

Why Schools Teach Socialism

by Joe Larson

If you've been in the "constitutionalist" movements for more than a year or two, you've almost certainly read articles which illuminate America's bizarre hypocrisy: Despite fighting "evil empire" Communism for two generations during the Cold War, virtually all "Ten Planks of the Communistic Manifesto" have been implemented in the United States.

Why did we fight Communism for almost half a century? Why did we risk global thermonuclear war? Why did we "draw a line in the sand" in Viet Nam that cost 50,000 American lives? Why, despite *defeating* "evil empire" Communism, have we adopted virtually all of fundamental principles of our "evil" communist adversaries?

The following article illustrates this "puzzlement" with a fairly detailed description of how America unwittingly "walked" the Communist's tenth "plank": Public education.

Congratulations America: Today there are over 10,000 openly Marxist professors and thousands of humanist professors controlling the universities and colleges that produce America's teachers and other professionals. Varying forms of Marxist-humanism are the predominant philosophies of the educational establishment; yet we repeatedly send our most precious gift (our children) off to them for "education" (indoctrination).

Today's schools are filled with sex education, political correctness, environmental extremism, global unity, diversity training (prohomosexuality) and Higher Order Thinking Skills (HOTS); which boldly claim that to become a "higher order thinker" one must first believe the fact that there are absolutely no absolutes! The Bible was America's first textbook; yet today it is referred to as a book of fables that is not allowed, let alone used, in American public schools.

Our schools are filled with violence, murder, extortion, rape, un-

wanted pregnancy, drug use, disrespect, foul language, declining test scores and children who can't read. While the pontificators wonder why—God doesn't wonder; He knows: *Hosea* 4:6-7 reads, "My people are destroyed for lack of knowledge. I will also reject thee seeing thou hast forgotten the law of thy God; I will also forget thy children. As they were increased, so they sinned against Me: Therefore, will I change their glory into shame."

The problem with America's educational system began with the birth of socialism and given impetus by federal government involvement. Lenin, one of the world's leading experts on socialism, tells us - "Communism is socialism in a hurry." Socialism, therefore, is communism by gradualism rather than by revolution. The socialist "Fabian Society," the forerunner of most socialist groups in America, had as

their motto "Make Haste Slowly." "Democratic Socialism" became the battle cry to socialize the United States of America. The socialists' goal was to "permeate and penetrate," then control this nation from deep within. Their first target in America was our children through public instruction.

In the U.S. their followers would use *language* as their first line of attack and deceit. They

would wear no badge nor socialist label, but were to call themselves "liberal," "progressive" and even "moderate." Words were the weapon of choice for this new war. By changing and shifting word meanings the socialists could cover their true purpose. Everything would be done under the banners of "reform" and "social justice," suggesting all was for the public good, for humanitarian reasons, for true *democracy*—and finally—for the children. The buzzwords of socialism were then, and are today, "social" and "*democracy*" (i.e. social science, social studies and socialization of the child). Robert Conquest observed, "a communist never does anything under his own name that he can do under someone else's."

In the early 1900's, because of unrest in Europe, thousands of socialists flocked to America for safety. Large numbers held degrees in the fields of psychology, sociology and psychiatry (behavioral sciences, dealing with behavior and [social] change). Many went on to become college and university professors.

Norman Thomas, socialist and member of the Civil Liberties Union, boldly told the world, "The American people will never knowingly adopt socialism, but under the name of liberalism, they will adopt every fragment of the socialist program until one day America will be a socialist nation without ever knowing how it happened."

The story of how the socialists took over the American educa-

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tional establishment would fill a book; so let us just listen to their own words.

John Dewey was called the “father of modern education”. But he was an avowed socialist, the co-author of the ‘Humanist Manifesto’ and cited as belonging to fifteen Marxist-front organizations by the Committee on Un-American Activities. Do the words “father of modern education” now take on new meaning? Remember, Dewey taught the professors who would train America’s teachers. He was obsessed with “the group.” In his own words, “You can’t make socialists out of *individualists*. Children who know how to think for themselves spoil the harmony of the *collective* society which is coming, where everyone is interdependent.”

Rosalie Gordon, writing on Dewey’s progressive (socialist) education in her book “What’s Happened To Our Schools,” said, “The progressive system has reached all the way down to the lowest grades to prepare the children of America for their role as the *collectivists* of the future. The group—not the *individual* child—is the quintessence of progressivism. The child must always be made to feel part of the *group*. He must indulge in group thinking and group activity.”

