

***Public Schools and Universities
Have Poisoned The Minds
Of Millions of Americans
With Socialist & ‘Communist’ Indoctrination***



*How Do We Heal the Minds of Millions
and Make ALL Americans Great Again?*

By

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45 goals to destroy the United States of America

Communism, Liberalism, Socialism, Progressivism, National Socialism, New World Order Globalist, the United Nations and the American 'Democratic' Party's.....**45 goals to destroy the United States.**

On Jan. 10, 1963, Congressman Albert S. Herlong Jr. of Florida read a list of 45 Communist goals into the Congressional Record. The list was derived from researcher, and former FBI Agent, Cleon Skousen's book "The Naked Communist." These principles are well worth revisiting today in order to gain insights into the thinking and strategies of much of our so-called liberal elite:

1. U.S. should accept coexistence as the only alternative to atomic war.
2. U.S. should be willing to capitulate in preference to engaging in atomic war. [Note: These encapsulate the Kennan Doctrine, which advocated for the "containment" of communism. Establishment figures supporting the amoral containment policy at least implicitly worked with the communists in scaring the wits out of the American people concerning atomic war. President Ronald Reagan undid the doctrine when he took an aggressive stand against the Evil Empire by backing freedom fighters from around the world that were struggling against the left-wing communist jackboot. As a result, the Soviet Union and its satellites imploded, a considerable and unexpected setback to the international communist edifice.]
3. Develop the illusion that total disarmament by the U.S. would be a demonstration of "moral strength." [Note: The nuclear freeze advocates supported a freeze on American nuclear development only. Rarely were Soviet nukes or those of other nations mentioned in their self-righteous tirades. The same advocates now call for reducing American military might, claiming that there is something immoral about America preserving its military pre-eminence in the world.]
4. Permit free trade between all nations regardless of Communist affiliation and regardless of whether or not items could be used for war. [Note: Today, there are calls to end the embargo on the slave island of Cuba, there were complaints about the embargo against Iraq, and the U.S., not Saddam Hussein, was blamed for the suffering of the Iraqi people. Would they have advocated for free trade with Hitler and his National Socialist regime?]
5. Extend long-term loans to Russia and Soviet satellites.

6. Provide American aid to all nations regardless of Communist domination. [Note: Such aid and trade over decades contributed greatly to the left-wing communist liquidation of over 100 million people worldwide, according to the well-documented "Black Book of Communism." This aid and trade marks a shameful chapter in American history. Without the aid and trade, the left-wing international communist behemoth would have imploded on its own rot a lot sooner and umpteen millions would have been saved from poverty, misery, starvation and death.]

7. Grant recognition of Red China and admission of Red China to the U.N. [Note: Not only did President Jimmy Carter fulfill this goal but he also betrayed America's allies in Nicaragua, El Salvador, Iran, Afghanistan, Angola and elsewhere.]

8. Set up East and West Germany as separate states in spite of Khrushchev's promise in 1955 to settle the Germany question by free elections under supervision of the U.N.

9. Prolong the conferences to ban atomic tests because the U.S. has agreed to suspend tests as long as negotiations are in progress.

10. Allow all Soviet satellites individual representation in the U.N.

11. Promote the U.N. as the only hope for mankind. If its charter is rewritten, demand that it be set up as a one-world government with its own independent armed forces. [Note: There are still American intellectuals, and elected members of Congress, who dream of an eventual one world government and who view the U.N., founded by communists such as Alger Hiss, the first secretary-general, as the instrument to bring this about. World government was also the dream of Adolf Hitler and J.V. Stalin. World government was the dream of Osama bin Laden and the 9/11 hijackers.]

12. Resist any attempt to outlaw the Communist Party. [Note: While the idea of banning any political party runs contrary to notions of American freedom and liberty, notions that are the exact opposite of those held by the left-wing communists themselves, nevertheless these goals sought to undermine the constitutional obligation of Congress to investigate subversion. The weakening of our government's ability to conduct such investigations led to the attack of 9/11.]

