

The Intelligent Student's Guide to the New World Order

- By Erica Carle

What is the New World Order?

The essence of the New World Order (NWO) or world management system is that it is management by social engineers, rather than government based on a written constitution. How you are affected by this management system depends on what the social engineers decide the system should do for you and require of you. The social engineers and system managers think of themselves as scientists applying the scientific method to the control of group behavior. Your behavior and your relationships are regarded as the subject of investigation and control by those who call themselves social scientists. You are among their test animals, and you have no say in, and often no knowledge of, experiments that involve you. If the NWO is totally implemented, your independence, individuality, and freedom will be gone.

There is nothing new about the idea of managing others, or even of controlling the whole world. That has been the goal of social philosophers for thousands of years. However, we need not go back over ancient history. We are concerned primarily with what has been going on in our own generations. This we can understand quite well if we confine ourselves to the Nineteenth and Twentieth Centuries.

Goals of the New World Order

To begin to understand the New World Order (NWO) you need to forget what you have been told about philosophical differences between Republicans and Democrats; left and right; Socialists and Libertarians; business and labor; liberal and conservative; black and white, etc.. The planners of the New World Order know they must use, influence, and cater to all of these groups to accomplish the goals they are seeking, which are:

1. Consolidate everything.
2. Commercialize everything.
3. Classify everything.
4. Claim everything.
5. Control everything.

We might call these goals the five Cs of the New World Order. If it is fully empowered, free speech, personality, personal goals and decisions, individual responsibility, private property, private business, morality, Constitutional government, national sovereignty; and religious freedom can no longer be tolerated. Everyone in every country will be subject to the NWO management system. To quote the French mathematician/philosopher, Auguste Comte (1798-1857), one of the most significant early planners of the world management system:

“The most important object of this regenerated polity will be the substitution of Duties for Rights; thus subordinating personal to social considerations. The word Right should be excluded from political language, as the word Cause from the language of philosophy.” [\[1\]](#)

“The only real life is the collective life of the race; individual life has no existence except as an abstraction.” [\[2\]](#)

He also wrote:

“When the system is fully regulated, the effect of this will be to secure greater unity, by diminishing the influence of personal character.” [\[3\]](#)

This means that to the NWO world management system planners you, as an individual, are considered to be without character or personality. Your personal life and personal goals are unimportant to them, unless those goals are consistent with the sociological, economic and religious goals of the New World Order.

Public Schools and The New World Order

To demonstrate how NWO sociological, economic and religious goals are being brought about we can look first at the public schools. Most students and parents think the purpose of public schools is to teach essential and interesting information, vocational and recreational skills, considerate and responsible behavior and an appreciation of our country’s history and Constitution. After your formal education is over, your parents expect that you should be able to take responsibility for your own moral, material, and social well-being, and also the moral, material, and social well-being of any children you might have until they, too, are ready to claim such freedom for themselves.

At one time the goal of those who planned the school curriculum in the local communities seemed to follow the wishes of parents and the needs of students. Now, however, those sociologists who have the power to affect policy in the public schools do not concern themselves with what you need, what your parents want for you, or with respect and support for the United States Constitution. Their primary goals are to CONSOLIDATE policies, COMMERCIALIZE instruction, CLASSIFY individuals, CLAIM jurisdiction, establish CONTROL, and train you to fit obediently into their world management system without hesitation or protest. In 1928, sociologist Ross L. Finney wrote:

“A new world is emerging in which the social structures will be of a different shape, the social resources of a different scope and caliber, than anything that history records. It is a new deal - in fact a different game with different cards; and we who are now alive are privileged to witness its beginning, however blind most of us may be to its implications for ourselves and our posterity. And for a new age, a new school!” [\[4\]](#)

National Council for the Social Studies

An organization called the National Council for the Social Studies (NCSS), which is an offshoot of the National Education Association and a promoter of the New World Order, has CLAIMED power to determine what you should learn and what you should not learn in geography, history, government, economics, psychology, religion, world politics, etc.. These subjects were CONSOLIDATED decades ago by sociologists so they could present them together under one agenda called Social Studies. The leaders of NCSS now decide what you should be taught, how you should be taught, and how your achievement will be evaluated.

