

Schools as a Takeover Target

Henry Morgenthau was the Secretary of the Treasury at the end of World War II and his office was involved in post-war planning for Germany. The plan that was produced was called *The Morgenthau Plan*. The orders to the military who were in charge of the occupation were documented in [JCS 1067](#). The parallels between the Morgenthau Plan for Germany and what is happening in our country were so close, that I wrote [The Ghost of Morgenthau Haunts Our House](#) for comparison.

The objective of the Morgenthau Plan was to turn Germany into a “pastoral state” by demilitarizing and deindustrializing the country thereby crippling their capacity to ever rise again as an independent nation. The Marshall Plan replaced the Morgenthau Plan but the Marshall Plan was a Trojan Horse that has been used to build the international system of “economic development” that is bringing all countries of the world under the tyranny of a globalized system of corporatized totalitarian “governance”. Beware of Americans bearing gifts.

Of course the conditions under which the Morgenthau plan was implemented for Germany and the conditions in the United States were different so you must focus on the intent of Order and not on the particular conditions under which it is being implemented – although at this point in our country’s history, our conditions are more similar to post war Germany than when this began.

The Order for education was No. 5 titled *Education and Propaganda*.

(a) All schools and universities will be closed until an Allied Commission of Education has formulated an effective reorganization program. It is contemplated that it may require a considerable period of time before any institutions of higher education are reopened. Mean while the education of German students in foreign universities will not be prohibited. Elementary schools will be reopened as quickly as appropriate teachers and textbooks are available.

(b) All German radio stations and newspapers, magazines, weeklies, etc. shall be discontinued until adequate controls are established and an appropriate program formulated.

The initiatives to control our schools have been documented in *The Ghost of Morgenthau* - here: [Education and Propaganda](#).

Our system of education is being converted to a system of vocational/technical education – polytechnical education. There are sixteen clusters of technical education that have been

defined. Common Core is the program that will serve as the foundational education in the primary grades before the technical education begins. This is the method being employed to cripple American children to prevent them from being educated enough to understand their history and heritage as American citizens. They will be barely functionally literate and they won't be able to do much more than simple, common math – if that based on what I've heard about Common Core math. This will cripple American children in the so-called "global competition". And global competition for what... by the way? Have you asked yourself that question?

[Workforce Development - Career Clusters](#)



Hold those thoughts for a second because I'm going to shift gears –

When I first started serious researching, outsourcing IT systems and the importation of Indians on H-1B visas to take software programming and engineering jobs away from Americans was the issue that I was focused on. There was a massive campaign of "shortage shouting" – alleged shortages of American professionals to take those types of jobs. It was all lies. There was no shortage. The large corporations simply stopped hiring American professionals which was why there was a group of them on the Internet researching the issue. American corporations were hiring H-1B's instead and they were even advertising for H-1B's on the online jobs and resumes websites. Anyway, this maggot, Harris Miller was identified as center of gravity for the "shortage shouters":



Harris Miller

Former President of the Information Technology Associates of America (ITAA) and [World Information Technology and Services Alliance](#) (WITSA).

In the early 1980's, as a Consultant/Lobbyist, he executed the same strategy of "shortage shouting" for labor arbitrage in California while facilitating the flooding of the job market with illegals/foreign imported workers) to break California's farm laws and to break Cesar Chavez's Farm Workers Union. In 1995, he went to work for the ITAA to do the same kind of labor arbitrage against American professionals in the software and engineering fields.

I could go on and on about this traitor but you can watch him for yourself on C-Span using their video archive:

C-Span – video archive: <http://www.c-span.org/person/?harrismiller02>

And you can read my early research on him here:

http://www.channelingreality.com/cards/harris_miller.htm

And then you can read more about him when I found out he was selected to be a sector-leader for the Commission on Critical Infrastructure Protection which was established after the Murrah Building was blown up in Oklahoma by alleged "terrorists". The purpose of that Commission was to identify all of our critical infrastructure and make recommendations on how to protect it.

