

STOP FUNDING TERROR EDUCATION

WASHINGTON, D.C. - Congress has introduced a bipartisan bill to annually review whether educational resources used in Palestinian schools continue to encourage "violence or intolerance toward other nations or ethnic groups."

The Palestinian Authority Educational Curriculum Transparency Act was recently introduced in the House of Representatives by Rep. David Young and requires the U.S. State Department to submit annual reports reviewing the educational material used in schools in the West Bank and Gaza run by the Palestinian Authority (PA) and UNRWA, the United Nation's Palestinian-refugee agency. The Jerusalem-based IMPACT-se (Institute for Monitoring Peace and Cultural Tolerance in School Education), a research institute that analyzes educational

materials, participated in crafting the bill.

Despite being reformed in 2016 and 2017, Palestinian curriculums for grades 1 through 11 "fail to meet the international standards of peace and tolerance in educational materials established by the United Nations Educational, Scientific and Cultural Organization." The bill will mandate the secretary of state to monitor the PA curriculum through internationally recognized standards of peace and tolerance which includes promoting respect, peacemaking, gender equality, sound prosperity and cooperation, unbiased information, and free from wording and illustrations that condone hatred for others. Instead, when IMPACT-se reviewed Palestinian textbooks last year, it found key findings in the textbooks such as:

- Radicalization is pervasive across this new curriculum, to a greater extent than before. The new textbooks groom young Palestinians to sacrifice themselves through martyrdom. They promote hate, are committed to jihad war, and feature a radical Islamist, and occasionally, a Salafi worldview.

- The curriculum rejects negotiations with Israel as the preferred method of achieving statehood. Instead, schoolchildren are taught that a Palestinian state will be achieved through martyrdom, violence and religious war.

- Martyrdom for boys and girls is taught as a life goal. Their reward will be in heaven where martyrs are married to 72 wives. It is implied that children should not tell their parents they intend to become martyrs. Girls gain equality

with boys through martyrdom. Dying is better than living. Those who risk their lives are praised, and those who choose a non-violent life are cowards and denigrated.

- Jihad is most important aspect of life. Science lessons are used to teach violence, and war is a permanent phenomenon. The struggle is nationalistic, to conquer Palestine from the Jordan River to the Mediterranean Sea, but also Islamist with increasingly obvious Salafi influences. Death is a privilege, and fighting is an ongoing necessity.

- The curriculum's focus is no longer on simply demonizing Israel but on laying out justification for war, which is a permanent and natural fixture, portrayed as a phenomenon that has accompanied humanity since the dawn of history.

Israeli Minister of Internal Security Gilad Erdan tweeted that UNRWA "says it needs \$217,000,000 to run schools for Palestinian children, and the PA wants the United States to help foot the bill. However, the PA has stated that if forced to choose, it will pay salaries to terrorists rather than for the education of Palestinian children. The PA spent seven percent, or \$358 million, of its total 2017 budget on payments to terrorists and their families. In 2016, it spent \$322 million on terrorists' stipends. Much of that aid -- an average of \$335 million annually over the last five years -- came from the United States. However, since the Taylor Force Act became law this year, the Trump administration will defund the PA until they cease and denounce funding and support for terrorists and their families for acts against Israel and the United

States.

"I applaud Congress for introducing the Palestinian Authority Educational Curriculum Transparency Act to help stop the Palestinian Authority from grooming innocent children to become terrorists," said Mat Staver, Chairman of Liberty Counsel, President of Christians in Defense of Israel, and Founder and President of Covenant Journey. "Children should be taught life skills so they can have long and productive lives, not become martyrs of death in order to harm Israel and America. I am grateful to President Trump who was willing to set the tone and do the right thing regarding terrorism and defund the Palestinian Authority. We must continue to stand up to its bullying and not allow our tax dollars to promote and fund terrorism," said Staver.

WE CAN PROSPER AND STILL

Increasing prosperity allows people once too poor to avoid environmental dead-ends to instead care for the environment

By Mark Milke
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You may know this frightening if self-evident bit of advice: "Only when the last tree has been cut down, the last fish caught and the last stream poisoned will we realize we cannot eat money."

The quote is ostensibly from Canada's First Nations peoples (the Cree are often cited) but popularized by Greenpeace.

The point is clear enough: Anyone with sense should avoid killing the Earth and/or their own future just to make a few bucks.

But most of life is not composed of such binary, either/or dramatic choices. You can

fish, for example, just as some First Nations did 15,000 years ago or 15 minutes ago, without necessarily depleting fish stocks.

As with all of life, it's a question of balance. That includes managing government lands (always more difficult than managing private property) so resources are not overused and depleted.

That noted, here's the other reality check on the romanticized quotation: Economic growth - implicitly criticized - can and has damaged the environment. However, increasing prosperity, once a minimum threshold of subsistence income is reached, inevitably allows for improved ecosystems.

For example, 140 years ago, London's River Thames was a polluted, poisonous, dead body of water. When a passenger ship sunk in 1878 after a collision, at least some of

the 600 passengers who died might have survived. The problem was that as some swam to shore, they were overcome "by the noxious cocktail of pollution in the water," according to the Daily Telegraph.

By 1957, the Thames was pronounced biologically dead. But after an intensive environmental program, as well as improved technology, it was revived. As of 2010, when the Telegraph published its story, the river was home to 125 types of fish and more than 400 species of invertebrates. Herons and seals now frolic near Canary Wharf.