13. Do away with loyalty oaths. [Note: It is entirely proper and appropriate for our government to expect employees, paid by the American taxpayer, to take an oath of loyalty.]
14. Continue giving Russia access to the U.S. Patent Office.
15. Capture one or both of the political parties in the U.S. [Note: In his book, "Reagan's War," Peter Schweizer demonstrates the astonishing degree to which communists and communist sympathizers have penetrated the Democratic Party. In his book, Schweizer writes about the presidential election of 1979.]
16. Use technical decisions of the courts to weaken basic American institutions, by claiming their activities violate civil rights. [Note: This strategy goes back to the founding of the American Civil Liberties Union by Fabian Socialists Roger Baldwin and John Dewey and Communists William Z. Foster and Elizabeth Gurley Flynn among others.]
17. Get control of the schools. Use them as transmission belts for Socialism and current Communist propaganda. Soften the curriculum. Get control of teachers associations. Put the party line in textbooks.
18. Gain control of all student newspapers.
19. Use student riots to foment public protests against programs or organizations that are under Communist attack. [Note: The success of these goals, from a communist perspective, is obvious. Is there any doubt this is so?]
20. Infiltrate the press. Get control of book review assignments, editorial writing, policy-making positions.
21. Gain control of key positions in radio, TV & motion pictures.
22. Continue discrediting American culture by degrading all form of artistic expression. An American Communist cell was told to "eliminate all good sculpture from parks and buildings," substituting shapeless, awkward and meaningless forms.
23. Control art critics and directors of art museums. " Our plan is to promote ugliness, repulsive, meaningless art."

24. Eliminate all laws governing obscenity by calling them "censorship" and a violation of free speech and free press.

25. Break down cultural standards of morality by promoting pornography and obscenity in books, magazines, motion pictures, radio and TV. [Note: This is the Gramscian agenda of the "long march through the institutions" spelled out explicitly: gradual takeover of the "means of communication" and then using those vehicles to debauch the culture and weaken the will of the individual to resist.]

26. Present homosexuality, degeneracy and promiscuity as "normal, natural and healthy." [Note: Today those few who still have the courage to advocate public morality are denounced and viciously attacked. Most Americans are entirely unwitting regarding the motives behind this agenda.]

27. Infiltrate the churches and replace revealed religion with "social" religion. Discredit the Bible and emphasize the need for intellectual maturity, which does not need a "religious crutch." [Note: This has been largely accomplished through the communist infiltration of the National Council of Churches, Conservative and Reform Judaism, and the Catholic seminaries.]

28. Eliminate prayer or any phase of religious expression in the schools on the grounds that it violates the principle of "separation of church and state"

29. Discredit the American Constitution by calling it inadequate, old fashioned, out of step with modern needs, a hindrance to cooperation between nations on a worldwide basis.

30. Discredit the American founding fathers. Present them as selfish aristocrats who had no concern for the "common man."

31. Belittle all forms of American culture and discourage the teaching of American history on the ground that it was only a minor part of "the big picture." Give more emphasis to Russian history since the Communists took over. [Note: Obliterating the American past, with its antecedents in principles of freedom, liberty and private ownership is a major goal of the communists then and now.]

32. Support any socialist movement to give centralized control over any part of the culture – education, social agencies, welfare programs, mental health clinics, etc.

33. Eliminate all laws or procedures which interfere with the operation of the Communist apparatus.

34. Eliminate the House Committee on Un-American Activities.

35. Discredit and eventually dismantle the FBI.

36. Infiltrate and gain control of more unions.

37. Infiltrate and gain control of big business.

38. Transfer some of the powers of arrest from the police to social agencies. Treat all behavioral problems as psychiatric disorders which no one but psychiatrists can understand or treat. [Note: The Soviets used to send "social misfits" and those deemed politically incorrect to massive mental institutions called gulags. The Red Chinese call them lao gai. Hitler called them concentration camps.]

39. Dominate the psychiatric profession and use mental health laws as a means of gaining coercive control over those who oppose communist goals. [Note: Psychiatry remains a bulwark of the communist agenda of fostering self-criticism and docility.]

40. Discredit the family as an institution. Encourage promiscuity and easy divorce. [Note: Done! The sovereign family is the single most powerful obstacle to authoritarian control.]

41. Emphasize the need to raise children away from the negative influence of parents. Attribute prejudices, mental blocks and retarding of children to suppressive influence of parents. [Note: Outcome-based education, values clarification or whatever they're calling it this year.]