The design of the Fusion centers and the police state control grid was actually the implementation of the transportation hub systems that were designed following the federally mandated roads study called Mobility 2000 that was performed in Texas and was adopted as a national policy in 1991 – coded into law beginning with the Intermodal Surface Transportation Efficiency Act of 1991. Following September 11, 2001 and the demolition of the World Trade Center buildings – and Building 7, a government building, the plans for full command and control centers equivalent to Checkpoint Charlie surveillance hubs and command centers were rolled out as a mission of the Homescam Security Department which was also created as a result 9-11. (The legislation and policy papers were already written before 9-11).

http://channelingreality.com/Fusion_Centers/fusion_centers_part_3.htm

In fact, you can just go to my home page and type his name into the search box and read the pages where his activities have been mentioned. And let me just add this, it's not as if I've been dogging this man because I haven't. His name just keeps popping up in my research and it did so again which is why I'm taking so much time to tell you about him. He is a 'person of interest' in the coup d'état on our nation. Harris Miller started working with the Indians between 1995

and 1996. This information came from the mouth of Dewang Mehta, the “Father of IT” in India shortly before he died of a surprise heart attack at the age of 38 while attending an IT Conference in Australia. Harris Miller went to work for ITAA in 1995 so it’s more likely that 1995 was the year.

On November 9, 2001 (11-9 inversion of 9-11) George Bush signed a bilateral agreement with Prime Minister Vajpayee of India. [READ IT](#)

The leaders of the two countries expressed satisfaction with the progress made in India-U.S. cooperation on counter-terrorism, including the **Joint Working Group on Counter-Terrorism established in January 2000**. They reaffirmed their personal commitment, and that of their two countries, to intensify bilateral cooperation as a critical element in the global effort against terrorism. **They also announced the establishment of a Joint Cyber-Terrorism Initiative.**

The two leaders agreed that recent **lifting of economic, military and technology restrictions on India** provides a further impetus to bilateral relations. They welcomed the resumption of the bilateral Defense Policy Group as a step towards increasing exchanges and technical cooperation in the defense and security areas. They noted that India's interest in purchasing arms from the United States would be discussed at the Defense Policy Group meetings in December 2001. The two leaders agreed to pursue policies to enhance the mutually beneficial -- and growing -- economic and commercial ties between their nations. They also agreed to expand the **Bilateral Economic Dialogue and to broaden dialogue and cooperation in the areas of energy, the environment, health, space, export controls, science and technology, including biotechnology and information technology**. They agreed that the two sides should discuss ways to stimulate bilateral high technology commerce. **They also agreed that we should begin a dialogue between the two governments with a view towards evaluating the processes by which we transfer dual-use and military items, with a view towards greater transparency and efficiency. In addition, the United States and India have a mutual interest in space and have agreed to initiate discussions on civil space cooperation.**

C-Span Press Conference on U.S.-India Relations, November 9, 2001 (11-9)
<http://www.c-span.org/video/?167229-1/usindia-relations>

Bush: “India’s greatest **export** is their intelligence” meaning people

Refugee Act of 1980 and IRCA of 1986

There is a refugee resettlement center in Boise Idaho. The [International Rescue Committee](#) are bringing in entire tribes of people from Africa. The people in the vicinity of the Boise Resettlement Center have had to nail down everything that was loose and they are constantly on guard for intrusions on their property by these imported primitives. I was asked by a friend to do some research on this center to find out what is the story on it. I've done that – and I will write about it next but for now, I want to focus on the law that enabled it because Harris Miller's name popped up – yet again.

The law that is enabling refugee resettlement centers to be established is the Refugee Act of 1980 – signed by Jimmy Carter – another bad penny that keeps popping up. This legislation was followed by the amnesty bill that Reagan signed in 1986. It was called the Immigration Reform and Control Act (IRCA) – Simpson-Mazzoli Act. Harris Miller was a professional staff member on the House Immigration Sub-Committee when the 1986 Act was written. The following is an excerpt from a brief bio on a [Press Release](#) from 1995 when Harris Miller was hired by ITAA:

In addition to private sector experience, Miller has many years of government service, including assignments as legislative director to former U.S. Sen. John A. Durkin (D-NH); deputy director, Congressional relations, U.S. Office of Personnel Management; and legislative assistant, Subcommittee on Immigration, Refugees and International Law, Committee on the Judiciary, U.S. House of Representatives.

