

Eagle Forum Report

founded by Phyllis Schlafly

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Schoolhouse Wreck

THE KIDS ARE NOT ALRIGHT

by Anne Schlafly, chairman, Eagle Forum

When I got a new puppy and took her to obedience school, I quickly learned that I, the dog owner, was truly the object of the training. The dog's behavior was only as obedient as the owner was firm. I learned that the dog understands "yes" and "no". The dog cannot understand "maybe" or "sometimes".

Every dog owner knows that a trained dog is a happy dog. These dogs know the rules and the boundaries. Trained dogs recognize when they have violated the house rules.

"Gentle parenting" is the current style of raising children, in which parents have abdicated their authority. The children never learn any boundaries. These children are not happy. These children then are sitting ducks for the school counselors who, under the guise of advising and helping, actually promote and encourage the children's unhappiness. These children never grow up.

Abigail Shrier has just published an important and relevant book on the quandary of American families and child-rearing in the age of school counselors. "Bad Therapy: Why the Kids Aren't Growing Up" explains the exponential rise of teenage drama fed by an industry of antidepressant drugs and therapists. She could have

titled her book, "Bad Parenting".

Under the guise of preventing suicides, schools are promoting suicides. Under the guise of reducing trauma, the schools are promoting trauma. Here is how the therapists encourage depression: they pick at the scabs and nurse the wounds. The therapists make the trivial seem really important.

While raising her children, Shrier encountered medical and school professionals whose actions would harm and not help her children. For example, the National Institute of Mental Health (a federal government agency) has this questionnaire for twelve-year-olds:

1. In the past few weeks, have you wished you were dead?
2. In the past few weeks, have you felt that you or your family would be better off if you were dead?
3. In the past week, have you been having thoughts about killing yourself?
4. Have you ever tried to kill yourself? If yes, how? When?
5. Are you having thoughts of killing yourself right now? If yes, please describe.

No good can ever come from such an intrusive inquiry by a white-coat



professional reading a federal diktat. A mature adult would be threatened with such a questionnaire, so to put such chilling ideas to a small child violates the first principle of Hippocrates: Do No Harm.

Schools have embraced "Social Emotional Learning", which Shrier describes as Social Emotional Meddling. SEL does not soothe; it promotes anxiety among children. Social Emotional Learning is not social, nor emotional, nor learning. Here is why: instead of the school requiring students to complete tasks, they are "checking in" with the student's state of mind and "emotional health".

How easy is it to distract a child (or a dog?) from the task at hand? It is very easy to chase the squirrel instead of doing homework. SEL pushes the child to focus on his temporary emotional state of mind instead of doing his work. When the schools focus on emotional states, instead of learning academic material, then no one should be surprised that achievement levels have declined.

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Shrier details the toxicity of evaluations. The school asks the student invasive and personal questions. Parents should reject these nosy noosers and their questionnaires. Shrier offers this example from Second Step, a curriculum for social-emotional learning for eighth-graders:


- Have you ever stayed overnight in the hospital?
- Has someone close to you died?
- Have you ever lost a championship game or important competition?
- Do you attend religious services?

- Have you ever worried about the safety of a loved one?
- Have you ever been really embarrassed?
- Have you ever been teased?

After each question, the student is instructed to answer: *And how did it make you feel?*

These intrusive questionnaires are illegal, due to the Protection of Pupil Rights Amendment, which Eagle Forum led the effort to enact in 1978. Under PPRA, schools are not supposed to ask questions about

religious beliefs or psychological problems of the student. Under PPRA, the schools must obtain parental consent prior to the test. Yet the school administrators are determined to invade your family's privacy. More parents should demand that the schools recognize their privacy and the parents' primacy in child-rearing.

"Bad Therapy" details how and why the schools are doing such a bad job of "in loco parentis". Every parent should be on guard any time the school instructs in non-academic matters. 

GOVERNMENT SCHOOLS HAVE A WAR ON FAMILIES

by Alex Newman, whom Phyllis Schlafly called "a very distinguished intellectual."

The United States, Western civilization, the American church, and the family are all on the verge of destruction, and the most important weapon used to destroy them has remained largely hidden — until now.

In his new book *Indoctrinating Our Children to Death: Government Schools' War on Faith, Family & Freedom — and How to Stop It*, author, journalist, and educator Alex Newman explains that this has been the plan from the start.

"The public school system is not broken," explains Alex Newman. "It is actually working very well, once you understand that the purpose was never to educate. The most amazing part is that we can prove this with primary-source documents."

Phyllis Schlafly, a supporter of Newman's first book on education, *Crimes of the Educators*, which he authored with the late Dr. Samuel Blumenfeld, said, "Alex Newman is a very distinguished intellectual... his book is a must-read; all Eagle Forum leaders are required to read it."