42. Create the impression that violence and insurrection are legitimate aspects of the American tradition; that students and special interest groups should rise up and make a "united force" to solve economic, political or social problems. [Note: This describes the dialectical fostering of group consciousness and conflict, which furthers the interests of authoritarianism.]

43. Overthrow all colonial governments before native populations are ready for self-government.

44. Internationalize the Panama Canal.

45. Repeal the Connally Reservation so the U.S. cannot prevent the World Court from seizing jurisdiction over domestic problems. Give the World Court jurisdiction over domestic problems. Give the World Court jurisdiction over nations and individuals alike.

"My child, you must not have fear at speaking the truth. It is for the salvation of souls and the recovery of your country. America the beautiful must not fall to communism, My child. America the beautiful shall not be sold into slavery. Cast out the money changers in your government! Abomination upon abomination--giving monies for the murder of children, giving monies for the murder of the elderly! Your government, My child, has been infiltrated by men of sin." [Source](#)

Communist Infiltration of Schools Systems

Congressional Attention to the menace of Communist infiltration of the American educational system has spurred responsible authorities in the states to increased effort to eliminate such subversive influences as may remain in the schools.

Leaders in education, while fully aware of the dangers from Communist sources, are no less concerned over dangers raised by unthinking Red hunts in the schools. Many of them hold that attacks on the schools have already reached such extremes as to defame the teaching profession, imperil teachers' freedom of utterance and inquiry, and lower the quality of schooling afforded American youth.

President Eisenhower, as head of Columbia University, defended the patriotism of American teachers and joined other educators in reasserting traditional principles of academic freedom. As a member of the Educational Policies Commission, he had a hand in drafting a 1949 statement by the commission which opposed employment of Communists as teachers, but at the same time condemned state laws prescribing special teacher loyalty oaths, and called on the schools to resist pressures that would lead to impairment of civil rights.

Continuing Investigation of Communism in Schools

The Internal Security subcommittee of the Senate Judiciary Committee, now headed by Sen. Jenner (R., Ind.), resumed on Feb. 10 the investigation of subversive influences in the educational process initiated last year by the McCarran (D., Nev.) subcommittee. Jenner said the inquiry would be “national in scope” and would seek to determine whether there is “organized subversion” in the schools.

The House Un-American Activities Committee is scheduled shortly to open a similar investigation. Chairman Velde (R., Ill.) said its first attention would be given to individual teachers suspected of disloyalty. First witnesses at the resumed Senate hearings declined to answer questions on grounds of possible self-incrimination.

The McCarran subcommittee, in a report labeled as “preliminary,” recommended both that its work be continued in the new Congress and that “the state legislatures give consideration to undertaking investigations such as that made by the New York State Legislative Committee of 1939-42 (Rapp-Coudert Committee).” Another recommendation was that school authorities, colleges, and local boards of education “institute positive programs, not under the direction of Communists or Communist sympathizers, to teach both teachers and school pupils the nature of the Communist conspiracy that is attacking the whole structure of our society.”

Senate Majority Leader Taft, a fellow of the Yale Corporation, has said he favors a search for subversives in colleges and universities where there has been evidence of Communist activity, but would not approve an examination of the views of individual professors.

Rep. Scherer (R., Ohio), a member of the Un-American Activities Committee, opposes a general Red hunt in universities because he believes most of them should be allowed to put their own houses in order. He has urged that investigating committees take definite steps to clear innocent persons whose names may be brought up in their hearings.

A resolution adopted by the Association of American Colleges, Jan. 8, expressed a lack of confidence in investigations conducted by the legislative committees and called upon President-elect Eisenhower to appoint a commission of “responsible and qualified persons to make an impartial study of the insinuations against higher education.”

Findings of Senate Internal Security Subcommittee

The McCarran subcommittee of the 82d Congress reported evidence of a carefully planned Communist conspiracy to indoctrinate American youth by infiltrating the school system. Much of the testimony heard by the subcommittee dealt with conditions in New York City schools during the 1940s. The present extent of Red influence in other school systems and institutions of higher learning is not known with any degree of certainty.

The subcommittee developed data which purported to show that in the early war years there were approximately 1,500 Communist school teachers in the United States, half of them teaching in New York City. A former Communist testified that in 1949 he was given the task of organizing New York's Communist teachers into a secret underground network. In early 1950, the subcommittee reported, there were still approximately 500 Communist teachers in the New York school system.