You'll notice from the bio above, that Miller was the Legislative Director for Senator John A. Durkin. Durkin served in the Senate from 1975 through 1980 so Harris Miller had to be at least aware of the legislation since he was Senator Durkin's Legislative Director. But I think he was more than just aware of it because of this article on the Center for Immigration Studies website concerning Harris Miller:

[Warning: Harris Miller, Immigration Uber-Lobbyist, Has a New Job](#)

“The point that I made in an earlier blog that these entities can issue documents that lead to nonimmigrant visas, was not made in the *Times* article, but Miller knows about this (and every other nook and cranny in the immigration law) and these entities are sure to look overseas for likely customers.

In fact, there is a special visa, for vocational students – the M visa.

I have known Harris Miller for a quarter of a century, and tangled with him numerous times about immigration issues. He was, during the creation of the IRCA legalization program of the 1980s, a professional staff member for the House Immigration Subcommittee. He subsequently pioneered special

arrangements for Irish immigrants (Irish illegals had not benefited much from the IRCA program), and went on to be president of the Information Technology Association of America; in the latter role he helped expand the H-1B program to its new heights.”

Anyway, the earlier blog referred to in the CIS article above is titled, [Why Should Private, For-Profit Language Schools Authorize Visas?](#)

Today's *New York Times* carries a [story about a private-for-profit language school](#) in Florida that "was a front for the sale of fraudulent applications for student visas."

A total of 80 people, including the managers of the Florida Language Institute in Miami, were arrested, the *Times* reported.

According to ICE, the agency in charge of the arrests, the students "rarely, if ever, attended classes".

The scheme reportedly allowed "residents of more than a dozen countries [to] enter the United States fraudulently."

From the New York Times article mentioned above:

The visa recipients, officials of Immigration and Customs Enforcement said, rarely, if ever, attended classes at the school, which Ms. Menocal owns. Indeed, fewer than 5 percent of the students attended class, investigators found.

In announcing the arrests, the United States attorney for the Southern District of Florida, **Jeffrey Sloman, noted that several Sept. 11 hijackers "were foreign nationals who abused the student visa program to enter and stay in the United States illegally."**

According to the indictment, the language school first received approval from the [Department of Homeland Security](#) and then issued the requisite federal forms to the prospective students so they could apply for and receive student visas. Ms. Menocal swore on the forms that the students would attend classes.

In all, 81 students were arrested, but one was released.

The reason I started writing this was because Harris Miller's new job was with the Career College Association (CCA) – an association of vocational/technical training schools. Recall that Harris Miller is an immigration lawyer and lobbyist with strong connections in the Congress and within the government. You'll notice if you go to their website, they've changed their name to The Association of Private Sector Colleges and Universities and they've scrubbed their website of reference to Harris Miller, but it was CCA and Harris Miller was the CEO. The images below were from screen captures from the Internet Archive for the original CCA website:



What Is a Career College?

A career college is a for-profit, postsecondary institution that provides professional, career-specific educational programs.

Completion of a career college program can range from short-term certificates and diplomas to bachelor's degrees to master's and doctorate degrees.

What areas of study are offered by career colleges?

Accounting, allied medical, automotive technology, business administration, commercial art, criminal justice and law enforcement administration, culinary and hospitality management, emergency medical technology, energy management, information technology, interior design, legal administration, mechanical engineering, radio and television broadcasting, and visual and performing arts are among the 200 occupational fields for which career colleges provide programs.

Why enroll in a career college?

Demand for high-skilled employees is much greater than the current supply; a 24% job growth by 2010 is projected for occupations requiring postsecondary career training. Career colleges provide training for many of these occupations and graduate approximately one-half of the technically trained workers who enter the U.S. workforce.

Career colleges focus on needs of both students and employers. Most have business advisory councils that help shape curricula and develop programs to meet growing workforce demands.

What is the Career College Association?

The Career College Association (CCA) is a voluntary membership organization of private, postsecondary schools, institutes, colleges and universities that comprise the for-profit sector of higher education. Other members include Allied members—those companies and firms that provide career colleges with industry-specific products and services—and our Financial Advisory Council, which includes analysts and investors who track the for-profit postsecondary market.