In addition to the National Council for the Social Studies, the various states have state councils for the social studies. Through the efforts of state councils - oftentimes with the

aid of the Education Commission of the States - bills are presented to state legislatures to make NCSS's curriculum standards legal requirements. After these standards are passed in your state, your local school board, your own teachers and your parents have little to say about what you should be expected to learn in these subjects. If you, your school, or community have different standards; if you do not try to live up to NCSS's standards for the New World Order, your schools can be closed or your community punished by depriving it of federal, foundation and state money.

Grouping People to Control Them

It is interesting to investigate how this takeover was accomplished. Like everything connected to the New World Order and the five Cs, CONTROL is accomplished by influencing groups, and most particularly group leaders. This is because people who are emotionally involved with groups respond to leadership. They also tend to feel CLASS loyalty. For example, when your elected officials CONSOLIDATE into groups and meet with elected officials from other areas, they frequently get carried away by the oratory and comradeship. Although they may not understand the full implications of the ideas the carefully-selected speakers and facilitators promote, the officials are maneuvered into feeling obligated to support what the group supports. By giving their loyalty to these secondary groups, the officials frequently betray the primary loyalty they owe to you and the citizens of the states, cities and counties they are supposed to serve. CONTROL of government officials, educators, congressmen, legislators, businessmen, city councils, school boards, etc. through organizations is part of the NWO plan for substitution of its system for the U.S. Constitution.

Through CONSOLIDATION into national or international 'blanket' organizations, one person or a small group of people can make decisions and set goals for hundreds of thousands, or even millions of people. They can set goals for you if you do not object. Always remember, whoever sets your goals or presents you with what they call a vision or a mission, CONTROLS your behavior. You had better understand fully any such commitment you are asked to make.

Goal-Setting, Political Management

Setting goals, and designing visions and missions for groups of people is one of the favorite preoccupations of the New World Order philosophers and managers. In education, goal setting and visioning serve to CONSOLIDATE policies so the NWO/NCSS curriculum can be established in schools throughout the country. When you hear someone who uses the phrase, "We must. . ." or variations of it such as, "We need to. . .", "It is essential that we. . .", etc, without adding, "if we wish to . . .", there is a pretty fair chance that person is trying to convince you to give up the idea of independent research and thinking so you will support whatever program or goals he or she might be promoting.

It is unfortunate that few of our congressmen, state, county, and city legislators have been alert enough to detect the behavior management and CONTROL that have been directed toward them. Many of them have been deceived, flattered, coerced, bribed or blackmailed into surrendering their legitimate authority to New World Order decision makers. This, too, was planned. In 1906, sociologist Lester Ward explained how NWO legislation could be achieved:

"It must not be supposed that such legislation can be conducted to any considerable extent in the open sessions of legislative bodies. These will doubtless need to be

maintained, and every new law should be finally adopted by a vote of such bodies, but more and more this will become a merely formal way of putting the final sanction of society on decisions that have been carefully worked out in what may be called the sociological laboratory." [5]

Goals 2000 - Control is the Object

Most of the governors of the United States are members of the National Governors' Association. They have national meetings to CONSOLIDATE their policy decisions. In 1990, a policy was declared to promote the adoption of national educational goals. The Republican Bush Administration had endorsed the idea in 1989. Multinational corporations and the U. S. Chamber of Commerce supported it. Then, in 1994, Congress (Democrats and Republicans) passed and funded the Goals 2000: Educate America Act.

Originally, social studies was not included, but the NCSS saw to it that social studies was annexed to the national agenda. Its leaders appointed a task force to develop CONSOLIDATED curriculum standards. These were later adopted in most states as part of the Goals 2000: Educate America Act. Eight goals were chosen and publicized. The eight educational goals of Goals 2000 were not the important part of this operation. Any goals that sounded good, along with the money promised, could have enticed governors and state legislators to pass enabling legislation in their states. The real goals of Goals 2000 are to CONSOLIDATE leadership over all the states; CLAIM jurisdiction over curriculum to CONTROL what you and other students learn; and eventually to COMMERCIALIZE and CONTROL all educational resources through the use of charter schools and culture vouchers.

