³WEEK 44, 2019

AL BARRY/THREE LIONS/GETTY IMAGES

A student at the Wyoming Seminary leafs through a reference volume in the library, circa 1955.

HOYT'S NEW CYCLOPEDIA PRACTICAL OUGLATIO

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SOCIALISTS
USED PUBLIC SCHOOLS TO
DESTROY LITERACY
IN AMERICA

See Page 3

READER GUIDE TO PROSE FICTIO



A young boy and his father building up their muscles, circa 1935.

In Praise of Masculine Love

than the sum of the parts.

TREVOR LOUDON



I heard a love story recently that brought me to tears. It wasn't a Shakespearean tragedy of starcrossed lovers. It wasn't romantic at all. It wasn't a tale of a mother's self-sacrifice for her children-

quite the opposite. It was a simple tale of masculine lovesomething so rarely praised and so often

devalued that Western culture is dying for the very lack of it. A highly regarded U.S. military leader, a

veteran of one of this country's toughest military units, told me his story.

Many years ago, my friend's son was about 16. He was smoking marijuana every day, and no matter what his parents told him, or how much they pleaded or tried to reason with him, he simply would not quit. The son's drug habit became a big family issue.

The boy's mother offered him unconditional love. She would be there for him no matter how he behaved. When the boy's father threatened to throw his son out of the house, his distraught mother would tearfully plead his case. Her love for her son was overwhelming and unquestionable-and completely ineffective.

Eventually the father, a man who had led some of the world's toughest troops into combat, made one of the bravest decisions of his life. He put his son in the back of the family car. He drove him down to the local shopping mall and made him get out. He told his son, "This is your new home ... You stay here until you learn to love this family more than you love marijuana."

The father drove away, choking back tears and praying all the way home.

Five long, tearful and fearful days later the boy turned up on the family doorstep and said, "I'm never smoking that stuff again. Can I please come home?" The boy was joyfully welcomed back to the family—and he kept his word.

The big lie of modern Western society is that masculinity is dangerous, destructive-even toxic. Masculinity is harsh and unforgiving. It is warlike, aggressive, and intolerant. It needs to be suppressed. We need more love and that is essentially a feminine virtue. Feminine love (the only real love we are led to believe) is kind and forgiving, accepting, tolerant, welcoming, and unconditional.

The truth, known to virtually every civilization in world history, but somehow largely forgotten in our own, is that there are two sides to love, the masculine and the feminine. Both are essential to any healthy family, church, or society. And in proper balance, they produce results far greater

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A Need For Masculine Love

No family can truly prosper without feminine love. How sad it must be for some to grow up without memories of a mother's unconditional love. Having your grazed knee bandaged, eating a hot meal with mom on a cold rainy day, snuggling on her school or watching the tears roll down her face when you ship out to a combat zone.

But what of the love of the father? Can any family reach its true potential without masculine love? This is the love that demands respect. That will lay down conditions. This is the dad who will kick your backside if you disrespect your mother. The father who will make you clean up your room. Who will bawl you out for a bad school report.

This is also the father who will teach his son to stand up for himself. Who will expect him to strive for goals. Who will demand that he shows courtesy to his elders and be willing protect his younger siblings and those weaker than himself.

This is the father who will be a rock for his daughter. He will protect her from every threat and danger. Especially from boys like he used to be. He will encourage her to be the best she can be in every aspect of life. He will teach her to respect herself and look for a husband who is as least as good as her dad.

How many millions of young Western men (most other cultures haven't gotten as crazy as us yet) are rotting in jails, working endless deadend jobs, smoking dope all day long on welfare or living in mom's basement at 35 because they never had a dad around to take them fishing or boot their backsides when needed?

How many millions of young women move from one hopeless relationship to another because they so lack self-respect they'll latch on to any man who'll have them? How many of them struggle to develop real meaningful relationships because they have no yardstick to recognize a good man, even if they happen to stumble across one? How many millions of their children are almost certain to repeat the same cycle?