Bella V. Dodd, former instructor in political science and economics at Hunter College, testified that during her earlier radical period she had maintained contacts with Communist Party members in the school systems of Boston, Buffalo, Cedar Rapids, Cleveland, Detroit, and Madison, as well as in New York.

She said she had personal knowledge of Communist units operating on the campuses of Columbia University, Long Island University, New York University, Vassar College, Howard University, Northwestern University, University of Minnesota, and University of California. In each of these institutions, she testified, there was at least one Communist faculty member who conducted activities favoring the party in cooperation with student groups.

Communist influence in the schools extended beyond the actual members of the party because effective use was made of non-members whose sympathies for certain causes coincided with Communist interests.

On the basis of this and other testimony the McCarran subcommittee concluded that "Despite the unquestioned loyalty and self-sacrificing devotion to duty of the preponderant bulk of America's teachers, there are yet many hundreds of teachers who are Communists."

Communist Directions to Reds in Teaching Positions

The Senate investigators placed heavy reliance on findings of the Rapp-Coudert Committee of the New York legislature in attempting to show the techniques used by Communist Party members with positions in schools. The Rapp-Coudert Committee investigated Communist influence in New York schools during the early 1940s; it found that “the Communist movement exhibits an intense preoccupation with the education system.”

The McCarran report on subversive influences in education carried lengthy quotations from three books previously cited by the New York committee. The books were *The Schools and the Peoples Front* by Richard Frank; *Education and Social Conflict* by Howard David Langford; *The Schools and the Crisis* by Rex David. All were published in the mid-1930s, but the fundamental principles outlined in the books were believed by the subcommittee to have remained unchanged.

The following passages were quoted to show the Communist conception of the teacher's role:

Communist teachers ... must take advantage of their positions, without exposing themselves, to give their students ... working class education ... Only when teachers have really mastered Marxism-Leninism will they be able skilfully to inject it into their teaching at the least risk of exposure, and at the same time to conduct struggles around the schools in a truly Bolshevik manner. (Frank, p. 440.)

The workers and their children can be put on their guard against the ideology of the warmakers, and shown why wars come about and why they are inevitable under capitalism. They can be stimulated and prepared to resist preparation for war, through mass action, as part of the proletarian movement to wrest from the capitalists their control of the schools and of agencies of communication as well as the means of production. (Langford, p. 164.)

Langford's book gives examples of how Marxist-Leninist doctrines can be injected into the teaching of non-political subjects. The English teacher can suggest that books be reviewed not only from the literary standpoint but as “vehicles for clarifying the issues between the workers and the ruling class.” The history teacher's emphasis should be on “the forms

assumed by class conflict” rather than “glorification of national heroes or of a national tradition.” Geography teachers can use pictorial maps which show how the workers are oppressed by capitalist bosses.

Infiltration Through Youth Organizations

Langford described the function of the Young Communist League, which has since passed out of existence, as being “to raise the spirit of rebellion found among school children to a level of high consciousness by educating the students, on the basis of their own experience, to a realization of the class basis for the oppressive nature of the schools.” The task of the Communist student group, he said, was “to supplement the curriculum with Marxist-Leninist education.”

The Young Communist League was transformed in 1943 into American Youth for Democracy which was dissolved in turn in 1948 to make way for two new organizations. The first of these, the Labor Youth League, was openly Communist; the second, Young Progressives of America, operated on a broader base and concealed its Communist origin. L.Y.L. began with a membership of 3,000; Y.P.A. attained a peak membership of 20,000.

The reason for the two-way split was explained to the McCarran subcommittee by Herbert Romerstein, a former Communist who had been active in American Youth for Democracy. He said:

The Communist Party discovered that it had two needs in the youth field. One was for broad youth organization that could rope in many young people who didn't know what Communism was and were generally progressive.

They needed an organization with a nice high-sounding name. At the same time, it was found also necessary to train young people in Marxism and Leninism. They discovered that at least one-half of the leaders of the Communist Party today were originally trained in the Young Communist League, and therefore it was necessary to reorganize the Y.C.L. So when the American Youth for Democracy was dissolved, it was dissolved in two directions.

Romerstein testified that the national “teen-age director” of the Young Progressives, an adult, was then a member of the Communist Party.