It is no surprise to find now that the eight publicized goals have not been reached - and will not be reached by the Year 2000. Does this mean that CONSOLIDATED goal-setting and visioning will be discontinued? On the contrary! To the goal-setters it means merely that the Goals 2000: Educate America should be renamed, America's Education Goals, and should be extended beyond 2000 without a specific deadline. Even when failure is obvious and promises are not fulfilled, CONTROL, once gained, is never willingly relinquished by the NWO and United Nations regional government promoters.

Failures of Public Schools

In recent decades, public education has been subjected to a great deal of criticism. Because schools and curriculum have been interfered with by those who promote the NWO world management system, students were not learning what their parents, potential employers, and the students themselves, knew they ought to learn. Skill in reading, natural science, English, mathematics, foreign languages were dismally lacking in many high schools, and even college graduates. All kinds of excuses have been brought forward such as:

- The problem is with your parents because they do not take an interest in your schooling
- The problem is with you and other students because you do not work hard enough or take an interest in learning
- The schools are not using the right system of teaching. We need to experiment with new systems

- The problem is not enough money for education. If schools had more money they would produce better results
- The problem is segregation. We need to bus for integration
- Classrooms are overcrowded. We need more teachers
- Public schools should have tax-supported competition. We need charter schools and school vouchers

And so it has gone for decades.

Enemies of Learning

Few of the explainers have revealed the possibility that you are not being properly taught because the NWO world management system does not want you to know too much. In his book, [A Sociological Philosophy of Education](#), published in 1928 by the MacMillan Company, Ross L. Finney, Assistant Professor of Educational Sociology at the University of Minnesota, wrote the following about what should and should not be offered to students:

“...a larger place in the curriculum ought to be given to the new humanities and the fine arts, especially the former; and that correspondingly less time and energy ought to be allotted to mathematics, formal English, and the foreign languages...” [\[6\]](#)

“What we obviously need is a science of society. Since the time of [Auguste] Comte this has been the aspiration of modern scholarship. Instead of blundering and bungling along from one crisis to the next, science might render society really telic, and reduce social phenomena to CONTROL as it has done in the natural world...” (Emphasis mine) [\[7\]](#)

“If leadership by the intelligent is ever to be achieved, followership by the dull and ignorant must somehow be assured. Followership, quite as much as leadership, is, therefore, the crucial problem of the present crisis...” [\[8\]](#)

“The safety of democracy is not to be sought, therefore, in the intellectual independence of the duller masses, but in their Intellectual dependence. Not in what they think, but in what they think they think...” [\[9\]](#)

“The problem of democracy is which specialized sub-group is to function as cerebral cortex. That will depend upon who succeeds in drilling epigrams into the memories of the duller masses. If scientists and educators fail to do it, then selfish deceivers and exploiters will. But think for themselves the duller masses never can.” [\[10\]](#)

Those of us who do not agree with sociologists like Ross L. Finney are CLASSIFIED as selfish deceivers, exploiters, or members of the duller masses. NWO usurpers have nothing but contempt for us and our need to learn. Many parents, teachers, administrators, legislators and state governors, etc. have been taken in by the NWO agenda. There is little chance that your state and school are independent of NWO management system. Therefore, it is important that you begin to recognize enemies of learning even when they have college educations, advanced degrees, university, government and foundation support, and all the preplanned publicity they need to try to impress those of us whom they consider to be selfish deceivers, exploiters or the duller masses.

Goals Statement for Schools

You should understand that those who seek to CONTROL your education in order to limit your access to knowledge are not doing it because they love or respect you, but because they want to CLAIM and CONTROL you. The more you know about their goals and techniques, the easier it becomes to recognize efforts to CONTROL your thoughts. The more you know about history, geography, mathematics, English, science, etc. the more power you have to defend yourself against falsehood, deceit and domination.