Masculine love is not just desirable, it's essential for our survival. A lack of the masculine qualities of leadership, decisiveness, discipline, and courage are destroying the Western family, churches, and culture.

Masculine Christianity

Christianity, the bedrock of Western culture, was once a very masculine religion. Jesus came with a sword not a poem. He overturned the moneychangers' tables in the Temple. He did not attempt to mediate a peaceful resolution. He said, "Go forth and sin no more," not, "Don't worry, do what you

feel like, I'll make it right with dad."

Modern Western Christianity is drowning in feminine love. Seldom will you hear an American or European priest or pastor ever get tough with his flock. You'll hear very little about renouncing sin or denouncing evil in most Western churches.

Your modern Western church experience will probably not include a military veteran lap while she reads you a story. Seeing her priest or pastor who can preach a sermon beam with pride when you graduate high that will chill your blood and cleanse your soul. You will likely not sing songs of p like "Onward Christian Soldiers."

> More likely you will meet a wispy bearded, latte-drinking pastor, wearing skinny jeans who plays sappy "Christian" rock music while he (or she) tells you that Jesus loves you no matter what you do, and as long as you put some money in the collection plate you're good with God-whomever she may be.

> Western Christianity has all but abandoned masculine love and our churches and families and culture are dying because of it.

> The fact that many people will be enraged by what I have just written only proves my point. We have so lost our bearings in the West that stating obvious truths about the virtues of masculinity and its role in family, church, and societal leadership could be enough to get you fired, banished, murdered, or even de-friended on Facebook.

> To recover our culture we must restore our respect for masculinity and the masculine virtues. We must recognize that masculine love is what drives young men to defy tyrants, fight just wars, to explore space, to create businesses, plant churches, and build strong families.

> Life without feminine love is sterile, suppressive, harsh, and cold. Communist China, which so under-values femininity that it has aborted tens of millions of baby girls under the "One Child Policy," is a case in point. Life without masculine love is, to borrow from Hobbes, "poor, nasty, brutal, and short." Go to any predominantly black inner-city welfare slum, where fatherless families are the norm to see proof of that.

> Any family, church, or society that can properly honor and balance both feminine and masculine love is destined to grow and prosper. We need both aspects of love to make us whole-and holy.

> Trevor Loudon is an author, filmmaker, and public speaker from New Zealand. For more than 30 years, he has researched radical left, Marxist, and terrorist movements and their covert influence on main-

Views expressed in this article are the opinions of the author and do not necessarily reflect the views of The Epoch

Socialists Used Public Schools to Destroy Literacy in America

ALEX NEWMAN

This is part 5 in a series of articles examining the origins of public education in the United States.



studied the issue.

Widespread illiteracy and the ignorance produces represent an existentia threat to the United

States today. But it was not always this way. And it can be fixed. Fortunately, neither the cause of this crisis nor the solution to it is a mystery-at least to anyone who has

To blame for this dangerous phenomenon are socialist "educators" going back to the mid-1800s In particular, it was their quack methodologies ostensibly aimed at "teaching reading" to children.

The answer to the illiteracy crisis is simple, though: America must go back to what worked for thousands of years and continues to work to-

day: systematic phonics instruction. Americans were almost certainly the most literate people on the planet in the 1700s and 1800s.

In fact, the earliest settlers in Massachusetts, the Puritans, were so passionate about reading that in the 1640s, they passed the "Old Deluder Satan Act" mandating that everyone learn to read. The thinking was that, without knowledge of the Bible, the devil would be more easily able to deceive their communities. And so, it was understood that every town must strive for universal literacy.

This passion for literacy translated into what would become the most literate society that mankind had ever produced up to that time.

According to University of Montana scholar Kenneth Lockridge's study "Literacy in Colonial New England," 90 percent were literate by 1800, with numbers approaching 100 percent in cities like Boston.