“When you have a well-trained Communist in a position of adult adviser to a teen-age front,” he said, “he will ... make sure the organization follows the party line.”

He said the Y.P.A. now has branches in a number of high schools. Although the members do not meet on school property, they identify the branch with the school name. The L.Y.L., which takes its orders directly from the Communist Party, has no organized branches in the schools, although some high school students are members.

Techniques of Winning Support for Communism

One witness, attempting to explain the original appeal of Red doctrines to young people, said the Communist Party seemed to offer a capsule solution to all the troubles of youth, ranging from immediate personal difficulties to such larger concerns as the possibility of war. A deliberate effort was made by party members to court the lonely student and win his support through offers of friendship and social activity.

Members of a Communist cell always watch for the student who speaks favorably of some cause in line with Communist objectives; they then work to win him over gradually to the full Communist program. Any minor resentment against school practices, or a grievance against a teacher, may become the starting point for student indoctrination.

The House Un-American Activities Committee noted as long ago as 1947 that Communist operations among young people bore “all the earmarks of systematic training and shrewd direction from professional international conspirators.” It listed the following techniques as characteristic of Communist activity on the educational front:

Assignment of “members at large” who can operate in front organizations without the Communist label.

Use of fictitious names and coded messages.

Holding caucuses in advance of student meetings in order to exert an influence disproportionate to the Communists' own numerical strength.

Penetration of religious groups such as the Y.M.C.A. and other student associations.

Convincing students that all morality should give way to interests of the class struggle.

Training youth leaders in revolutionary methods.

Promoting defiance of school rules and working on student grievances to instil “contempt for democratic processes.”

Winning cooperation of sympathetic teachers.

Harassment of non-Communist school authorities.

Sen. Mundt (R., S. D.), one of the authors of the law requiring registration of subversive organizations, has said he believes that if Communist front groups had been publicly identified as such, they would not have won so many supporters among students and Communist activity would have been restricted to “the comparatively small, tough-minded group willing to be known as such.”

There is wide agreement that Communist influence in schools and colleges has diminished in recent years, due both to the Red aggression in Korea and to the continuing exposure of front organizations. The House Un-American Activities Committee has pointed out, however, that a Communist-controlled organization in an institution of learning, though small in size, can produce “a dangerous ferment in an amorphous and highly impressionable student body.”

Action to Combat Subversion in Schools

Exposure of Communist infiltration, largely by legislative investigating bodies, has sharpened measures taken by educational authorities to keep their faculties clear of Communist sympathizers, to exclude speakers whose views are considered subversive, and to keep check on student activities. In some cases, teachers have lost their jobs not because of proved Communist affiliation but because of their resistance to new control measures or because of criticism leveled against them by local citizen groups.

Removal of teachers affiliated with Communist-front organizations was spurred by adoption of the Internal Security Act of 1950 and official publication by the Attorney General of lists of organizations deemed to be subversive. Investigations by un-American activities committees of the state legislatures have resulted in teacher dismissals, notably in California. Fifty-two teachers were removed from New York schools as a result of the Rapp-Coudert disclosures. All were members of the New York Teachers Union, frequently alleged to be under Communist domination.

Some 35 New York school teachers have been dismissed or suspended more recently for refusal to answer questions of the Board of Education and the Senate's Internal Security subcommittee. Two Rutgers professors lost their places for the same reason, although each denied Communist affiliation when questioned by college authorities.

State Legislation to Buttress Fight on Reds

Two of the strongest anti-subversion laws affecting teachers are New York's Feinberg law and Maryland's Ober act, both adopted in 1949. The Feinberg law provides that no person who (a) advocates, (b) writes, prints, publishes or edits documents which advocate, (e) organizes, helps organize or becomes a member of a society which advocates the overthrow of government by force shall receive or remain in public employment.

Any person dismissed on these grounds may petition within four months for an order to show cause and be heard in open court. The law gave power to the Board of Regents to adopt and enforce rules for removal of school employees disqualified by its provisions.

To give effect to the Feinberg law, the New York State Education Department has distributed forms to all school boards on which to report whether they employ anyone with membership in a subversive organization. The Board of Regents is preparing a list of organizations it considers subversive; membership in any one of these will be *prima facie* evidence for disqualification.