CCA's 1,400 members educate and support nearly 2 million students each year for employment in more than 200 occupational fields. All CCA members must be licensed by the state in which they are located; accredited by a national or regional accrediting council; and approved by the U.S. Department of Education. Many also participate in other federal, state and local education and workforce training programs.

The CCA established their own Foundation – in 1982. There is little doubt that the reason this was done then was because of Reagan’s promise to eliminate the federal Department of Education – making way for an associations of schools – like the Career College Association to direct and manage the schools through membership – in a system of “self-governance”.



In 1988, Reagan’s [Commission on Privatization](#) produced a [report of their strategic plans](#) to dismantle and privatize the institutions of our government and to sell off federal assets.

In the opening paragraph:

Our democratic government must be responsive to citizens' changing needs, rather than be captive to inflexible ideologies. In the deliberations of the President's Commission on Privatization, we sought better methods of meeting the needs of the American people so that both public and private institutions deserve and receive people's confidence.

This report is about the programs, services, and activities of the federal government, and the most effective delivery systems. We address alternative approaches that can best provide for the social good. In this we believe the report makes a contribution to our enduring national discussion about the proper limits of government in our society.

The “inflexible ideologies” were American ideologies. This Commission produced a report to privatize and de-Americanize our government by stripping out American ideology – making the U.S. government nothing more than a corporate management system behind the facade of a hollowed out American government.

In 1988, Mikhail Gorbachev gave an address to the United Nations assembly in which he said:

Further world progress is now possible only through the search for a consensus of all mankind, in movement toward a new world order. We have arrived at a frontier at which controlled spontaneity leads to a dead end. The world community must learn to shape and direct the process in such a way as to preserve civilization, to make it safe for all and more pleasant for normal life. It is a question of cooperation that could be more accurately called "co-creation" and "co-development."

.... The de-ideologization of interstate relations has become a demand of the new stage.

At which the most important task will be working on the interaction between the central government and the republics, settling relations between nationalities on the principles of Leninist internationalism bequeathed to us by the great revolution and, at the same time, **reorganizing the power of the Soviets locally**. We are faced with immense work. At the same time we must resolve major problems.

We are more than fully confident. We have both the theory, the policy and the vanguard force of restructuring a party which is also restructuring itself in accordance with the new tasks and the radical changes throughout society. And the most important thing: all peoples and all generations of citizens in our great country are in favor of restructuring.

The reason I put those two things together is because in 1982, Reagan took up a challenge of a battle of systems and ideas with the Soviets. (See my front page – “Battle of Systems and Ideas). In 1987, Charlotte Thomson Iserbyt worked for the U.S. Department of Education and she exposed the deal that Reagan made with the Soviets concerning our system of education. ~~She personally paid for a full page advertisement in the Washington Times to expose it.~~ Correction: Apparently, Ann Herzer, an education researcher and Charlotte raised the money together with others for the ad in the Washington Times:

[Edu Gate](#) - Reagan's deal with the Soviets

Continuing with the 1988 report of the Commission on Privatization, education was summarized on Page 13:

Educational Choice

The federal government should foster choice options, including the use of vouchers, to achieve the nation's full range of educational goals. Congress should adopt policies to increase parental choice in education at the elementary and secondary levels, just as it now fosters choice in higher education through the GI Bill payments and Pell Grants. Private schools should be able to participate in federal programs providing educational choice to parents, but the federal

government should remain sensitive to retaining the values represented by the public schools and should ensure that the full range of civil rights guaranteed by the Constitution is protected.

Vouchers obviously are to break the hold of the public schools on education – providing a choice system. Before you get too excited about that – remember that a standard corporate sales tactic is the loss leader. Obviously, privatization of the schools also meant profit opportunities that would make even the most wealthy of men salivate.

I have to stop here for a minute to reflect. Some truths can't just be learned – they must be absorbed and internalized. The truth that the Presidencies of Gerald Ford (Helsinki Final Act), Jimmy Carter (Refugee Act – and the reorganization of government), Ronald Reagan (Thatcherism, privatization of government functions, acceptance of the challenge of the battle of “systems and ideas” through co-operation and exchange programs with Soviets), George H.W. Bush – continuation of Reagan agenda, Bill Clinton and Al Gore – redesign of government systems to consolidate and collectivize information for privatized “governance” through public-private partnerships) all... ALL of their activities were directed towards the end of the nation as a nation-state. That has been the plan and even though I knew it, I don't think I really absorbed it and internalized it until now.