By establishing goals, missions, and visions, the NCSS has found a way to limit knowledge in all subjects. I remind you, he who chooses your goals controls your behavior. The social studies goal statement that has been chosen by the National Council for the Social Studies and adopted in similar, and sometimes identical form by the states is:

“...to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.”

Problem-Solving and Decision-Making

To most people this sounds good, but please notice that it is all about politics and world CONSOLIDATION. Nothing is mentioned about what is good for you, about giving you the knowledge to make intelligent fact-base personal decisions, about helping you to prepare for a career of your own choice. Nothing is mentioned about what is good for your city, your county, your state, or the United States of America. No - you are treated as a dependent member of the New World Order's interdependent world. *Interdependence* means CONTROL by sociology's New World Order and loss of control over your own destiny.

Curriculum goals, guidelines, and standards for states and local communities are patterned after those of the NCSS and United Nations NWO. In all cases, the curriculum is based on the idea of rational problem-solving and decision-making, and on what the NWO crowd calls *interdependence*. You are asked to make decisions related to pre-selected social problems based on the limited information available through classroom assignments.

In this regard, it is important to know another behavior control fact. He who states the problem for you controls your thinking. Your thoughts and efforts are directed toward problems which have been selected for you. When you express an opinion about suggested social or personal problems, you accept the NWO agenda and acknowledge an obligation to share your thoughts on the problems with classmates. You can then be CLASSIFIED or grouped according to your public statements.

Limiting Knowledge - Demanding Opinions

Time spent learning facts and skills can be limited when it is taken up listening to and arguing about one another's uninformed opinions. Also, a special danger is involved in this problem-solving, decision-making type of education. You and your fellow students are encouraged to join groups and act immediately based on the opinions you express in the classroom - never taking into consideration that your opinions and decisions may change as you mature and have access to information from other sources.

If you express the opinion that you would like to try drugs or engage in sexual activities; if you say you might steal or become violent; teachers are instructed not to warn you against such behavior or tell you that your decision is wrong or dangerous. That, say the curriculum planners, would be judgmental.

[But not saying it is also judgmental and judgmental is also very clearly the entire base of their teaching!]

No Right - No Wrong - Rational Conscience

It is assumed that none of the problems or personal dilemmas presented can be prevented or solved by self control and moral behavior. How do curriculum planners justify this omission? Your teachers are told that any statement regarding morality is considered to be an unexamined belief based on authority. The National Council for the Social Studies says decision-making should be what they call rational, rather than being based on authority or conscience. For example, in Wisconsin teachers were advised:

“A child generally comes to school with what R. J. Havighurst calls an authoritarian conscience acquired from his parents through a progression of punishments and rewards. He soon learns that he is not equipped to deal with all the new situations which confront him. Peers and teachers join and sometimes supplant parents in helping him to find solutions which are often in conflict with those offered by his parents. His task, then, is to change from this early authoritarian conscience to a rational one. This requires that he learn a process for resolving to his own satisfaction the conflicts that will inevitably arise whenever change or confrontation with an opposing view makes him question his existing values.” [\[11\]](#)

[When they use the word 'authority' they mean that of other view; when they say 'rational' they mean emotional.]

Decisions Based on Conscience Not Allowed

When you are taught to doubt your own conscience in favor of rational decision-making, many types of destructive, obnoxious, and immoral behavior will no longer be objectionable to you. You learn to find reasons to justify whatever behavior might have emotional appeal. Unbelievable as it may seem, teachers in Wisconsin actually were warned against holding students to traditional high standards:

“Traditionally there was little question that the schools should promote such values as the following:

1. *Respect Property.*
2. *Be respectful of adults.*
3. *Say please and thank you at appropriate times.*
4. *Do not use profane language or bad grammar.*
5. *Be neat and clean.*
6. *Do not lie or cheat.*

Now, however, in some situations these are quite controversial. Many lawsuits and community controversies have focused on the meaning of “and clean,” for example.

