



# Education Advocate

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## “Liberating” kids

Traditional authority for raising children in the U.S. and the Western world resides with the parents. The State only intervenes when a child is endangered or in other extreme cases. However, this natural right of parents to have authority over and responsibility for their children is being increasingly assaulted in the international forum in order to give the “global village” authority over all children.

### The New Triangle: Child – State – Parent

In 1989, the UN General Assembly adopted the **U.N. Convention on the Rights of the Child** (*Rights of the Child*). Although many of the child-welfare Articles in this document contain provisions that mirror the human rights found in our own Constitution, a careful study of this Treaty and its supporting documents exposes the real threat to parental rights.

One UN publication explains: “*For human rights activists everywhere this work [Rights of the Child] is invaluable to promote this new concept of separate rights for children with the Government accepting responsibility for protecting the child from the power of parents...*”<sup>1</sup>

Gerison Lansdown, Director of the Children’s Rights UK Office, explains the new paradigm shift: “*These provisions [of the Rights of the Child] have profound significance for the triangular relationship between the child, the family, and the State. The Convention [on the Rights of the Child], for the first time in international law, establishes a direct relationship between the child and the State that challenges the presumption that parents have rights of ownership over the child.*”<sup>2</sup> (Emphasis added)

Lansdown further states that this new relationship will require “significant changes at all levels of society” regarding “conventional attitudes towards children.” The ultimate outcome: liberation of children that will eventually pit parents against the State over who raises children.<sup>3</sup>

There is universal consensus that children have been victims of horrific abuses and exploitation in developing and war torn countries while the international community has turned a blind eye. However, the *Rights of the Child* goes far beyond insuring basic needs and protecting children from prostitution, pornography, military service

and slavery. It reaches into the family, diminishing and eroding parental authority.

### What does the *Rights of the Child* say?

An analysis of just some of the 54 Articles reveals the underlying plan to emancipate the world’s children.

**Article 3** – “In all actions concerning children... **the best interests** of the child shall be of primary consideration.” (Emphasis added) Furthermore, “States Parties [shall] undertake to ensure the child such protection.”

**Question:** Will the safety and protection of children shift from parents to the States?

**Article 13** – “The child shall have the right to freedom of expression” – including the freedom to “seek, receive, and impart information and ideas of all kinds...either orally, in writing or in print, in the form of art, or through any other media of the child’s choice.”

**Q:** Does this give children the freedom to access any and all television shows, movies, and video games and also express themselves with tattoos, piercing, and clothing choices without parental approval?

**Article 14** – “States Parties shall respect the right of the child to freedom of thought, conscience, and religion.” Parental input is only “respected” when it is “in a manner consistent with the evolving capacities of the child.”

**Q:** Does the undefined “evolving capacities of the child” leave the door open for governments and non-government organizations (not parents) to determine when a child can make these decisions?

**Article 15** – “States Parties recognize the Rights of the Child to freedom of association and to freedom of peaceful assembly. No restrictions may be placed on the exercise of these rights other than those imposed in conformity with the law...”

**Q:** Will children have the freedom to associate with anyone, regardless of parental approval?

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**Article 18** – “States Parties shall render appropriate assistance to parents...in the performance of their child-rearing responsibilities.” This includes taxpayer-funded, state controlled child-care facilities for working parents.

**Q:** Does it truly take a “village” to raise children?

These are just a few of the Articles that are *ambiguous* enough to allow governmental and non-governmental organizations to diminish or usurp parental rights. Although the *Rights of the Child* panders to the concept of “family,” the importance and authority of the family is always secondary to the interests of the government, referred to as “States Parties.”

**Article 43** defines who will determine the “best interests of the child” and “the evolving capacities of children” by establishing a special **Committee on the Rights of the Child** that will work closely with the UN and its various subsidiaries. This Committee is also the main *Rights of the Child* enforcer, receiving mandated reports and identifying violators. For example, the United Kingdom was publicly cited for violating Article 12 because parents did not solicit a child’s opinion when deciding to withdraw a child from sex education in public school or to choose an alternative to public school. <sup>4</sup>

### The American family loses

America has long provided comprehensive legislation and a judicial system that protects children as well as the rights of their parents. The underlying premise: in order for children to grow into independent individuals, they need the guidance and security that is best provided by loving parents. The State intervenes only when the child is endangered.