An analogy would be as if you were a frog and you think you are living in a lovely pond with lots of good bugs to eat and water to swim in – and then one day, you notice something you never saw before and you start investigating and you come to the slow realization that your lovely pond is actually an open cesspool and that log that just floated by wasn't made of wood.

In 1982, Ronald Reagan gave a historic speech to the British Parliament and then he went on to Berlin and gave a speech accepting the challenge of the Soviets to a “Battle of Systems and Ideas”. In his 1982 speech, Reagan said the following:

The British people know that, given strong leadership, time, and a little bit of hope, the forces of good ultimately rally and triumph over evil. Here among you is the cradle of self-government, the mother of parliaments. Here is the enduring greatness of the British contribution to mankind, the great civilized ideas: individual liberty, representative government, and the rule of law under God.

Sounds good doesn't it? The words belie the meaning. The City of London is a logical island – a separate territory within a nation the organization of which dates back to the end of the Roman Empire. Their self-government is

self-government by trade craft. The organization of London is a corporation of companies associated in a system of self-government of their trade. That's the kind of "self-government" Reagan was talking about – not the definition of self-government that we understand. Reagan and Thatcher sought to implement this type of governing across the world – eliminating nation-states as a hinderance to business (trade). And the United Nations is the global policy institution for that system of corporate fascism of the City of London.

Why don't we understand that? Because the true history has been kept hidden from us – until the Internet gave us access to it.

In order to understand the conversion of our schools to a privatized system of vocational education for worker training, one must understand strategic planning and phasing of changes within large scale systems. Conceptually, it's like you can't eat the whole apple at once, you must take successive bites until the entire apple is consumed. Similarly, you can't convert a system like our system of education in one project – or one program. The objective to convert our education system to a system of polytechnical education was broken up into phases that were presented as discreet reforms when the truth is that each reform package was a step towards the ultimate goal of turning our system of education into a privatized, globalized system of vocational education under fascist corporate, for-profit management. For the purposes of this article, we'll start in 1989 but the timeline I compiled when I did my initial research can be viewed [HERE](#):

Charlottesville Summit



Charlottesville Summit on Education – 1989. George Bush convened a summit with Governors of the states to discuss redesigning the American system of education.

Secretary's Commission on Achieving Necessary Skills - 1990. The U.S. Labor Secretary initiated the SCANS project to identify "skills" required by the workplace. A series of reports were produced over a period of years that define the changes to the system of education to transform it into vocational training. All the SCANS reports that could be located can be read here: [SCANS Reports](#)

New American Schools Development Corporation – 1991. George Bush establishes the NASDC and invites corporate leaders to participate in the redesign of the American school system.

Job Training 2000 Initiative – 1992. George Herbert Walker Bush. Four cornerstones – (1) Creation of a 21st century training system coordinated by private industry councils; (2) Demonstration projects to place welfare recipients into permanent jobs; (3) "Encourage" voluntary apprentice programs for high school students combining education, on-the-job training and mentoring; (4) Establish lifetime training and education accounts. (The last one is very clever because to have a lifetime training and education account, the government must maintain a computerized record of education and work history – cradle to grave).

School-to-Work Opportunities Act of 1994 – Clinton. Standardized "content standards" and skill certificates; Integration of academic and vocational learning including applied methodologies and team-teaching strategies and "to the extent practicable, in all aspects of an industry appropriately tied to the career major of a participant".

National Skill Standards Act of 1994 – Clinton. "This legislation created the National Skill Standards Board (NSSB) representing business, labor, employee, education, and community and civil rights organizations. The NSSB is charged with building a voluntary national system of skill standards, assessment and certification systems in each of the 15 industry sectors identified by the Board. Industry partnerships are developing the skill standards, assessment, and certification for their respective sector.

Goals 2000 – Clinton. "To improve learning and teaching by providing a national framework for education reform; to promote the research, consensus building and systemic changes... to promote the development and adoption of voluntary national system of skill standards and certifications."

