

Eagle Forum Report

founded by Phyllis Schlafly

200 W. Third St., Ste. 502 • Alton, IL 62002 • (618) 433-8990 • Eagle@EagleForum.org • EagleForum.org

November 2024

Volume 8/Number 11

Counter College Cults

TEXAS READS TEA LEAVES

by Carole Hornsby Haynes, PhD, who serves as an expert reviewer for TEA Open Education Resources.

Parents across the country have organized to take back education. Where to start? Tossing out socialist education and replacing it with traditional, classic learning is a critical first step. Texas has the solution with its new TEA Open Education Resources for K-5 Reading Language Arts and K-9 Math that return to real education.

Lessons in reading and phonics are taught through age-appropriate, highly interesting stories in history, literature, the arts, and culture along with religion as a foundational tool for history and literature.

Nationwide, current public school curricula subversively include communist goals: dumb down the curriculum; present homosexuality, obscenity, and pornography as being normal; discredit the family; ban all religious expression in schools that supposedly violates the principle of ‘separation of church and state;’ discredit the Founding Fathers and the Constitution; discourage the teaching of American history; eliminate all good art and sculpture; and discredit American culture.

The TEA OER eliminates all radical ideologies designed to undermine natural law, separate families, reshape societal values, and return

public education to rigorous academic learning.

If OER is adopted by the Texas State Board of Education, billions will be lost by bottom feeders preying on children and the public school system: highly paid district and local staff administering the SEL and



LGBT programs, doctors surgically removing young body parts, and Big Pharma’s puberty blockers and lifetime drugs for mentally deranged students. Fewer computers could be used in traditional classrooms, so Ed-Tech could see less taxpayer money in their coffers. Powerful teacher unions will lose control of the classroom. With people no longer indoctrinated and dumbed down, those who seek control and power will have difficulty controlling a well-educated citizenry.

Some claim that Christian Nationalism is unconstitutionally in-

corporated into the curriculum. This term, used mostly to smear conservative Christians who defend the role of religion in American public life, is the latest communist strategy to divide and brainwash Christians. This is an attempt to silence those who oppose open borders, same-sex marriage, males in female locker rooms, abortion or transgenderism.

Some demand that other religions get equal representation in the lessons. Why should they? Our founding documents are based on Judeo-Christian principles. Students learn the basis for the principle, “all men are created equal,” found in our Declaration of Independence, which is related to the Magna Carta which is related to the most famous sermon in the world, the Sermon on the Mount by Jesus. Students learn why the Sermon on the Mount is the primary building block of our Western Civilization. They learn the values and principles leading to the English colonization of North America, our founding, and the way our government was designed to function. Students learn that, regardless of what is being bandied about, America is not a democracy but a Constitutional Republic with a representative democratic system of governance.

Students need to become biblically literate because the Bible is the

————— (Continued on page 2)

most widely read book in the world. With the Church being such a powerful influence throughout Western Europe during the Middle Ages, many references to Christianity and the Bible are found in history and literature. Religious context is needed so students will understand literary references and historical events.

In countries where Hinduism, Buddhism, Sikhism, or Islam are predominant, Christianity is not included in their school curriculum. Why should America cave to the progressive socialist left that wants to annihilate the Christian religion to pave the way for a totalitarian government?

This nation is being hollowed out through the destruction of our Christian morality. No amount of money or security guards will keep our schools safe from mentally ill shooters. There will be violence until we instill moral values and positive character traits in our young so they understand love toward others and themselves and learn self-control. OER RLA does this through classroom activities and stories about the Golden Rule, the Good Samaritan,


and the Sermon on the Mount, where children learn how to be good neighbors and the civilized way to treat others. We will see more mentally healthy children as schools abandon radical sex lessons that lead a child down a dark path toward confusion and mental instability and, instead, teach the moral lessons in OER.

At one time American students were the most creative in the world because of what and how they were taught. As a result, America became the leader of the world with millions of inventions, making us the richest nation on earth. America is no longer a nation of brilliant inventors; in fact, the low literacy level of our adults is costing our economy \$2.2 trillion a year. OER takes us to yesteryear with lessons that teach creativity and critical thinking. There is even a fantastic unit on becoming an inventor. With whole language and digital learning out and phonics and cursive writing back in, reading comprehension will improve. With highly literate workers, America can become competitive in the global market once again.

While progressive education

seeks to discredit and eradicate all memory of the high level of culture of Western civilization, OER RLA presents many short stories about the Middle Ages including the building of magnificent cathedrals, artistic masters, the Renaissance, and the history of Western culture.