Ponder another example: In the 1950s and in subsequent decades, Los Angeles was choked by smog. Public demands coupled with technological advances (you need the second to realistically satisfy the first) meant air quality improved by the time I lived

there briefly in the 1980s. The smog was still there, but Los Angeles air was far better than in previous decades. L.A. air quality has also steadily improved in the last three decades, despite the many more people who live and drive in the city and state. Then there are trees. Forest cover around the world has been recovering for decades in every place where people have prospered under increasingly market-friendly economies. According to Human Progress, China, Europe and North America have all gained forest cover in the last three decades: 511,800 square kilometres more in China; 212,122 more in Europe; and 64,410 square kilometres in North America. The exception to this positive trend has been in countries that are poor, thus Africa is still losing forest cover. No surprise there. Mothers and

fathers need fuel to cook food for their families, and if trees are the only option, expect them to disappear. The remedy is to use natural gas or electricity from hydro, where available. That will prevent cutting down the last tree.

The other remedy is more and not less economic growth to advance human prosperity. Those in poverty, either as families or entire countries, have nothing left with which to buy less-polluting energy. In the case of governments, it's difficult to require and enforce more stringent pollution controls when consumers live hand-to-mouth and companies are barely profitable. Widespread prosperity allows families to purchase other forms of energy rather than burning what's nearest to them.

In China, for example, while forest cover has increased, smog is thick for much of the

year. That nation's consumers, businesses and often-corrupt governments, in particular, could usefully spend more money on effective environmental improvements.

Overfishing in the oceans is still a problem. That speaks to the need for (some) environmental organizations to stop opposing fish farming, which can ease pressure on fish stocks in the commons. But the general rule holds: Increasing prosperity allows people once too poor to avoid environmental dead-ends to instead have the money and time to care for the environment.

Only when the last bit of propaganda from Greenpeace ends might more people realize that from increasing forest cover to cleaner rivers, many environmental indicators have been trending positive for decades.

PROTECT THE ENVIRONMENT

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drama and poetry, but as a discovery of the evils of early-modern patriarchy and male anxiety.

Second, these professors have debased the notion of objectivity and serious research. Why slog through years of examining lab reports or ancient manuscripts when you can engage in 'me-search', that fascinating branch of academia known as SPN (scholarly personal narrative) where intellectuals publish articles about their feelings and dreams? A simple taxpayer without the benefit of higher education might think that was sketchy and unreliable. No! Here is assurance from one such author that profound academic scrutiny is going on: "First I used rigour in data collection and analysis. I achieved rigour by interviewing myself to build my narrative." OK, then.

Third, those teaching the humanities have abandoned attempts at outlining the grand narratives, the threads that link important events and people in art and history. The more marginal, insignificant and oppressed the subject, the better for the new humanities. Critical Fatness Studies, Feminist Glaciology and

Lesbian Dance Theory all threaten (or so we are told by University of Toronto scholar Stephanie Springgay) the hegemony of "cis-heteronormative white supremacist settler colonial logics" that have hitherto run the university and which once taught that hard work, reason and open debate were good for students and society.

Therefore, it makes excellent sense for the brainwashed campus mobs to shut down people like Peterson, Christina Hoff Sommers or Charles Murray, who would only use white supremacist tools like free speech or rationality to discuss crucial ideas.

Universities are in trouble but not from geniuses, of which we have far too few of either sex. The identity politics, sexism and racism that underlie the attacks on Peterson have made the humanities a playground for a privileged caste of idlers who would be far better off put to honest labour in a community garden than allowed to run loose in a classroom.

DON'T BLAME ACADEMIC MALAISE ON THE MALE 'GENIUS' CULT

Those teaching the humanities have abandoned attempts at outlining the grand narratives, the threads that link important events and people in art and history

By Gerry Bowler
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Nobody does unintentional humour quite like an academic. Nobody can produce accidental laughter like a tenured professor explaining her deep thoughts to the masses. We have an excellent example of this sort of comedic gem in a recent article entitled "Jordan

Peterson and the debilitating cult of genius" by Jennifer Garrison of St. Mary's University in Calgary.

Garrison resents the attention that University of Toronto psychologist Jordan Peterson is receiving and uses his fame to launch an attack on the notion of "male genius," a phenomenon that she says is threatening our universities and democracy itself. (At this point I can hardly see my keyboard to type that sentence, blinded as I am by the plenteous flow of tears of mirth.)

These academic alpha males wreak their hideous destruction by ... well, Garrison is not clear how male geniuses

actually hurt post-secondary education, but she is sure that their presence devalues feminine labour and guts the humanities. Instead of this scholarly patriarchy, what the modern Canadian university needs, she says, is a "diversity of voices," by which she presumably means more academics who think like she does.

It is true that the humanities - philosophy, history, literature - are in deep trouble at the university level. Partly, this is because our contemporary economy seems to prefer graduates from science, technology or the trades, rather than from medieval poetry, but

there are three other powerful reasons for the decline of interest in the traditional curriculum.

The first is that the endangered disciplines have been taken over by a cadre of youngish professors who have no interest in the eternal truths that the humanities offer, and who only plumb Shakespeare, Plato or Herodotus to show how rotten western civilization is. Using the trio of gender, race and class, these academics can reveal the hidden meanings and the male power structure underlying any subject. Thus, students in English classes read King Lear not as great

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