Even among women, that was true. According to estimates by Joel Perlmann of Bard College and Dennis Shirley of Boston College, virtually all women born in the Quackery Pushed by

that as well. In his ground-breaking the method used to teach reading. 1812 study "National Education in the United States of America," Du Pont de Nemours estimated that even among young people, not more than "four in a thousand are unable to write legibly-even neatly."

And in 1800, the Boston Review reported that no other nation in the world had a larger percentage of its population with at least basic literacy skills and an understanding of the "rudiments of science."

Considering documents such as the Federalist Papers, which were addressed to the common American man, it's also clear that the level of literacy by the late 1700s was extraordinary–especially by today's standards.

Remarkably, this was all accomplished with virtually no government involvement in education at all. In fact, most children learned to read from their families using simple but highly effective resources such as the Noah Webster's "Blue Back Speller" and the "New England Primer." These two tools taught reading using phonics while providing valuable moral lessons.

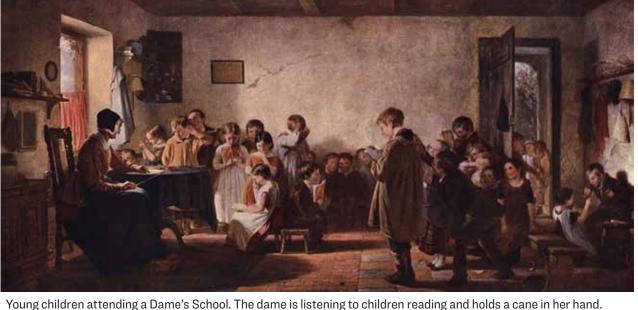
Literacy Crisis

By the middle of the 20th century, everything changed.

A crisis in literacy was brewing that is without precedent in the history of the world. Literacy rates began plummeting, particularly after World War II. And today, the government's own data shows evidence of a catastrophic decline in reading.

In 1993, the U.S. government conducted the most comprehensive literacy study ever performed up to that time. And the results were shocking.

On Sept. 9 of that year, citing the study, the Boston Globe reported that "nearly half of Americans read and write so poorly that it is difficult for them to hold a decent job."



Original Artwork: After Thomas Webster. (British painter, printmaker, 1800–1886)

Many other analysts concluded, based on the findings, that almost half of the nation was either illiterate or at least very close to functional illiteracy. In short, the United States had been handicapped.

Another federal study performed a decade later found similar results. The numbers are even worse in certain areas, and among America's youth. According to the federal government's most recent National As-

sessment of Educational Progress, only about one-third of high school seniors are proficient in reading. And in Washington, D.C., a recent State Education Agency report revealed that two thirds of the adult population is functionally literate, falling to 50 percent in some wards. In response, top

Cuba to see how that murderous regime "educates" children. Of course, there had been a sneak preview of what is now being observed in Boston under then-Massachusetts Secretary of Education Horace Mann–a collectivist Utopian

D.C. officials took a trip to communist

in the mid-1800s. But the quackery there had been quickly and ably exposed by experienced and professional educators, limiting the damage.

who led the government takeover of

schooling in his state and beyond–

The writing system in English is based upon phonetic characters, with each letter representing one or more audible sounds. For instance, the letter "b" makes a "buh" sound, while a "p" makes a "puh" sound.

So, from the time this writing system was developed thousands of years ago by the Phoenicians, teaching an individual how to read has involved giving the student the knowledge to sound out letters, blend them together, and then de-

A great Christian minister and educator, Rev. Thomas Gallaudet of Connecticut, after learning from a French minister in Paris, pioneered a new system. It would come to be known variously as the "whole-word" method, the "looksay" method, or the "sight-word" method. It seems clear that Rev. Thomas Gallaudet had nothing but the best of intentions, even if his ideas ended up producing so many problems.