Workforce Investment Act of 1998 – Clinton. Framework for a national workforce preparation (schools are the preparation zone). "Key components of the Act will enable customers to easily access the information and services they need through the 'One-Stop' system; empower adults to obtain the training they find most appropriate through Individual Training Accounts and ensure that all State and local programs meet customer expectations. [Notice the language change... now we are "customers" and the Individual Training Accounts – refer back to Job Training 2000.] New features included in the Workforce legislation included State and local workforce investment boards, local youth councils and long-term State strategic planning. "The

state board will also help the Governor monitor statewide activities and report to the **Secretary of Labor**.

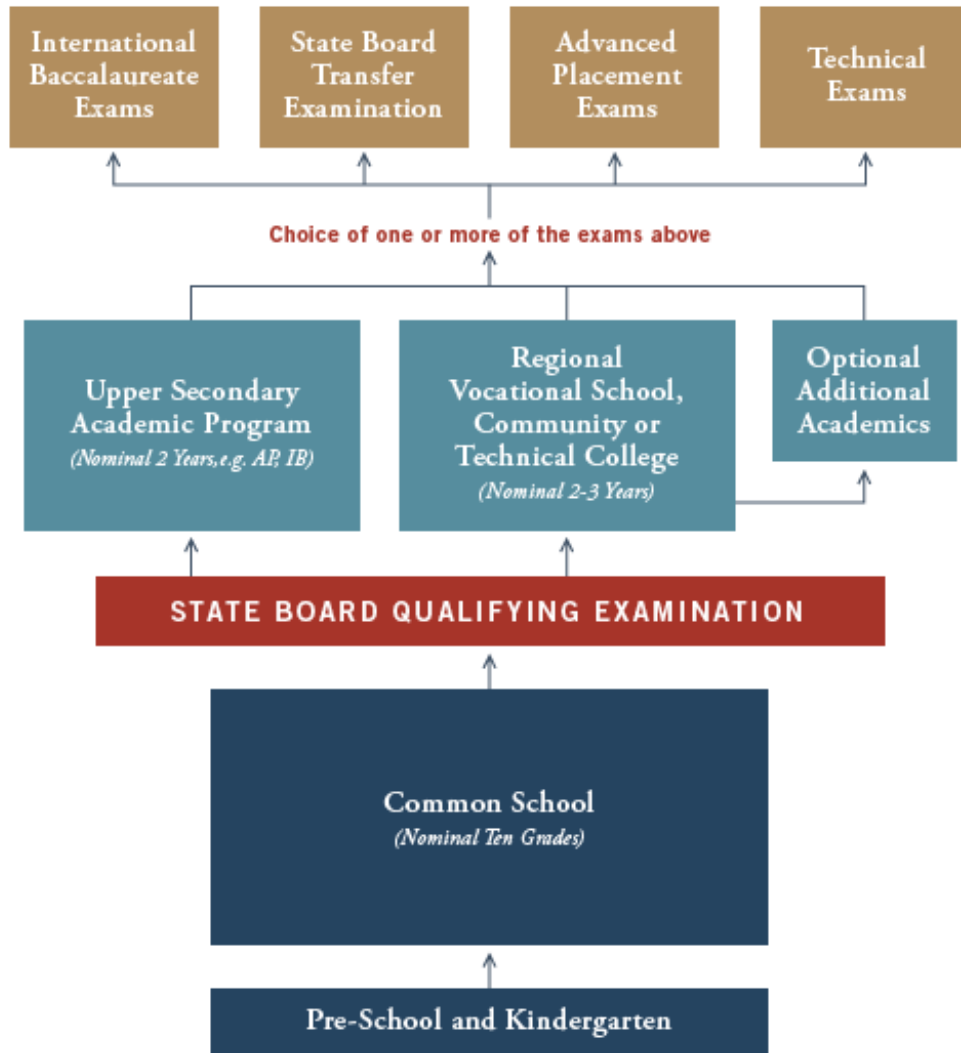
American Competitiveness Act of 2000 – legislation designed to create the need for National Management of the U.S. Labor Market. It increased the number of foreign workers to enter the U.S. on visas to arbitrage the American labor market. And so began the propaganda campaign of “shortage of skilled American workers” - a Harris Miller speciality. As Americans were excluded from the job market, the national policy for them was re-training - vocational training.