Several recent surveys indicate that cheating in school, rather than being unacceptable, has become the norm, and most students feel no guilt about cheating. Standards of profanity are constantly changing and words that one rarely heard used in public a few years ago are now heard a great deal. While many may not like these developments, it is very necessary for teachers to recognize that they are taking place.” [\[12\]](#)

Teachers Are Intimidated By The NWO

Knowing what you now know about the goals of the New World Order, you can understand that the above instruction to teachers could be taken as a veiled threat, better not telling them they had better not criticize the behaviors mentioned. Doing so might make them vulnerable to law suits, or perhaps, discipline by their superiors. Thus, the Wisconsin Department of Public instruction, following the guidelines of the NCSS, actually promoted the idea that it is acceptable for you and your fellow students to be thieving, disrespectful, ungrateful, profanity-using, sloppy, and dirty lying cheaters who have no conscience, and therefore no feelings of guilt for such behavior. The United Nations New World Order does not need people of character. It needs only those who are pliable and manageable. [and easily disposable.]

Creating Problems

Problem creation is another unbelievable aspect of NWO education. According to the NCSS, one of the main duties of teachers is to create emotional problems for you:

“Any attempt by a teacher to create a problem without arousing students emotionally can only result in a pseudo-problem. When students are disturbed, upset, perhaps even angry, they are closer to having a problem than is ever the case when teachers make the preservation of objectivity their only concern. A teacher can sometimes create in students a feeling that their beliefs, concepts or values are inadequate in some respect. When students are puzzled over what to believe, they are more likely to have an authentic problem in their possession... [\[13\]](#)

If the student is to become engaged in problem-solving he must be doubtful, uncertain or puzzled concerning something within his experience and have the desire through inquiry to remove the doubt. As long as he is certain of the truth or goodness of a particular idea or action, or as long as he is unconcerned, indifferent about the matter, he is not involved in problem-solving. Hence, the initial task confronting the teacher is that of creating the state of uncertainty or doubt in the mind of the student. ..the teacher must implant the element of doubt. [\[14\]](#)

Strategies Used to Create Problems

Since the presence of the element of doubt or puzzlement is a necessary condition for the initiation of problem-solving activity, let us consider teaching strategies which are likely to evoke such reactions...

- ...The teacher can present the students with a problem within the context of the content.
- ...The teacher can encourage the students to discover a problem within the context of the content.
- ...The teacher can convert the unexamined beliefs of students into problems.

- ...The teacher can point up conflicts within the students' pattern of beliefs, thus creating problems.
- ...The teacher can point up conflicts within the course content, thus creating problems. [\[15\]](#)
- [If you have recently bought a piece of electronic equipment the instruction book will almost certainly show results of the above misinformation. Ed]

Teaching problem-solving, decision-making, and interdependence may have sounded good to many teachers, school board members, local curriculum coordinators, legislators, parents, and students. However, if they had the opportunity to read the above, and what the NCSS curriculum planners mean when they promote this type of education, all of those affected might be more hesitant before giving their sanction.

Changing Beliefs

Remember, the NWO planners and managers want CONTROL, but they know for certain that they cannot make you go along with their plans if you are aware of their intentions and if you are firmly convinced that to do so would be wrong. That is why so many methods have been devised to help you question or change your mind about what you believe.

If the New World Order is to succeed in reaching its goals, Judaism and Christianity are among the religions which have to be eliminated. People who are guided by the Bible, the Ten Commandments and what the Bible teaches about God, cannot be depended upon to be totally dedicated to the sociological goals of a world management system. They cannot be intimidated into exchanging morals and conscience for sociological goals. This is why the system does not tolerate competition. Its own Positive religion or religion of Humanity must prevail. Sociology's founder, Auguste Comte, wrote:

“By speaking of Positivism as organic, we imply that it has a social purpose; that purpose being to supersede Theology in the spiritual direction of the human race.” [\[16\]](#)

and,

“Sociology is once for all substituted for Theology as the basis for the religious government of mankind.” [\[17\]](#)

and,

“The last step in this long course of training is now establishing the true form of subjectivity by substitution of Sociology for Theology.” [\[18\]](#)