In his capacity as director of the American Asylum at Hartford for the Education of the Deaf and Dumb from 1817 to 1830, Gallaudet worked to refine methods to teach reading to children who were deaf and mute. Because deaf children are incapable of hearing sounds, obviously, teaching them to associate certain sounds with certain symbols–letters in this case–was

So instead, he taught the children to look at whole words as ideographs or pictographs, similar to the Chinese writing system, as if the words themselves were the symbol, rather than a group of symbols each one representing a sound. Instead of teaching a child that the word "hat" includes three symbols, each one representing a specific sound, Gallaudet would show them the entire word, along with a drawing of a hat, encouraging children to memorize the whole word and its meaning. For deaf children, this was an

enormous leap forward. But Gallaudet and others theorized, incorrectly, that this same method might help non-deaf children. Gallaudet even created a reading primer based on these ideas, and began promoting his methods in educational circles and publications.

Just a few short months after being selected to serve as the commonwealth's first ever Secretary of Education in 1837, Mann, a collectivist who seemed always ready to embrace quackery, would oversee the introduction of this new system into the government primary schools of Boston. It was a disaster.

Basically, children suddenly struggled to learn how to read, with many of them displaying symptoms that today would be diagnosed as "dyslexia."

Within a few years, the schoolmasters of Boston joined forces to expose and repudiate the quackery before it did more damage. In a stinging paper, over 30 school chiefs wrote that "such a change, as that proposed by Mr. Mann and others, is neither called for, nor sustained by sound reasoning."

The critical comments, made in the "Remarks on the Seventh An- II, with plenty of taxpayer cash to is the point. nual Report of the Hon. Horace burn, school districts across the At the time, Americans realized The root of the problem stems from Mann," pointed out that many of United States, many being influthat that this was all an innocent misthe arguments made in support enced by Dewey and his minions, take. Certainly that's true of most of the whole-word method were "fallacious" and "based upon false premises." Others were irrelevant. And the results were clear, too: "There has been a great deterioration during the trial of the new system." That was the end of that—at least

Resurrecting the Quackery

Incredibly, some 50 years after being exposed as harmful, the wholeword method would be resurrected by "education reformer" John Dewey, a hardcore socialist who is almost universally recognized as the founding father of America's "progressive" public education system. While Mann may have genuinely believed that the whole-word method would work, it appears very likely that Dewey suffered under no such delusions. For one, the method had been conclusively debunked in the 1840s under Mann. On top of that, Dewey used the method

on children in his "experimental"

school in Chicago, with results

similar to those obtained in Boston generations earlier: children unable to read properly. Dewey also left smoking-gun evidence of his desire to intentionally destroy the high literacy rates among children that existed throughout America at that time. In his controversial 1898 essay "The Primacy Education Fetich [sic]," he openly argued that schools should de-emphasize the teaching of read-

In fact, he said children in the early grades were better off not receiving much instruction at all in the socalled "3 Rs;" reading, writing, and arithmetic. Instead, Dewey, an ardent admirer of the Soviet Union, thought young children mostly needed to be properly socialized to become functional members of the collective.

ing, which he believed led to indi-

common reading primers then in use across the United States, highlighting the problems and showing the enormous damage being done

Again, scandal ensued. And again, quackery advocates re-branded their schemes as "whole language" and offered minor alterations, then went right on handicapping American children by the millions.

Incredibly, some especially unhinged "educators" argued that teaching children to read properly was all part of a vast "right-wing"

Now, brain scans performed with new technology have actually shown the damage being done to the physical brains of children victimized by the quackery. Dr. Stanislas Dehaene, director of the Cognitive Neuro-Imaging Unit at Saclay in France, demonstrated the harm and explained that reading must be taught by systematically teaching children the corresponthat essay. "To force it unduly would

> dence between sounds and letters. The education establishment pretended not to notice. And the absur-

Today, key elements of the "wholeword" method still haunt public schools across the United States, often under new terminology such as "balanced literacy" and "guided reading." Under the national "Common Core" education standards imposed on the United States by former President Barack Obama, kindergarten children are even required to memorize "sight words." This causes a whole-word reflex to develop that can produce life-long reading disabilities, despite having

a bit of phonics mixed in. Perhaps more incredibly, even Children suddenly struggled though the methods have been totally discredited since the 1840s, the United Nations Educational, Scientific, and Cultural Organization symptoms that today would (UNESCO) claims children all over the world should still learn a "sight vocabulary."

