technology like that from The Matrix, researchers at HRL Laboratories have developed a programme which they say can upload new skills and knowledge directly to your brain.

The California-based institution analysed electrical signals in the brain of a pilot and fed the data to people who didn't have the knowledge to fly planes via electrode-embedded head caps which stimulated the correct regions of the brain.

<https://www.youtube.com/watch?v=uMjV44Pa3gQ>

The participants who were fed the information via electrodes were then pitted against a placebo group on a realistic flight simulation test, which

found that the former performed an average of 33 per cent better than the latter, according to the results published in the journal *Frontiers in Human Neuroscience*.

Lead author Dr Matthew Phillips explained: “Our system is one of the first of its kind. It’s a brain stimulation system.

“It sounds kind of sci-fi, but there’s large scientific basis for the development of our system.

“The specific task we were looking at was piloting an aircraft, which requires a synergy of both cognitive and motor performance.

“When you learn something, your brain physically changes. Connections are made and strengthened in a process called neuro-plasticity.

“It turns out that certain functions of the brain, like speech and memory, are located in very specific regions of the brain, about the size of your pinky.”

He added that this could be the future of learning: “What our system does is it actually targets those changes to specific regions of the brain as you learn.

[Read full story here...](#)



State Solidarity Erodes On Common-Core Tests

TN Note: The so-called Common Core Education Standards developed by private- and non-governmental-organizations continue to lose support for implementation, as parents and educators both see that education for America's children is not being served.

Only 21 states still plan to use shared tests designed for the common core, a continued erosion of the unity that emerged six years ago, when 45 states embraced the standards and pledged to measure student learning with common assessments.

The high school testing landscape is even more fragmented, as states increasingly choose the SAT or ACT college-entrance exam instead of common-core tests.

An *Education Week* survey of states' testing plans in English/language arts and math—the two subjects covered by the common core—found that states have continued in 2015-16 to drift away from the Partnership for Assessment of Readiness for College and Careers, or PARCC, and

Smarter Balanced tests. (The full results from that survey will be released soon.)

Those assessment systems were crafted by two groups of states to reflect the Common Core State Standards, which were the product of an initiative launched by the nation's governors and chief state school officers. The U.S. Department of Education awarded \$360 million in grants in 2010 to the two consortia to create the tests.

Here's how states' assessment plans break down in 2015-16, illustrating three key shifts:

Consortium strength continues to wane.

- Twenty states and the District of Columbia are giving PARCC or Smarter Balanced tests. Six states and the District of Columbia will administer PARCC; 14 will use Smarter Balanced.
- Twenty-seven states are using tests they created or bought off the shelf.
- Three states are blending consortium questions with home-grown questions, or offering districts a choice of which test to give. Most Massachusetts districts can choose, for a second year, whether to give PARCC or the state's legacy test, the Massachusetts Comprehensive Assessment System, or MCAS (although 10th grade students still must pass the MCAS to graduate). Tests given in Michigan this year will combine Smarter Balanced and state-designed questions; Louisiana's tests will blend PARCC and state-designed questions.

Last year, consortium tests were more dominant, though the two groups had declined from their peak membership. *Education Week's* survey of states' 2014-15 testing plans showed 28 states and the District of Columbia using PARCC or Smarter Balanced, and 22 states using other tests or offering districts a choice of which test to use.

Consortium participation is particularly weak in high school.

- Nine states will use consortium tests, or questions, only in grades 9 and lower, and chose some other assessment—in many

cases, the ACT or the SAT—to measure high school achievement as required by federal law. Colorado, for instance, will measure achievement in grades 3-9 with PARCC, and in grade 10 with the PSAT. It will also administer the ACT to all juniors to gauge their readiness for college.

- Fifteen states will use PARCC or Smarter Balanced in the full range of grades required for federal accountability.

[Read full story here...](#)



Education Researchers Shred Common Core Standards, Call For Ban On High-Stakes Tests

TN Note: Common Core Education Standards should be banned everywhere, and control over education passed 100 percent back to the states. The co-founder of Technocracy, Inc. in 1934 was M. King Hubbard. His view of education is very descriptive of Common Core today. As he stated in the *Technocracy Study Course (1934)*,

“A continental system of human conditioning will have to be installed to replace the existing insufficient educational methods and

institutions. This continental system of general education will have to be organized as to provide the fullest possible conditioning and physical training... It must educate and train the student public so as to obtain the highest possible percentage of proficient functional capacity. "

Thus, conditioning to prepare students for entering the Technocracy work brigades was the primary goal. Critical thinking skills were anathema, unless it was possessed by the elitist Technocrats like Hubbard.