"Alex Newman offers essential history and analysis in this important new book... No other work I've

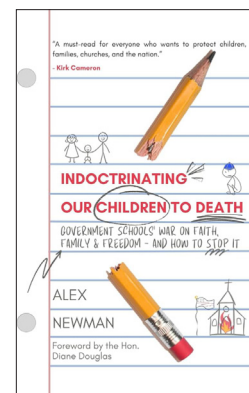
seen has documented the origins or consequences of the education system like this," said Kirk Cameron of Newman's new book. "It is a monumental work in the life-or-death effort to rescue our children and one of the strongest cases that could be made for home education."

"Alex Newman is a warrior for America's children, claimed Dr. Carol Swain, a former professor of law and political science at Vanderbilt University, and co-chair of Donald Trump's 1776 Commission. "His outstanding new book does an excellent job of educating Americans about the history of our educational system and how it ended up in such a sorry state. Newman's book can be a game-changer for K-12 education."

In the forward to the book, former Arizona Superintendent of Public Instruction Hon. Diane Douglas echoes Newman's view that the system cannot be reformed. That is because it is doing what it was designed to do, Douglas concluded after holding virtually every position within the system, including school board member, school board president, and eventually the top public-education job for the state

of Arizona. "The reality is that our government schools are not broken, Douglas stated in the forward. "They are doing exactly what they were designed to do and achieving the ends for which they were originally intended — separating children from God and family. The system is trying to make them dependent on the socialist government that the system itself, as this book proves, was always intended to produce."

Starting off with a comprehensive history of the government's role in education in the early 1800s, Newman documents with primary sources the fact that communists and "robber baron" industrialists had converging interests when it came to dumbing down and indoctrinating Americans. The story is almost unbelievable, and yet the book is packed with sources and a meticulous bibliography.



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GROOMING REVOLUTIONARIES

by Adam Andrzejewski, Founder and CEO of OpenTheBooks.com — the largest database of Federal, State and Local government spending.

During Congressional hearings last spring, Gil Cisneros, then-Under Secretary for Military Readiness, announced that the Pentagon was closing its newly formed Office of Diversity, Equity, and Inclusion within its K-12 school system and reassigning its controversial DEI chief after a ten-month internal investigation.

The Pentagon's climb-down was a big win for OpenTheBooks.com, which exposed alleged conflicts of interest, violations of military ethics policies, and radical ideologies in the DoD.

Cisneros was faking; the radical curriculum was not dismantled. Instead, it was stealthily embedded into the lesson plans and classrooms throughout the entire school system.

The Pentagon, under Secretary of Defense Lloyd Austin, is preventing details of their DEI policies from coming to light by abusing the Freedom of Information Act. They bamboozled the public with window dressing in Congressional hearings while forcing woke extremism on the roughly 70,000 children of our military service members.

It's critical that taxpayers understand the scope of the DEI philosophy within the DoD's schools — deployed servicemembers often have no alternative but to use the Pentagon-run school system, called the Department of Defense Education Activity.

Troubling Curriculum

DOD relentlessly promotes DEI ideologies to school children of serving families through educational contractors with millions of dollars of taxpayer funding.

Here are some examples of what's

happening in the Pentagon's schools:


- Chat rooms to facilitate teacher-student conversations **that are closed off to parents** about sexuality and gender, and likely without their knowledge or consent.
- Engaging **four-year-olds in LGBTQ+ conversations**. Elementary schools are the "perfect time" to "really show students the diversity of the gender expression and gender activity."
- **Solidarity with the neo-Marxist Black Lives Matter** organization to encourage teachers to "challenge our beliefs, examine our own biases, and reflect on how we need to evaluate the structures and systems in our classrooms."
- Video content on "dissent" and "equity" to "help educators facilitate classroom conversations and much-needed discussions about implicit bias and systemic racism, human rights, equity, social justice, dissent, protest, and empathy."
- Marxist activism to dismantle systems of "power" and "privilege." Suggesting a refusal to teach a "white-washed" curriculum and instead teach "social justice rather than heroes, holidays, and celebrations."
- A teaching handbook that recommends "critical conversations" with students about race, identity, and privilege and the way "injustice" affects our lives and society. These "explicit conversations" provoke "strong emotions" and crying students are expected.

From mass-producing illiteracy with deliberate propaganda to turning young Americans against God and the Bible — not to mention the grotesque sexualization of children, the emergence of technology as a tool for control, and the globalization of education through the United Nations — this book exposes the real culprit behind the stunning decline of America. More importantly, it offers the only remedy that will actually work.

