



International Baccalaureate

(The Big Picture)

Two views of IB

A. The
public
relations
view

B. The real
view based
on official
documents
and
records

What is International Baccalaureate?

Both the IBO website and the UNESCO website say that International Baccalaureate is an **“international system of education.”**

That is, International Baccalaureate

Is education run:

- Not by local school districts;
- Not by the State of Minnesota;
- Not by the United States of America;

But run by international agencies, in this case, run by the United Nations (UNESCO).

International Baccalaureate

1. Started in the mid '60s.
2. With headquarters in Geneva, Switzerland.
3. In 1996, IB entered into a “partnership” with UNESCO.
4. Over 700 schools in the U.S. are participating in IB in some way.
5. All important tests are written by IBO and scored by IBO.
6. IB requires teachers to be trained by IBO.

John Fonte, Senior Fellow Hudson
Institute, has said:

We are in the
midst of an
ideological
civil war
(national
sovereignty
verses world
government).

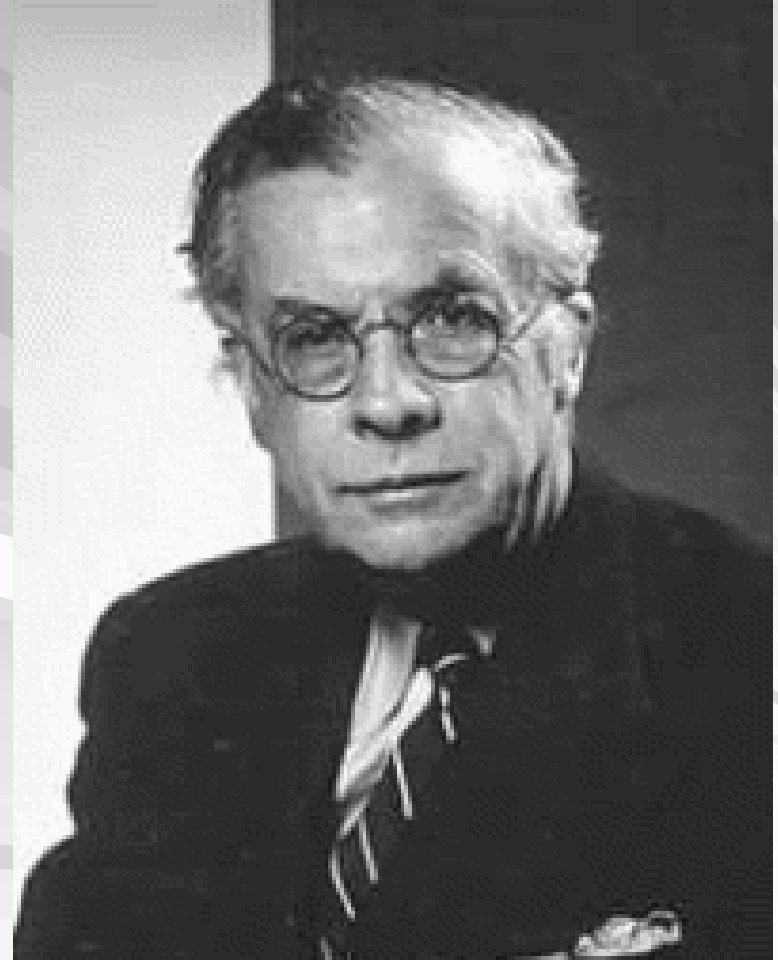


John Fonte said:

“Beneath the surface of American politics an intense ideological struggle is being waged between two competing worldviews. [The traditional view favors] the transmission of the American regime, [(values) the other camp favors] its transformation.” [*Policy Review*, 12-2000, pp. 15 & 31.]

Who are they? Julian Huxley, first Director General of UNESCO, said:

“Some sort of world government will be necessary.”