In 1929, Ross L. Finney was among those working on a new morality for the managed society. He wrote:

“Nor can the new regime be operated with the beliefs of the old regime. . .As for the ideals by which we live, they too must be thought out de novo, and built into an adequate and effective new system of moral education.” [\[19\]](#)

The End of Freedom

The NWO management system's moral education has nothing to do with freedom or the principles and ideals on which our nation was founded. The late B. F. Skinner, a Harvard University psychologist, put it this way:

“The hypothesis that man is NOT FREE is essential to the application of scientific method to the study of human behavior.” [20]

If you do not want to be a sociologically-controlled and semi-ignorant member of the United Nations New World Order, you need to recognize the importance of knowledge and reject attempts at emotional manipulation and knowledge limitation. The [present] problem-solving and decision-making system of education uses you, plays on your emotions, and tries to alienate you from those who should be closest to you. It creates animosity between you and your classmates; wastes valuable learning time by forcing you to form opinions and listen to the uninformed opinions of your classmates; and discourages intelligent and moral behavior. It turns you against [the only people who really care about you, your parents; also] your own country and its Constitution in favor of the United Nations' New World Order management system.

What Can You Do?

Learn to recognize when you are being used, rather than informed. Learn to recognize when you are being led astray. Be like a conscientious researcher and reporter. Do not be afraid to ask probing questions whenever you have doubts about the philosophy behind educational projects, exercises and games, especially if they seem to you to be totally useless or destructive.

If you are to have any hope of keeping the gift of freedom with which you've been blessed, you must know and share the truth. If you have concerns about your education, share them with your parents. Few parents have any idea what goes on in school. It is their responsibility to find out, and your responsibility to help them.

You are not a test animal created to serve the ambition of social scientists and world managers. Do not allow your education to be limited and corrupted as if all you needed was to be trained in obedience to the system of the unConstitutional New World Order.

And remember, if you truly desire it, all knowledge is yours:

[Some underlining and editorial comment added or inserted to the article above]

“Ask, and it shall be given you; seek, and ye shall find; knock, and it shall be opened unto you: For every one that asketh receiveth; and he that seeketh findeth; and to him that knocketh it shall be opened.”

- *Matthew 7:7,8*~

- [1] Auguste Comte, System of Positive Polity, Vol. 1, LENOX HILL Pub. & Dist. Co.(Burt Franklin), New York, 1973. Published by the Author in July 1851; P.289
- [2] Ibid.; P. 292.
- [3] Ibid., Vol. 2, Published by the Author in May 1852; P.237.

- [4] Ross L. Finney, Ph.D. Asst. Prof. of Educational Sociology, University of Minnesota; [A Sociological Philosophy of Education](#); The Macmillan Company, New York, 1929. P. 110
- [5] Lester F. Ward, [Applied Sociology](#), Ginn & Company, 1906. P.338.
- [6] Ibid. P. 187
- [7] Ibid. P. 280
- [8] Ibid. P. 386
- [9] Ibid. P. 389
- [10] Ibid. P. 397
- [11] *Knowledge, Processes & Values in the New Social Studies*, WISCONSIN DEPT. OF PUBLIC INSTRUCTION, Bulletin No. 185, 1968-1970, P. 43.
- [12] Ibid., P.45.
- [13] *Problem-Centered Social Studies Instruction; Curriculum Series, Number Fourteen*; National Council for the Social Studies, 1971; P.1.
- [14] Ibid, P. 59
- [15] Ibid.
- [16] Auguste Comte; *System of Positive Polity*, Vol 1, P. 45.
- [17] Ibid.; Vol .1, P. 364.
- [18] Ibid., P.471.
- [19] Ross L. Finney, Ph.D., Assistant Professor of Educational Sociology, University of Minnesota; *A Sociological Philosophy of Education*, The MacMillan Company, 1929. P. 112
- [20] Skinner, B.F.; [Science and Human Behavior](#), The Free Press (Div. MacMillan Co., 1953; P.447.