Consider: People who cannot read cannot readily educate themselves. They are much easier to control and It took a while for them to catch on in America. But after World War manipulate, too. And perhaps that

teachers in the United States today started buying up the books and as well who have not been trained to teach reading properly.

Literacy rates promptly collapsed. But the fact that this giant "mis-By the 1950s, the crisis was so seritake" continues to be supported ous that the public was starting to by the education establishment to ask questions. And in 1955, Rudolf this day–and that it always seems Flesch published the explosive book to be socialists, communists, and "Why Johnny Can't Read" blowing the lid off the quackery.

"The teaching of reading—all over the United States, in all the schools, in all the textbooks—is totally wrong and flies in the face of all logic and common sense," he explained, lambasting the whole-word method and the literacy crisis it produced.

imposing the whole-word method

on millions of innocent students.

He knew his ideas would not go

over well with parents, teachers, or

taxpayers of the era. "Change must

come gradually," Dewey wrote in

compromise its final success by fa-

So instead, he went to the Rock-

Years later, Dewey disciples–a

motley collection of socialists and

racist eugenicists-would create

"reading" primers based on the

whole-word quackery. William

Gray at the University of Chicago,

where Dewey led the education fac-

ulty for years, would produce the

"Dick and Jane" series. Meanwhile,

Arthur Gates at Columbia Universi-

ty's Teachers College, where Dewey

went after Chicago, would produce

to learn how to read, with

many of them displaying

be diagnosed as 'dyslexia.'

the Macmillan readers.

voring a violent reaction."

efeller dynasty and the elites.

The ensuing scandal caused many schools to restore traditional phonics instruction. But the Utopian advocates of reading quackery did not go away. Less than 20 years after Flesch

exposed them, legendary educator and reading expert Dr. Samuel Blumenfeld would expose them again in "The New Illiterates." In the book, he systematically analyzed the most

collectivists pushing it–suggests that there is a much more nefarious agenda at work. Alex Newman is an awardwinning international journalist, educator, author, and consultant who co-wrote the book "Crimes of the Educators: How Utopians Are Using Government Schools to Destroy America's Children." He also serves as the CEO of Liberty

Views expressed in this article are the opinions of the author and do not necessarily reflect the views of The Epoch Times.

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diverse publications in the United



1754: Lt. Col. George Washington (1732–1799) reading the Sunday service to the troops during the French and Indian War. He later commanded the American Army during the Revolutionary War and became the first President

THE EPOCH TIMES Week 44, 2019

Elizabeth Warren's Wealth Tax Proposal Is Unconstitutional—and Why You Shouldn't Believe Law Professors' Claims to the Contrary

ROB NATELSON



proposal for a federal wealth tax is flatly unconstitutional. This is despite two letters of support from 17 law professors, who apparently signed their names without fully investigating the subject. The Constitution distinguishes be-

tween direct and indirect taxes. Indirect taxes must be uniform throughout the country. Congress must impose the same tax rates on citizens

But Congress must draft direct tax laws so their revenue is "apportioned" among states by population. Because wealth varies among the states, federal direct tax statutes must feature different rate schedules for each state. The 16th Amendment waived that requirement for income taxes, but not for other direct levies.

Warren's proposed wealth tax is a classic example of a direct tax. However, it would impose the same rates everywhere without regard to state boundaries, thereby violating the Constitution's "apportionment"

Why, then, would law professors sign letters certifying that her proposal is constitutional?