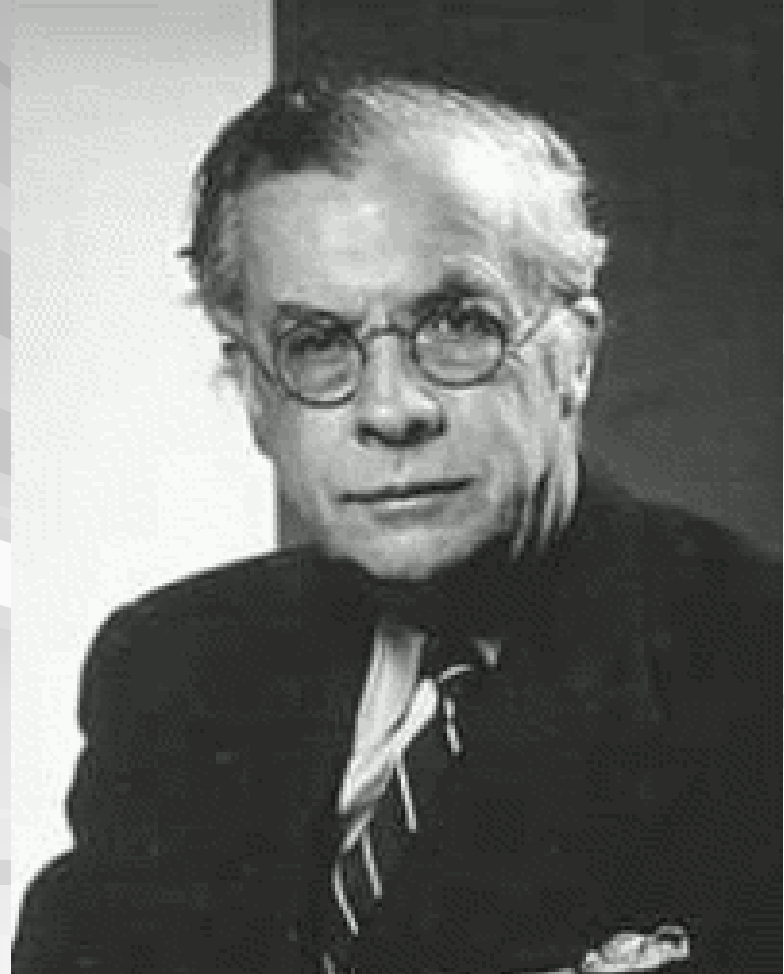
Julian Huxley also said:

"Further, since the world today is in process of becoming one, and since a major aim of UNESCO must be to help in the speedy and satisfactory realization of this process... UNESCO must pay special attention to **international education - to education as a function of a world society [world government]...**" p. 29-30

[Excerpts from UNESCO Its purpose and Its Philosophy by Julian Huxley, First Director-General of UNESCO (Washington DC: Public Affairs Press, 1947, emphasis added.)]

What is international education?

“... international education - education as a function of a world society [world government]....”



Amitai Etzioni, President of the Communitarian Network

The U.S.
Department of
education has
formed a
partnership with
the
Communitarians.



UN University Press



Image: UN.org

Global Governance and the United Nations System

“The end of the cold war and the bipolar system ... point to the beginning of the end of the (Westphalian) international system with its territorially rooted borderlines and nation-states.”

Enhancing Global Governance

Identifies Bill Clinton as a
“like minded” ally of global
government.

Humanist Manifesto II

"...we deplore the division of humankind on nationalistic grounds....Thus we look to the development of a system of world law and a world order based upon transnational federal government....The true revolution is occurring."

Steps to world government

1. The UN has the power tax.
2. Security Council “reform.”
3. Creation of a standing UN police force.
4. Creation of a standing UN criminal court.
5. Disarmament of nations and individuals.
6. Creation of an international system of education (as stated by Julian Huxley).

IB materials will be written by, or approved by the UN.

“The Global Teaching and Learning Project of the UN in New York accepted an IBO tender to produce two teaching booklets about UN global issues. ... The project has been undertaken by the International Baccalaureate Curriculum and Assessment Centre in Cardiff using experienced curriculum writers from around the world, principally in IB World Schools, and having UN input and approval of the 20 units completed. They will be copyrighted by the UN, with acknowledgement to the IBO for its work, and disseminated to the governments of all member states for use in schools.”