In contrast, the *Rights of the Child* “tends to view parents as trustees of the state who have only such authority and discretion as the state may grant in order to protect the child’s independent rights.” <sup>5</sup> (Emphasis added)

If America accepts this new paradigm, the natural outcome will be the “triangulation” of parents. Mothers and fathers will no longer have the main authority to rear their children in the social, cultural, and religious norms of their choosing. **If the *Rights of the Child* is ratified, it is the American family who will pay the price.**

According to Article IV, Section 2 of the U.S. Constitution, if ratified, the *Rights of the Child* automatically becomes “the Supreme law of the Land; and the Judges of every State shall be bound thereby.” The U.S. is perhaps the only country that forfeits sovereignty to ratified treaties.

Even though the *Rights of the Child* has not yet been ratified, the U.S. Supreme Court “has begun to use the [document], not as binding authority, but as persuasive authority in interpreting the Constitution.” In *Roper v. Simmons*, the Court “enacted a new statute-like rule that no state may impose the death penalty on juveniles.” <sup>6</sup> This

is a stunning development – the Court used international sources rather than the views of the Founders to determine what punishments are constitutionally allowed in the U.S. <sup>6</sup>

Our country was designed to be subject to the sovereignty of the people – “We the People.” To Americans, the right of parents to direct the upbringing of their children is a “self-evident truth.” If the U.S. Senate and other leaders fall to international pressure and ratify the *Rights of the Child*, Americans will be handing over how our children will be raised to the un-elected, transnational Committee on the Rights of the Child and the UN. ?

- 1 “United Nations Publications, *Convention on the Rights of the Child, World Campaign for Human Rights.*” Document E.91.I.51. 92-1-100465-9 cited at [www.vvm.com](http://www.vvm.com).
- 2 Lansdown, Gerison. “The evolving capacities of children: Implications for the exercise of rights.” [www.sclat.org](http://www.sclat.org).
- 3 Phillips, Doug. “The United Nations Convention on the Rights of the Child.” *Home School Court Report*. July/August 1993.
- 4 Farris, Michael P. “Judicial Tyranny Goes Global.” *The Home School Court Report*. March / April 2005
- 5 Hafen, Bruce C. & Jonathan O. “Abandoning Children to Their Rights.” *First Things* Aug/Sept 1995. [www.ldshea.org](http://www.ldshea.org).
- 6 Farris, Mike. “Parental Rights” *The Home School Court Report*. March/April 2006.

## Is the Earth dying?

“I pledge to protect the Earth,  
And to respect the web of life upon it,  
And to honor the dignity,  
Of every member of our global family.  
One planet, One people, One world, in harmony,  
With peace, justice, and freedom for all.” <sup>1</sup>

Students across the country are reciting Earth Pledges such as this – pledges that could be the official oath of the **Earth Charter**<sup>2</sup>, a radical document currently underlying the international environmental movement that is influencing American classrooms today.

“Although the *Earth Charter* is not a legally binding document, its impact may prove damaging and pervasive. Its benign-sounding verbiage and symbolic nature camouflage its dangerous purpose. The Charter is intended to become a universally adopted creed that will psychologically prepare the world’s children to accept the necessity of world government to save the environment.” <sup>3</sup>

### What is the Earth Charter?

Unveiled at the Peace Palace in The Hague in 2000, the Earth Charter (Charter) describes a world that is dying and proposes an extensive solution that goes far beyond environmental stewardship to include global governance, a controlled global economy, and an almost religious reverence for the Earth and all that live on it.

According to the Charter, the problem is that “The dominant patterns of production and consumption are causing environmental devastation, the depletion of resources, and a massive extinction of species.” In fact, “the foundations of global security are threatened.”

The Charter's solution: "*Fundamental changes are needed in our values, institutions, and ways of life*" in order to form a "*sustainable global society*" that will take responsibility for the Earth in its entirety. "*The nations of the world must renew their commitment to the United Nations, fulfill their obligations under existing international agreements, and support the implementation of Earth Charter principles with an international legally binding instrument on environment and development.*"

**The Charter presents a one-sided, catastrophic view of complicated environmental issues, and a single solution to these issues: sustainability achieved through a global society regulated by a powerful, transnational non-government organization (NGO) – the U.N.**

The key Charter buzzword – "sustainability" – means a global entity (the U.N.) must "protect" and control the use of all of the Earth's natural and human resources, regardless of effects on national economies, national policies, and private property rights.