Taxation Myths

It's clear from their letters that the signers largely accept two myths about the Constitution's taxation clauses: (1) the founders didn't understand the difference between direct and indirect taxes; and (2) almost the only direct taxes are head taxes (which the Constitution calls "Capitations") and levies

The first conclusion is commonly based on an incident at the Constitutional Convention. According to James Madison, Massachusetts delegate Rufus King asked the precise meaning of "direct taxation," and no one answered him.

But this silence didn't necessarily stem from ignorance, and Madison never says it did. Ignorance would be unlikely, because the founding-era

on the differences between direct and Whatever the indirect taxes. Supreme Court

has said in

the past, the

evidence is now

compelling that

wealth taxes

are 'direct' as

uses the term.

the Constitution

References to direct and indirect taxes appear in founding-era newspapers and pamphlets, government documents, economics treatises, the debates over the Constitution's ratification, and British and American

The direct/indirect distinction was central to 18th-century tax statutes. Indirect tax statutes placed "duties" on certain luxury items, such as carriages, and on discrete events. The principal "duties" were levies on imports and exports, domestic excises (essentially sales taxes), and charges on legal transactions, such as Parliament's notorious 1765 Stamp Act.

In addition to indirect tax laws, most jurisdictions enacted separate statutes imposing direct tax schemes. People sometimes referred to a scheme of direct levies as "the land tax." That label may have confused some modern readers into thinking direct taxes were primarily those laid on real estate. In fact, direct tax or "land tax" statutes usually were levied on much more than land.

Specifically, these statutes typically imposed levies on some or all of the following: annuities, loan proceeds, and other income; livestock, tools, machinery, and other business property; listed trades and occupations ("faculties"); household items-and wealth. Direct tax statutes frequently required that revenue be apportioned towns and counties.

The record of the constitutional debates shows a keen understanding of these facts. For example, John Marshall, the future chief justice, noted at the Virginia ratifying convention, "The objects of direct taxes are well understood," and then proceeded to enumerate several of them.

distinction when promoting the Conthose studies were published. titution in Connecticut. Many of the and indirect impositions.

record shows very wide agreement taxes. They addressed how direct taxes caused hardship and how politicians might use them to target unpopular minorities-just as Warren is seeking to do. Many argued that Congress shouldn't have the power to impose direct taxes at all. Ultimately, the

framers added that power because it

might be necessary to fund wartime

As noted above, apportionment among smaller units of government was common. That fact encouraged the Constitution's framers to require that federal direct taxes be apportioned among the states. They also hoped apportionment would protect minorities from being plundered by a ruling coalition. Further, the complexity of apportionment would

Facts and Politics

The facts about direct and indirect taxes are now readily available. They are laid out in a series of studies published over the past two decades, including one I authored. So why would 17 law professors sign letters claiming wealth taxes are indirect?

discourage Congress from adopting

direct levies when indirect ones were

sufficient. (Some writers add that ap-

portionment was designed partly to

punish or accommodate slavery, but

there is little evidence for this.)

Some people are tempted by political considerations—and in my long academic career, I learned that many law professors are among them. The fact that many of America's law schools among local governments, such as are one-sided political hothouses further encourages leftist passion at the expense of curiosity and care.

When you are passionate, you prefer to expound before you investigate, and apparently, that occurred in this instance. The law professors' letters show no familiarity with any of the major studies of the Constitution's financial provisions. To the extent Oliver Ellsworth, a Constitutional they contain any analysis, the let-Convention delegate and another ters merely extrapolate from some future chief justice, emphasized the Supreme Court cases issued before

Even the treatment of the cases is Constitution's opponents also dis- flawed. For example, one letter decussed the distinction between direct duces that wealth taxes are indirect. Views expressed in this article are from the Supreme Court's holding that The founding generation noted the estate taxes are indirect. But wealth vast number of items subject to direct and estate taxes are different, and a

primary factor behind the court's estate tax conclusion is missing from wealth taxes.