After visiting the Soviet Union, Dewey wrote six articles on the “wonders” of Soviet education. The School-To-Work system in our public schools (all 50 states) is modeled after the Soviet poly-technical system.

In 1936, the National Education Association stated its position, from which they’ve never wavered; “We stand for socializing the individual.”

The NEA in its “Policy For American Education” stated, “The major problem of education in our times arises out of the fact that we live in a period of fundamental social change. In the *new democracy* [we were a *Republic*] education must share in the responsibility of giving purpose and direction to social change. . . . The major function of the school is the social orientation of the individual. Education must operate according to a well-formulated social policy.”

Paul Haubner, specialist for the NEA, tells us, “The schools cannot allow *parents* to influence the kind of values-education their children receive in school; that is what is wrong with those who say there is a *universal* system of values. [Christian and/or monotheistic?] Our (hu-

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manistic) goals are incompatible with theirs. *We must change their values.*" [Emph. add.]

Professor Chester M. Pierce, M.D., Professor of Education and Psychiatry at Harvard, has this to say, "Every child in America entering school at the age of five is mentally ill because he comes to school with certain allegiances to our Founding Fathers, toward our elected officials, toward his parents, toward a belief in a supernatural being, and toward the sovereignty of this nation as a separate entity. It's up to you as teachers to make all these sick children well—by creating the international child of the future."

Some politicians agree. Listen to former Senator Paul Hoagland of Nebraska: "The fundamentalist parents have *no right* to indoctrinate their children in their beliefs. We are preparing their children for the year 2000 and life in a global *one-world society* and those children will not fit in." [Emph. add.]

The *Humanist Review* magazine observed, "Education is thus a most powerful ally of humanism. What can a theistic Sunday school's meeting for an hour once a week and teaching only a fraction of the children do to stem the tide of the five-day program of humanistic teaching?"

P. Blanchard, in "The Humanist" 1983, continues: "I think that the most important factor moving us toward a secular society has been the educational factor. Our schools may not teach

Johnny how to read properly, but the fact that Johnny is in school until he is 16 tends toward the *elimination of religious superstition*. The average American child now acquires a high school education, and this militates against Adam and Eve and all other myths of alleged history." [Emph. add.]

John J. Dunphy wrote in the Jan/Feb 1983 edition of *The Humanist*, "The *battle* for mankind's future must be waged and won in the public school classroom. The classroom must and will become the arena of conflict between the old and the new, the *rotting corpse of Christianity* and the new faith of humanism." [Emph. add.]

Our bureaucrats, politicians and educators are constantly on television blaming either parents or lack of funds for our schools' dilemmas. The answer is always more money and more government control. For well over 50 years the American voter has believed this line

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of crap. Victor Gollancz, a famous socialist publisher tells us why he believed that socialism would take over America; “Christians are not exactly bright, so it will be easy for socialism to lead them down the garden path through their ideals of brotherly love and ‘social justice’.”

It’s (past) time that Christian men stand up for their families and their faith and put God back in charge of this nation and it’s schools.

Joe Larson is the director of Restoring America, a nationwide association of individuals and organizations dedicated to the peaceful

restoration of our Constitutional Republic. Larson can be contacted at www.restoringamerica.org or by calling: (573) 793-3156.

Mr. Larson’s article was originally published in The Idaho Observer (<http://proliberty.com/observer>)

As illustrated by Mr. Larson’s article, we are engaged in a “Holy War” to deprive us of our faith. Our government is doin’ it to us. We just don’t quite know *how*.

Despite all our political rhetoric about the “Land of the Free,” and fighting for “liberty,” anyone with an IQ over 90 knows that our freedoms have already been reduced to little more than memories.

Somehow . . . somehow . . . our government—*our government*—has changed America from a Republic that honored individual rights and freedoms into a collectivist society based on values virtually identical to those of Communist and Socialist nations we’ve professed to despise.

How that change took place—how it *could* have taken place—are questions that are not only bewildering but almost impossible to ask. It’s like coming home to find an elephant in your bedroom. At first, you can’t ask *how* it got there because it doesn’t seem possible that it could. You just gape in disbelief. It either can’t be an elephant, or it can’t be your bedroom.

In large measure, America is likewise gaping at the seemingly impossible loss of our freedoms. However, that loss is not only possible, it’s happening.

However, I think I finally understand the mechanism that caused our mysterious loss of freedoms. I think I’ve finally recognized the philosophical cornerstone on which our Republic was sacrificed and our democracy enshrined. The following articles will explore that understanding and show that America’s primary problem, adversary, and curse may be *democracy*. ■

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