Although many parents are pulling their children out of public schools, the majority will not. If school districts continue the use of radical ideological materials, they will educate more America-hating, illiterate, deranged socialists who shoot up schools — and create more hostility toward public education. Districts may not have a choice about whether to use the new academic curriculum if they want to retain students and funding. As districts adopt the SBOE-approved OER, Texans will begin to see an upward swing in academic achievement and mentally healthy students capable of self-governance.

The good news is that this outstanding curriculum is free to download and use by anyone, including homeschoolers and other states. As Texas goes, so goes the nation. 

HARVARD'S "QUEERING EDUCATION" CLASS

by Alex Newman, who is president of Liberty Sentinel Media, Inc.

The cult of queer is getting stronger. As tens of millions of American children struggle with reading and millions more deal with sex abuse at the hands of “educators,” Harvard University’s Graduate School of Education will teach future teachers how to combat the alleged evils of “heteronormativity” and “cishnormativity” in the classroom. Seriously.

In a Spring course called “Queering Education,” Harvard instructor of “Education” Kimm Topping, who uses the plural pronouns “they/them,” will explore “the role of gender and sexuality in shaping young people’s

schooling experiences, opportunities, and outcomes.” She will also address how schools shape students’ “notions of gender and sexuality.”

Dr. James Lindsay, co-author of the best-selling new book *The Queering of the American Child: How a New School Religious Cult Poisons the Minds and Bodies of Normal Kids*, has been warning of the dangers of this “cult” for years. This Harvard course, he warned, aims to embed the cult’s ideas into everything to help recruit drastically more children.

“‘Queering education’ is, frankly, the effort of turning education into

programming for a cult that is based on (and obsessed with) sex particularly as a delivery mechanism for children,” said Dr. Lindsay, who is also an expert on the Marxification of American education. The Queer Cult at Harvard is an example of the Marxification of American education.

“Under the guise of words like ‘building positive, nurturing environments,’ the goal is to transform educational spaces and programs into opportunities to ‘affirm’ Queer cult beliefs and behaviors and shut out anything the cult disagrees with,”

————— (Continued on page 3)

he continued. “It’s shocking but not surprising Harvard would be offering this course.”

The course description almost sounds like a parody of “queer” indoctrination programs. “In many ways, the course is about the ‘hidden curriculum’ of heteronormativity and cisnormativity, or the subtle practices in schools that privilege heterosexual, gendered identities and ways of being,” the description states.

It continues, “As such, students in the course will apply the concept of the hidden curriculum to the study of gender and schooling in order to understand why and how children and youth with different gender identities experience schooling differently and why and how heteronormative schooling detrimentally impacts all students.”

Dr. Lindsay warned of major dangers ahead for victims of this sort of indoctrination. “While the entire course description is alarming, the secret sauce lies inside the description’s claim that ‘heteronormativity’ and ‘cisnormativity’ define a ‘hidden curriculum’ in education that needs to be transformed (‘queered’),” he said.

“This notion of a ‘hidden curriculum’ is meant to describe that which is deliberately taught but not explicitly taught as part of the stated curriculum,” added Dr. Lindsay. “The concern is that the ‘hidden curriculum’ does the real heavy lifting of socializing (that is, brainwashing) students to conform to society and to be straight and not to attempt transition.”

“The objective from the Queer Pedagogy perspective is to therefore both to embed Queer Theory-based content inside the explicit curriculum and to make a Queer Theory-based environment the ‘hidden curriculum’ that socializes students into their destructive activist cult that damages

children mentally, socially, and eventually physically in profound ways,” he concluded.

The lecturer for the Harvard course, a self-styled “community organizer,” is a longtime activist promoting homosexuality and gender confusion, according to her biography on Harvard’s website. Among other accomplishments, Topping boasts of having created the first “Gay-Straight Alliance” in her town as well as founding “Lavender Education.”

By the time students finish her course, they will be expected to “talk comfortably about queer history and how it can inform our understanding of schools and schooling,” the description continues, as if government-school “educators” across the nation were not already indoctrinating children on “queerness.”

Those taking the course must also “identify specific strategies that educators at various levels might use to support students in negotiating gender and sexuality norms,” “identify tools that schools can use to build positive, nurturing environments, which open up possibilities for complex gender and sexual identity development.”

The course begins by offering “theoretical and historical grounding” before going on to explore “where there is possibility for change,” the description states. It will also provide an intersectional focus by considering ways that “other elements of identity” such as race and socioeconomic status “intersect with gender and sexuality.”

Aside from the horrific damage this sort of abuse masquerading as education will do to children, perhaps the most tragic part of this is that it is happening at a university established

by Christians for the propagation of the Gospel. At one time, Harvard had a very different understanding of the real purpose of education — and was not afraid to say it.