[<http://ibo./partnerships/government/>]

One of the IB “World Schools”
websites says:

“What makes the program international?”

IB programs exist in schools in 90 countries worldwide. Every spring, IB students around the world take identical exams on the same day in various subjects. These exams are sent to other parts of the world [after being sent to Geneva] for grading. [Grading] is based on an international standard.”

What makes IB international education?

Several UN treaties and agreements call for “transformational education” – education designed to indoctrinate students in the values, attitudes and beliefs (worldview) of world government. These agreements include Agenda 21 and the Earth Charter.

What makes IB international?

The IBO website says: “The IB curriculum encourages students to think globally.” Dr. Ian Hill, Deputy Director of IBO, has said that the goal of IBO is the promotion of “world citizenship.” [<http://www.ibo.org>]

The core curriculum

“In IB Math the students will investigate a variety of problems with an international emphasis. For example . . . they will look at the global population problem, regional population problems, and models for the spread of disease, using data from problem areas such as the African AIDS epidemic.” [an IB seminar in Danvers, MA, 10-26-02]

“familiar with” versus “endorses”

IBO states that students should be “familiar with” their own cultural traditions, such as the US Bill of Rights.

IBO says it “endorses” UDHR (Universal Declaration of Human Rights).

“familiar with” versus “endorses”

The American System of Government is simply one option among many (not better than the others).

IB says it “endorses” UDHR

UDHR Article 26, paragraph 2, states, **“Education shall ... further the activities of the United Nations ...”**. IBO promotes the actions and treaties of the UN even though many of these actions and treaties have not been approved by, nor ratified by, the United States. Such treaties not ratified by the United States include the Biodiversity Treaty, the Treaty on the Rights of the Child, Agenda 21, the Kyoto Treaty and the Treaty establishing the United Nations International Criminal Court as well as the standing army, etc.

The UN has higher standing than US government

UDHR states: “These rights and freedoms may in no case be exercised contrary to the purposes and principles of the United Nations” [article 29, paragraph 3]. This means that IB promotes the view that the United Nations has higher standing than the United States Supreme Court (and all other aspects of US government) on issues of human rights.

The UN has higher standing than human rights.

UDHR states: “These rights and freedoms may in no case be exercised contrary to the purposes and principles of the United Nations” [article 29, paragraph 3].

Freedom versus Tyranny

The Declaration of Independence says, “... all men are created equal and are endowed by their Creator with certain unalienable rights ...” UDHR states: “These rights and freedoms may in no case be exercised contrary to the purposes and principles of the United Nations” [article 29, paragraph 3].

What makes IB international education?

The Earth Charter advocates:

- 1. The redistribution of wealth between nations and within nations [Art. 10.a.]
- 2. Same-sex marriage [Art. 12.a.]
- 3. Spiritual education [Art 14.d.] which means indoctrination in Pantheism and opposition to Christianity.
- 4. Military disarmament [Art. 16.d.&e.]
- 5. Creation of a powerful international agency to make the Earth Charter binding on all nations [in “The Way Forward” action-plan.]

Joseph Campbell

The UN Biodiversity Treaty, Agenda 21 and the Earth Charter require that Pantheism be taught and that Christianity be denigrated.



The issue:

We have the legacy of
freedom!

2. International Baccalaureate promotes world citizenship.

The web site quoted just above says: “The IB curriculum encourages students to think globally.” Dr. Ian Hill, Deputy Director of IBO, has said that the goal of IBO is the promotion of “world citizenship.”

[<http://www.ibo.org>] Either United States citizenship or world citizenship must have priority in our education program. Which will it be? IB gives priority to world citizenship.

3. International Baccalaureate endorses the UN Universal Declaration of Human Rights.

As is stated in the IBO article “Myths and Facts.” [IBO states that students should be “familiar with” their own cultural traditions.]

4. By endorsing the UDHR, IBO has agreed to promote the United Nations along with the actions and treaties of the United Nations.