### The Details

The main Charter principles go far beyond environmental issues of protecting air, water, and land to include:

- strengthening of democratic *institutions* (Note: not democratic *nations*)
- universal access to health care that fosters "reproductive health and responsible reproduction" (Population control and abortion on demand)
- wealth redistribution within and among nations (Economic control)
- assurance that "all trade supports sustainable resource use, environmental protection, and progressive labor standards" (More economic control)
- demilitarization of all "national security systems to the level of non-proactive defense posture" (pacifism through loss of a sovereign nation's rights)

Underlying the Charter rhetoric is a set of extreme beliefs:

- Allegiance to nations must be secondary to identity with ethnic and cultural groups.
- With weak nations, transnational NGOs (like the UN and European Union) will lead the world. Steven Rockefeller, one of the Charter authors and major funder, applauds "*the steady erosion of national sovereignty*" to allow for the "*growth of a new powerful international civil network that include many influential nongovernmental organizations.*" <sup>4</sup>
- International regulations and laws developed by these transnational groups will control the world's population growth, business practices, property rights, and use of natural resources – every aspect of life.
- In the end, the Charter will "*transform industrial-technological civilization and lead toward a genuinely sustainable way of life and peace on earth.*" <sup>5</sup>

## The Charter and Education

The Charter website states, "*The Earth Charter provides a unique framework for developing educational programs and curricula aimed at **transformative learning** for a more just, sustainable and peaceful world.*"<sup>2</sup>

Students are being told that people, big business, and "bad" technology are killing the Earth. Such scare tactics manipulate children into accepting the beliefs and values – the worldview – of the Charter. Then the children are burdened with the conviction that they must help save the Earth through their personal lifestyle choices and political activism. A true political indoctrination is taking place in the children under the pretense of science education.

Although the Charter is an integral part of the UN agenda, it is being deceptively marketed as an environmental plan and program that represents "universal ethical principles."<sup>6</sup> Under this guise, the Charter's ideas are over-represented in U.S. science curricula and textbooks.

It is not surprising that the Charter has been adopted and promoted by the controversial International Baccalaureate program. However, even the Pennsylvania *Environment and Ecology* academic standards that are taught in every public school states: "*Environment and Ecology is grounded in the complexity of the world we live in and our impact on its sustainability.*" <sup>7</sup>

### The science education America needs

Recent results of the 2005 NAEP science assessment<sup>8</sup> indicate serious problems with America's science education. In fact, only 18% of seniors scored at the *Proficient* level. Our children need a science curriculum that:

- is based on sound scientific information;
- balances the study of ecology and the environment with the other science disciplines;
- offers children hope that adults will find solutions to environmental problems through new technology, inventions, and discoveries;
- encourages children to help solve environmental problems by becoming scientists, inventors, and engineers rather than political activists.

Parents must advocate for their children by evaluating their school's science curriculum and lobbying for well-educated, capable teachers and a competent curriculum. ?

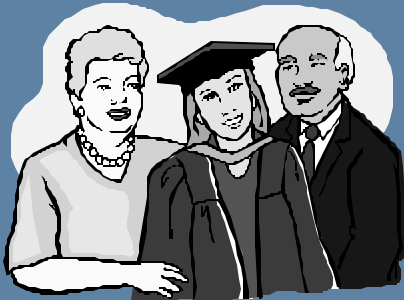
- 1 Neuendorf, David W. "I Pledge Allegiance to... One World?" 1995. [www.neusysinc.com/columnarchive/colm0014.html](http://www.neusysinc.com/columnarchive/colm0014.html).
- 2 The Earth Charter can be read at [www.earthcharter.org](http://www.earthcharter.org).
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- 4 Rockefeller, Steven C. "An Introduction to the Text of the Earth Charter." *The New American*, 4 Nov. 2002.
- 5 Rockefeller, Steven C. "The Earth Charter: Building a Global Culture of Peace." *The Earth Charter Community Summits*, Tampa, FL, 29 Sept 2001.
- 6 Klein, Joseph. "Earth Charter Invasion." *Front Page Magazine*, 30 May 2006. [www.FrontPageMagazine.com](http://www.FrontPageMagazine.com).
- 7 PA academic standards can be found at [www.pde.state.pa.us](http://www.pde.state.pa.us).
- 8 "The Nation's Report Card: Science 2005." <http://nces.ed.gov/nationsreportcard/science/>.

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*“The fundamental theory of liberty upon which all governments in the Union repose excludes any general power of the state to standardize its children by forcing them to accept instruction from public teachers only. The child is not the mere creature of the state; those who nurture him and direct his destiny have the right, coupled with the high duty, to recognize and prepare him for additional obligations.”*



*Pierce v. Society of Sisters  
Supreme Court Decision—1925*