More than 100 education researchers in California have joined in a call for an end to high-stakes testing, saying that there is no "compelling" evidence to support the idea that the Common Core State Standards will improve the quality of education for children or close the achievement gap, and that Common Core assessments lack "validity, reliability and fairness."

The California Alliance of Researchers for Equity in Education, a statewide collaborative of university-based education researchers, recently released a research brief (see in full below below) describing concerns with the Common Core standards and the assessments being given to millions of students in California and other states around the country this spring.

The researchers, from public and private universities in California — including Stanford University, UCLA, and the University of California Berkeley — say that the Common Core standards themselves do not accomplish what supporters said they would and that linking them to high-stakes tests actually harms students. The brief says:

Although proponents argue that the CCSS promotes critical thinking skills and student-centered learning (instead of rote learning), research demonstrates that imposed standards, when linked with high-stakes testing, not only deprofessionalizes teaching and narrows the curriculum, but in so doing, also reduces the quality of education and student learning, engagement, and success. The impact is also on student psychological well-being: Without an understanding that the

scores have not been proven to be valid or fair for determining proficiency or college readiness, students and their parents are likely to internalize failing labels with corresponding beliefs about academic potential.

More specific to California: a recent study on the effects of high-stakes testing, in particular of the CA High School Exit Examination (CAHSEE), found no positive effects on student achievement and large negative effects on graduation rates. The authors estimated that graduation rates declined by 3.6 to 4.5 percentage points as a result of the state exit-exam policy, and also found that these negative effects were “concentrated among low-achieving students, minority students, and female students.”

The Common Core State Standards initiative has become a political issue, with Republican presidential candidates, including front-runner Donald Trump, repeatedly saying that if they become president, they will get rid of the Core. In fact, no president can do that with executive power. While the Obama administration supported the development of the Core and dangled federal dollars in front of states to “persuade” state legislatures to adopt the standards, 45 states and the District of Columbia each separately went ahead and approved the math and English standards (though some later decided to repeal or replace the standards). The administration provided two multi-state consortia with some \$360 million in federal funds to develop new Core-aligned standards tests, which states could choose to join. The federal government can’t directly dictate to a state what standards and curriculum it must use.

[Read full story here...](#)



Exposed: Anti-American Agenda in Common Core State Standards

TN Note: This is a must read article. Common Core is further uncovered as a ruse on Americans and their precious children. In 1934, Technocracy called education “a system of human conditioning”, and that is exactly what they have accomplished with Common Core. If you love America’s kids, then these globalist destroyers need to be called out, shamed and stopped before we lose this entire generation to the global hive-mind.

A former marketing executive for textbook publishing giant Pearson Education reveals the anti-American agenda behind Common Core and the Advanced Placement U.S. History framework in the third video of a series produced by Project Veritas and focused on the corporate cronyism behind the education reform known as Common Core.

Kim Koerber, a former Pearson executive who now works as a sales consultant for National Geographic - another Gates Foundation-funded Common Core publisher - tells the Project Veritas undercover journalist that “conservative voters are afraid of everything,” and proceeds to say

why Common Core is important in her view.

She explains that those behind Common Core and the new AP U.S. History framework have attempted to minimize the Constitution and remove Christianity from the core concepts, while they also stress the importance of teaching about Islam:

“The dead white guys did not create this country,” Koerber says. “They [presumably conservatives] want to talk about those dead white guys.”

Koerber continues that Common Core is necessary because “it needs to be come cohesion between the states.” She expresses frustration, however, that “Texas keeps screwing it up over and over again.”

“People who say they want to teach the Constitution, only want to teach the part of the Constitution that they like,” she tells the journalist, who then asks her about the Second Amendment.

“But yet they don’t want to teach all of it,” she replies. “Damn the Second Amendment.”

[The discussion follows, click here...](#)