No Child Left Behind – 2001. GW Bush. This legislation was primarily about student data collection and data sharing. “The No Child Left Behind Act has had sweeping implications for how states collect, analyze and use data about schools and system performance” (Kathy Christie). FERPA was changed to make it easier to share student data with law enforcement.

Safe Schools, Healthy Children Act of 2004 – Bush. “The Safe Schools/Healthy Students initiative is a partnership between the U.S. Department of Education, Justice and Health and Human Services... Local school districts or groups of schools can partner with their community’s mental health, law enforcement and juvenile justice system on activities, curriculums, programs and services”. That partnership means data sharing.

In 2007, the National Center on Education and the Economy (NCEE) finally gets to the punchline concerning the privatization of the schools in a report titled [Tough Choices or Tough Times](#)

Note the terminology – “Common School”



Page 16 of the report in this pdf

First, the role of school boards would change. Schools would no longer be owned by local school districts. Instead, schools would be operated by independent contractors, many of them limited-liability corporations owned and run by teachers. The primary role of school district central offices would be to write performance contracts with the operators of these schools, monitor their operations, cancel or decide not to renew the contracts of those providers that did not perform well, and find others that could do better. The local boards would also be responsible for collecting a wide range of data from the operators specified by the state, verifying these data, forwarding them to the state, and sharing them with the public and with

parents of children in the schools. They would also be responsible for connecting the schools to a wide range of social services in the community, a function made easier in those cases in which the mayor is responsible for both those services and the schools.

The contract schools would be public schools, subject to all of the safety, curriculum, testing, and other accountability requirements of public schools. The teachers in these schools would be employees of the state, as previously noted.

The Common Core curriculum is for the Common School. As for the teachers running the schools, they wouldn't be running anything because the legislation and the nationalized curriculum dictates everything and the independent contractors would be operating for-profit – as vocational prep schools in “partnership” corporations and businesses in the local area calling the shots.

“Workplace know-how (the SCANS foundation and workplace competencies) should be taught along the entire continuum of education, from kindergarten through college.”
See page 18, [SCANS - Learning a Living](#)

How does all this relate to the Morgenthau Plan and Harris Miller? Obviously, if we don't educate our children, they won't be capable adults. People are a commodity in a globalized world of regional territories (EU, NAU, AU, etc.) under corporate management. The privatization of schools – and the control of the labor market through programs of certification that can only be obtained through vocational schools, presents a huge profit opportunity as well as a control advantage over our people.

Privatization and globalization go hand-in-hand. Education is a business. And the unlimited visas for foreign students and with foreign workers being able to take jobs from American citizens plus the massive propaganda campaign on the “skills deficits” of American children and American workers represent a psychological war on the American psyche – driving them to go along with the plan to destroy our public education system while they believe they are trying to save it – and their children's future. The privatized corporate-run system of vocational education will consign our progeny to a fascist slave system – a life of a gladiator type struggle to survive in a system in which they have no value. And they will never be able to recover their country because they won't have the capacity.

New York Times Article - [Hard Times, Lured Into Trade School and Debt](#)

“When the economy is rough and people are threatened with unemployment, they look to education as the way out,” said Harris N. Miller, president of the Career College Association, which represents approximately 1,400 such institutions. “We're preparing people for careers.”

That's a joke... because Harris Miller is probably the most significant operator in terms of labor arbitrage - flooding our labor markets with cheap foreign labor, causing Americans to lose jobs

– and when they lose jobs – they are directed to vocational schools to be retrained for jobs that don't exist or that are going to the imported foreigners anyway. And the public response? More money for education.... pumping public money into the system in preparation for the corporate takeover.

I captured two editions of the U.S. Immigration and Customs Enforcement – Approved Schools

SEVP – Student and Exchange Visitor Program - for unlimited student visas in the U.S.

[2007 - ICE Approved Schools](#)

[2010 - ICE Approved Schools](#)

Education is a globalized business and the majority of people in the world are from third world countries. It doesn't take a lot of imagination to see where all this is going.

Vicky Davis
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