“Let every student be plainly instructed, and earnestly pressed to consider well, the main end of his life and studies is to know God and Jesus Christ which is eternal life (John 17:3), and therefore to lay Christ in the bottom, as the only foundation of all sound knowledge and learning,” the school’s original Rules and Precepts declared.

The Takeaway

Taxpayer funding is the only way this sort of cult movement can even exist, much less flourish. It is past time for Americans’ elected representatives to stop the flow of public money to all of this — from the cult recruitment efforts at universities to the K-12 indoctrination centers. Only then can society be rebuilt from the destruction on a solid foundation. 🦅

EAGLE FORUM

President: *Kris Ullman*
Report Editor: *Cathie Adams*

Yearly membership \$25.00

**Mail, call 618-433-8990, or
subscribe online**

Extra copies available:
1/\$1, 50/\$20, 100/\$30

CAMPUS CLIMATE BRAINWASHING

by Nate Myers, who is coordinator for the Committee for a Constructive Tomorrow's National Collegians.

Progressive media would have you believe that students form grassroots movements, all by themselves, to address the “climate crisis” in mass because they deeply care about the issue.

Reality reflects this as both true and untrue.

There has been a coordinated effort made by university faculty, at the behest of well-funded climate alarmist organizations, over decades to brainwash and indoctrinate student bodies into carrying out activism beneficial to leftist socio-political objectives. This is their extremely effective method of an “*introduction of ideas*.” By inserting their narrative of doom and gloom into curriculum, they invite themselves to shape young people’s minds to serve their corrupt interests.

Climate change is chief among their issues of emphasis due to its ability to, as Saul Alinsky would put it, “*agitate*” or cause anxiety. If they can control students’ emotions, they can control their beliefs and actions.

Arizona State University in Tempe mandates that students take a “sustainability” course to graduate. Qualifying classes oddly include “History of Black Women in America” and “Race, Gender, and Media.”

Columbia University’s Teachers College hosted a program this summer called the “Summer Climate Institute,” instructing prospective teachers on how to foster the next generation of “scientists and activists.”

Even seminars aren’t safe from the brainwashing onslaught.

In North Carolina, Duke Divinity School partnered with a group called “Faith for our Planet” to combine religious faith with environmental activism. Their goal? To “incorporate cli-

mate narratives in religious sermons.”

In April 2024 Kalamazoo College in Michigan encouraged their student body to participate in “Worldwide Climate and Justice Education Week.” As cringy as it sounds, students nonetheless took part in events like:

- Meatless Monday, in which students were encouraged to explore “*promising alternatives to traditional meat products*.”
- Fight climate anxiety, in which participants “*discover(ed) how to channel anxiety into positive action and contribute to a more sustainable future*.”
- View a film screening of “*Inhabitants: Indigenous Perspectives on Restoring our World*.”

Notice how in the case of the second event, they quite literally encourage students to express anxiety about the climate. Why? To “*channel anxiety into positive action*.” This is the “*get them to sign up*” portion of Alinsky’s instruction. Sign up to do what you might ask.

To become foot soldiers for the progressive left, that’s what.

In January of this year, Ohio State University president Ted Carter Jr.’s speech at a campus event was shouted down for over a minute by students representing the “Ohio Youth for Climate Justice” group. Later, in an open letter the student group wrote that they were protesting “OSU’s investments in fossil fuels” among other grievances.

In February, the University of Florida student senate unanimously voted in favor of a “Green New Deal” package of campus-wide initiatives. Their aims included mandatory climate change-related course require-

ments, a ban on receiving research funding from the fossil fuel industry, and to discriminate against “single occupancy commuter vehicles.”



Hence these examples are why the nature of student climate activism is both real and phony. It is both grassroots and astroturf. Students are forming grassroots “climate action” movements because they are deeply anxious about the supposed “climate crisis,” but only because they have been programmed to do so. They exist in an academic bubble, an astroturfed environment, that lacks alternative viewpoints, and the students are left with no other moral options than to try and address the fictitious crisis.

The scary part? Years of climate alarmism indoctrination, spanning multiple generations of Americans, are starting to have major implications on national politics. When the students become full-fledged adults, they continue to act on their programming throughout their lives as academic indoctrination hardens into full-fledged worldviews.

According to the Center for Civic Research at Tufts University, “*Young people who chose addressing climate change as one of their top concerns were 20 points more likely to vote in 2024 and more likely to engage in various forms of political action. Climate is a winning issue for Democrats...*”

If conservatives are to have any chance of winning the debate on climate science or any issues, we must reclaim our educational institutions from the grip of academic Marxists. The fate of the country may very well be at stake if we do not. 