"The time has come to treat this situation like the deadly threat that it is," Newman admonishes readers in his final chapter. "If you still have children in a public school, or if you know anyone with children trapped inside, act like the building is on fire — because it is!"

After exposing the wicked history and objective of government schools, Newman offers a solid solution for parents: "All of the data shows home-educated children are running circles around their government-'educated' peers on everything from academics and socialization to careers and tolerance."

"For most families," Newman, the father of six, noted, "home education appears to be the gold standard. Nobody loves your children as much as you do, and nobody is in a better position to provide the personalized, loving, and unique instruction that will help them grow into well-educated adults capable of self-government."

Education is the most important issue today and Newman's book does a deep dive into the crisis. 

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Transparency Problems

The Pentagon is assiduously attempting to hide its biased left-wing extremist curriculum from public view. It is deleting public access to links, driving DEI infrastructure underground, and liberally redacting the most basic Freedom of Information Act requests.

For example, OpenTheBooks.com filed a FOIA request for the agency payroll just as we have at nearly 13,000 public schools across America. Stunningly, the DoDEA refused to disclose the individual salaries of its staff, unlike public schools nationwide and almost every other federal agency. No names, job titles, or compensation details on the \$1.4 billion payroll.

In September 2022, The Claremont Institute published a groundbreaking report on left-wing extremism in DoDEA classrooms, called “Grooming Future Revolutionaries.” The report highlighted content from dozens of video presentations from staffers at a 2021 “Equity and Access Summit” discussing what they were doing to turn schoolchildren into social justice activists.

Days later, all videos were taken down from the publicly available links and are no longer accessible. While the agency originally refused to release relevant documents via our FOIA request, we appealed, and the subsequent production confirmed that the videos were taken down in response to the report.

The Pentagon “integrated” DEI specialists into “four key divisions” in the agency last March while also launching a DEI Steering Committee. The committee is comprised of top executives including the agency’s CEO Thomas Brady, Chief Operating Officer, Chief Academic Officer, and twelve others.

We sought more information on

the steering committee, but our DoD redacted, or, “hid”: 1. member names; 2. agendas, materials, minutes and discussions; and 3. impact the committee is having on the whole education environment at the Pentagon.

The extent of these redactions is so ridiculous that almost every slide from the 14-page slide-deck presented at a committee meeting had been redacted except for the title page and a page defining DEI.

The only non-executive staffer we can confirm attended these meetings is DEI Specialist Michelle Woodfork.

During the agency’s 2021 Equity and Access Summit, Woodfork made her devotion to the Pentagon’s DEI initiatives abundantly clear in her presentation:

“When headquarters published their initiative for REDI [an earlier name for DEI at DoDEA] I got heart palpitations because it felt so affirming of the work I’ve been doing for so long.”

Woodfork’s presentation centered on her then-role as a principal at a Pentagon school, where she led “equity audits” on school materials and practices.

The background and ideological orientation of Woodfork only underscores the need for the public and DoDEA parents to know who exactly is on this committee, and how much power they have over system-wide education.

DoDEA made headlines in recent years for practices like hiding “gender transitions” from parents, forcing children into “difficult conversations” about race, class, gender, and sexuality, and the antics of a self-described “woke” Diversity, Equity, and Inclusion chief who allegedly hawked her own books to her colleagues.

DoDEA’s focus on DEI, Thomas Brady said, is compelled by President Biden’s 2021 Executive Order 14035,

which among other items charges all agencies with “assessing the current state of diversity, equity, inclusion and accessibility within their workforces.”

But even before EO 14035, Brady strived to inculcate DEI ideology at the agency, announcing on Juneteenth 2020 that DEI must be “embedded in everything we do.”

In December 2024 the National Defense Authorization Act was signed into law by President Joe Biden. The law delineates “rights” for the parents of children attending DoDEA schools, authored by Representative Elise Stefanik (R-NY) which will go into effect in two years.

The parental rights include, among other items:

- The right to review the curriculum of the school
- The right to review all instructional materials used by their students

While these measures are certainly progress for military families, much can still be obfuscated. Teacher training, such as the Equity and Access Summit, should be included as well. And it is not clear if the full spectrum of tools included, such as the secret LGBT chatrooms, would be disclosed as “instructional materials.”

Moreover, if extremist materials are disclosed, there does not seem to be a recourse for opting children out of these lessons.

DoDEA did not dismantle its DEI efforts. It redoubled those efforts and added deceit and dissembling to its mix.

Given DoDEA’s recent history and press regarding extremist content in schools, heads must roll, and the agency must provide full transparency of teaching methods and its DEI-related policy operations.

Parents, taxpayers, and the kids themselves deserve no less. 