The New York City Board of Education has ruled that a teacher who refuses to tell whether he is a member of the Communist Party must be dismissed. It is the city's policy, however, to retain a teacher if he was formerly a party member but has decontaminated himself. The New York

program to rid the schools of Communist teachers was commended to boards of education throughout the country by the McCarran subcommittee.

Under Maryland's Ober act, public schools are required to fire any employee who aids, advises, or teaches by any means the overthrow of the constitutional form of the federal government or the government of the State of Maryland by revolution, force or violence, or who is a member of a group advocating such action. The law established a new post of assistant attorney general for its statewide administration.

New rules adopted by the Baltimore School Board Feb. 5 provide for examination by the board of any employee of the Department of Education whose loyalty is seriously questioned by any responsible person. If the employee answers "yes" to questions whether he is a Communist or has ever been a member of a Communist organization, or if he refuses to answer, he is automatically suspended. He may then request a trial before the board at which the burden will be upon him to establish his loyalty and show cause why he should not be discharged. An earlier rule requiring loyalty to "our American ideals of democracy" was tightened to call for loyalty to "the United States."

A United Press survey in mid-January disclosed scattered activity in the states complying with recommendations of the McCarran subcommittee for increased effort to banish Communism from the schools. The Michigan legislature is considering legislation to create a state un-American activities committee to check up on educational institutions.

The Pennsylvania Department of Justice is investigating Red activity in the public schools. State authorities in Wisconsin are inquiring into circumstances surrounding a speech made under sponsorship of the Labor Youth League by a *Daily Worker* editor.

The Ohio Un-American Activities Commission is engaged in an investigation of institutions of higher learning and three Ohio State University graduate assistants and instructors have been cited for contempt after refusing to answer questions put by the commission.

Requirement of Oaths Disclaiming Red Affiliation

Teachers are required to take loyalty oaths in some 30 states, but many of these are the regular oaths of office prescribed by state constitutions or long-standing statutes. The tendency in recent years has been to require a negative oath, disclaiming affiliation with subversive groups or participation in pro-Communist activity. Thirteen states now require oaths of this kind and more may be added by the 44 legislatures meeting this year.

The subject will be debated again in Illinois, where Gov. Stevenson vetoed a previous loyalty-oath bill, and in the Oklahoma legislature, whose 1951 oath law was declared unconstitutional by the U. S. Supreme Court.

Loyalty oath laws usually apply to all public employees. A few states extend the requirement to teachers in private schools. At least eight states require a promise from the teacher that he will inculcate loyalty and patriotism in the children. The Rhode Island oath reads in part:

I pledge myself to neglect no opportunity to teach the children committed to my care loyalty to nation and state, honor to the flag, obedience to law and government, respect for public servants entrusted ... with the functions of government, faith in government by the people, fealty to the civic principles of freedom, equal rights and human brotherhood, and the duty of every citizen to render service for the common welfare ...

As a teacher of the public's children, I have no right, either in school hours, or in the presence of my pupils out of school hours, to express opinions that conflict with honor to my country, loyalty to American ideals, and obedience to and respect for the laws of nation and state.

Teachers in most states have legal protection against unjust dismissal under tenure laws which provide for notice, statement of reasons, and opportunity for self-defense prior to severance from their jobs.

The tenure laws of half a dozen states prohibit dismissal for political reasons, but several of these states have other laws requiring dismissal for membership in the Communist Party or Communist-front organizations. Roughly 1,400 teachers under direct jurisdiction of the national government are subject to the regular federal loyalty check.

Typical of the forces for and against teacher oath laws were those arrayed before the Pennsylvania legislature last year when such a measure was under debate- Supporting the bill were the American Legion, Veterans of Foreign Wars, and Amvets. Petitioning against it were 1,500 educators from 15 state institutions, among them Milton Eisenhower, president of Pennsylvania State; Harold Stassen, then president of the University of Pennsylvania, and the heads of Eryn Mawr and Bucknell.

The U. S. Supreme Court has upheld the right of the states to require disclaimer oaths from teachers in several recent decisions. In the 6–3 decision on the Feinberg law, Mar. 3, 1952, the Court rejected contentions that the statute was an abridgement of free speech and that it took away liberty or property without due process of law. The majority held that states have the rightful power to protect immature minds from propaganda disseminated by public employees whom the pupils are expected to regard as authorities. Dissenting opinions of three justices (Black, Douglas, Frankfurter) held that the New York law restricts academic freedom and establishes the principle of guilt by association.