One of the two letters does cite a short, recent article defending the constitutionality of wealth taxes. But that article largely ignores the founding-era record, other than to repeat the discredited claim that the meaning of direct tax "was unclear to the Framers themselves."

My experience in legal academia taught me that most law professors don't perform high-quality constitutional analysis. The political bias prevailing on law faculties discourages independent thinking. Moreover, most law professors don't have the necessary skills: Most are hired with little experience beyond law school and are ignorant of historical method, and of the language, customs, ideas, and jurisprudence of the founding era.

Not surprisingly, they have produced a great deal of nonsense. I have written elsewhere about how law professors promulgated misinformation about the Constitution's amendment process and many other constitutional provisions-and even about such non-political topics such as the origins of condominium ownership. Their pronouncements about Warren's wealth tax comprise yet another example.

Whatever the Supreme Court has said in the past, the evidence is now compelling that wealth taxes are "direct" as the Constitution uses the term. Today's Supreme Court justices all show considerable respect for the Constitution's original meaning. Before this court, Warren's wealth tax would be unlikely to survive.

Rob Natelson was a law professor for 25 years and authored a comprehensive historical study of the Constitution's tax provisions: "What the Constitution Means by 'Duties, Imposts, and Excises'—and 'Taxes' (Direct or Otherwise)." He is a senior fellow in Constitutional Jurisprudence at the Independence Institute

the opinions of the author and do not necessarily reflect the views of The Epoch Times.

SEAN RAYEORD/GETTY IMAGES

Democratic presidential candidate, Sen. Elizabeth Warren (D-MA) addresses a crowd outside of the Francis Marion University Performing Arts Center in Florence, S.C., on Oct. 26, 2019.



Hoesung Lee (C), chair of the Intergovernmental Panel for Climate Change, speaks during a press conference at Songdo Convensia in Incheon, South Korea, on Oct. 8, 2018.

Climate Change: Who Are the Ideologues?

MARK HENDRICKSON



Commentary Disagreements often lead to insults. When I was a kid, when one of us thought another was

"all wet" (wrong), the favored insult was, "Your mother wears army boots."

Silly, wasn't it?

The equivalent barb for adult (not necessarily grown-up) intellectuals is to call someone with whom they disagree an "ideologue." While ideologue has a non-emotive meaning ("a person who believes very strongly in particular principles"), when used as an epithet, it's an insult. It brands one's opponent as dogmatic, impervious to reason, closed-minded, and in light of facts and evidence.

The United Nations' most famous climate change bureaucracy, the Intergovernmental Panel on Climate Change (IPCC), and its media allies deride and denounce dissenters from their official orthodoxy as "ideologues." But is it possible that the IPCC clique includes its share of ideologues? Let's see.

Climate Models and Flawed Predictions

First, consider climate change models. There's a methodological split, if not an ideological schism, here. The IPCC and journalists who predict climate-related catastrophes cite climate change computer models. I don't know the current count of such models, but a

few years ago, there were 102. Those models share a common problem: When scientists back-test those models by entering known data from recent decades, it turns out that actual global temperature rises far more slowly than the models say it should. (The one model that predicts the least warming is a Russian model, in which CO2 is modeled to have much less influence on temperature than the other models assign to it.)

By contrast, the many scientists who for years have been disputing the models' dire predictions, joined over the past few months by Belgian, Japanese, Finnish, Dutch (representing 500 scientists), and Italian scientists (more than 90 of them), denounce the computer models for gross arbitrariness, the neglect of critical factors, and sheer uselessness. These scientists rely on hard data-actual measurements.

So, who are the ideologues—the scientists who cite facts and real-world evidence, or the scientists who insist that we base our public policies on models that aren't validated by observed facts?

Second, look at the track record of those predicting climate catastrophes. Such alarming predictions have been

going on for the past 50 years. Dozens of supposed deadlines have passed without one of the catastrophist predictions yet coming close to happening.