[UDHR Article 26, paragraph 2, states, “Education shall ... further the activities of the United Nations ...”]. IBO promotes the actions and treaties of the UN even though many of these actions and treaties have not been approved by, nor ratified by, the United States. Such treaties not ratified by the United States include the Biodiversity Treaty, the Treaty on the Rights of the Child, Agenda 21, the Kyoto Treaty and the Treaty establishing the United Nations International Criminal Court.

5. By endorsing the UDHR, IBO promotes the United Nations as being the highest court of appeals on issues of human rights.

UDHR states:

“These rights and freedoms may in no case be exercised contrary to the purposes and principles of the United Nations” [article 29, paragraph 3]. This means that IB promotes the view that the United Nations has higher standing than the United States Supreme Court on issues of human rights involving U.S. citizens.

6. By endorsing the UDHR, IBO undermines the foundational principle of the United States

- that human rights, such as the rights to life, liberty and property, are inherent and inalienable, and must be protected by government, as is stated in our **Declaration of Independence**. The issue is which has greater standing and authority—our God-given, inalienable human rights or the policies of a particular government. The Declaration of Independence—the philosophical foundation of the United States, insists on the former. The UDHR insists on the latter, as stated, once again, as follows: “These rights and freedoms may in no case be exercised contrary to the purposes and principles of the United Nations” [article 29, paragraph 3]. The view of human rights held by the United States is the foundation of liberty. The view of the United Nations is the foundation of totalitarianism.

7. IBO also supports the Earth Charter

a document that has not been ratified by the United States because it contains numerous provisions contrary to the nature and interests of the United States.

The Earth Charter is housed in the “Arc of Hope” and is identified by the World Pantheist Movement as a Pantheistic document.

The Earth Charter advocates:

- 1. The redistribution of wealth between nations and within nations [Art. 10.a.]
- 2. Same-sex marriage [Art. 12.a.]
- 3. Spiritual education [Art 14.d.] which means education in Pantheism.
- 4. Military disarmament [Art. 16.d.&e.]
- 5. Creation of an international agency to make the Earth Charter binding on all nations [in “The Way Forward” action-plan.]

8. Many of the IBO instructional materials are now being written, or overseen, by the UN.

- The IBO website says:
- “The Global Teaching and Learning Project of the UN in New York accepted an IBO tender to produce two teaching booklets about UN global issues. ... The project has been undertaken by the International Baccalaureate Curriculum and Assessment Centre in Cardiff using experienced curriculum writers from around the world, principally in IB World Schools, and having UN input and approval of the 20 units completed. They will be copyrighted by the UN, with acknowledgement to the IBO for its work, and disseminated to the governments of all member states for use in schools.”

<http://ibo./partnerships/government/>

Conclusion:

- The foundational principles of the United States are summarized in the Declaration of Independence and are properly called the “twelve pillars of freedom.” In addition to what IBO promotes, it rejects all 12 of these Declaration principles. Amendment X of our Bill of Rights clarifies that all the rights in our Bill of Rights are inherent and inalienable (as also stated in the Declaration of Independence). IBO rejects article X of our Bill of Rights, however, and by so doing rejects the entirety of our Bill of Rights. **International Baccalaureate is un-American.**

IB Sample Test Questions:

- “[However,] the women’s role as mothers was even more powerful than their disconnection from America, and challenged it. ... In talking, their frequent self-positioning as mothers was connected to the rejection of violence as a solution to the September 11 attacks. ... One woman, Nadine, said, “I noticed that men and women have different views, as far as what we were experiencing, and how it should be handled all the females were like, more killing is not going to make it better. And men were like, the testosterone was on high.” ... In her protective maternal role she refused to support America’s war.”

IB Sample Test Questions:

Excerpts:

- “This led to an identification with other peoples of color on a global level because of a shared history of victimization by whites. Many of the women did not accept official versions of the terrorists [9/11] as madmen. Their skepticism over the media portrayals offers further evidence of their marginal position as Americans. During such moments in the discussions their position as blacks became the most important characteristic of their cultural identity. One of the women, Stella, hypothesized that being black allowed for greater compassion towards the terrorists than whites would have.”

IB Sample Test Questions:

- Sample questions:

“How can the notion of ethnicity be used to promote or control the position of a group in society?”