One IPCC report unequivocally stated that "long-term prediction of future climate states is not possible" because "the climate system is a coupled nonlinear chaotic system.'

The Competitive Enterprise Institute gathered more than 30 news reports of egregiously failed predictions in past years. It's sobering to see how "the most advanced scientific knowledge" repeatedly led to spectacularly wrong predictions–predictions that weren't even in the ballpark. See also Mark J. Perry's "18 Spectacularly Wrong Predictions ...". Well, as I've written before, nobody is an expert about the future.

tion: Who are the ideologues? Is it climate sins. When will the show trithose who have repeatedly been spec- als begin? tacularly wrong, but who insist that Leftist ideology is the only reasonthis time they're so right that anyone able explanation for why the IPCC rewho disagrees with their speculative peatedly criticizes the United States conclusions is a denier of reality? Or is it those who look at the comically awful track record of environmentalist predictions and conclude that some skepticism is warranted?

Pre-Selected Agenda They're forcefeeding us a

green version

of Mao's 'Little

Red Book.'

If an "ideologue" is someone who pursues a pre-selected agenda under false pretenses, then consider the following statements by some of the powerful climate change movers and shakers:

Ottmar Edenhofer, an IPCC senior official, said in 2010: "One has to free oneself from the illusion that international climate policy is environmental policy. ... [One] must say clearly that we redistribute de facto the world's wealth by climate policy."

Christine Stewart, former Canadian minister of the environment, said in 1988: "No matter if the science of global warming is all phony ... climate change [provides] the greatest opportunity to bring about justice and equality in the world."

Christiana Figueres, executive secretary of the United Nations Framework Convention on Climate Change, said in 2015: "[We] are setting ourselves the task of intentionally ... [changing] the economic development model that has been reigning for at least 150 years ..."

Saikat Chakrabarti, Rep. Alexandria Ocasio Cortez's (D-N.Y.) then-chief of staff, said in May 2019: "The interesting thing about the Green New Deal is it wasn't originally a climate thing at all. ... [We] really think of it as a how-do-youchange-the-entire-economy thing."

The March 2009 U.N. Global Green New Deal report stated: "We must not miss this chance to fundamentally shift the trajectory of human civilization."

Despite the obvious priority that key players in the climate change movement place on political and economic

fellow-traveling journalists have insisted vehemently that "deniers" must not only concede a need for a massive top-down restructuring of nations' economies, but also accept as indisputable truth the unproven "scientific" theories and opinions adopted

objectives over scientific concerns,

by the IPCC. This reeks of totalitarianism

They want everyone to submit to the elite's grand plans and dutifully and unquestioningly recite their official catechism. They demand that we think what they tell us to think. They're force-feeding us a green version of Mao's "Little Red Book."

Indeed, the quasi-religious totalitarian nature of the IPCC's official party line is that there is now a movement Again, though, this raises the ques- encouraging citizens to "confess" to

> while treating the People's Republic of China with kid gloves.

> By way of comparison, the United States has about the same amount of CO2 emissions today as five years ago and a capacity of 107.1 gigawatts of energy from CO2-heavy coal, while China has, since 2011, burned more coal than the rest of the world combined and has current plans to increase its coal-based energy output domestically by more than 20 percent, while also "building hundreds of coal-fired power plants in other countries," according to NPR.

> How ironic–no, cynical–that the Chinese regime had the brazenness to tell September's U.N. climate change summit that they are "entitled" to monetary support for addressing climate change.

> The evidence that a leftist political ideology permeates the climate change movement is abundant. While the ability to forecast future climate conditions will continue to elude us (as the IPCC has stated), it's safe to predict that life for the common man will take a radical turn for the worse if the peoples of the world let political elites amass the power they crave to restructure economies and redesign human society.

> Power-hungry elitist ideologues pose a clear and present danger to human beings.

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