The Supreme Court declared the Oklahoma loyalty-oath law unconstitutional last Dec. 15 because it banned employment of teachers who had been associated within the previous five years with any group listed as subversive by the U. S. Attorney General. In this case a unanimous Court held that such a requirement afforded no protection to individuals who had innocently joined such groups.

Examination of Textbooks for Subversive Material

Charges are frequently made by citizen groups that textbooks used in the schools contain subversive material, that the school curricula are suffused with a “collectivist” bias, that children are being indoctrinated with world government ideas which militate against patriotic allegiance.

The House Un-American Activities Committee launched an inquiry into textbooks in 1949, but its first request for book lists from schools and colleges raised such protest the project was dropped. Since 1949, a growing number of communities have become suspicious of school texts, and in some cases opposing groups of citizens have engaged in what has come to be known as “the battle of the books.”

Textbooks have been surveyed with the object of ferreting out subversive material in many states, among them Georgia, Maine, Maryland, Ohio, Tennessee, Texas, and West Virginia. New York State has established a textbook review commission under the Board of Regents to examine any books criticized as subversive by responsible individuals or organizations.

A *New York Times* survey, published May 25, 1952, found that censorship of textbooks was spreading and that much of the impetus came from voluntary groups, rather than official bodies. Librarians tended to bow to demands for exclusion of books rather than risk public controversy.

The National Education Association, in a survey of reports from 168 teachers, found that more than two-fifths of them had experienced pressure from non-school groups on the choice of texts, most frequently from business groups, parents' associations, and patriotic societies.

Educators admit that many texts used in the schools are out of date and that volumes on history and other social sciences may reflect the attitudes of 20 years ago when merits of the free enterprise system were under critical appraisal, when government planning was more widely approved, when the U.S.S.R. was in better standing. "Books that were considered quite appropriate for classroom use a few years ago have recently come under attack.

The usual pattern is to quote isolated passages from which generalizations are drawn. In some communities the emotional turmoil ... has reached catastrophic proportions."

Many state departments of education are required by law to draw up approved lists of textbooks, though the tendency in recent years has been for state authorities to seek the cooperation of the local school systems. Educators believe the orderly processes set up for textbook review, which rely on criticisms of experienced teachers and scholars within the various fields, will produce more improvement than the criticism of "pressure groups wielding clubs."

Lay participation in textbook selection, when offered cooperatively, is often welcomed. The American Association of School Administrators has praised the criteria adopted by the national convention of the American Legion which "are proving of invaluable assistance to school people and

laymen alike both in selecting printed materials and in avoiding hasty, ill-advised criticism of teaching.”

The school administrators give praise also to the work of a committee in Oak Ridge, Tenn., which is reviewing textbooks “not to delete materials but to help detect propaganda ... not to be banned, but to be identified.”

The American Textbook Publishers Institute, representing the commercial publishers, has issued a statement welcoming “proper examination” of publishers' products by citizen groups but defending these products in general.

Critics should bear in mind that no products are so carefully examined and scrutinized as are textbooks. They are ... screened first by the publishers and their editors, then by textbook selection committees, then by the teachers who use the books (a continuing process), and finally by self-appointed reviewers. This cumulative screening is such as to make any concerted effective drive to indoctrinate the children of the United States along collectivist lines virtually impossible ... Moreover the economic self-interest of publishers provides them with the strongest of motives to keep their books free of objectionable material.

In most cases, the publishers note, the books to which objections are raised are those which have persisted too long in schools. “They are in fact obsolete.”

Controversy Over Unesco Programs in the Schools

In recent years many American communities have been stirred by charges that children are being indoctrinated into an unpatriotic support of world government by use of United Nations materials in classroom work. Chief criticism has been directed against the United Nations Educational, Scientific, and Cultural Organization, an agency set up to promote cultural and educational exchanges between U.N. member nations.

Approximately 100 schools dropped out of the Unesco essay contest for the 1952–53 school year. The Los Angeles Board of Education on Jan. 20 virtually abolished the program in the second largest school district of the country. The board ordered that subjects dealing with human relations and moral and spiritual values, which had been combined with the

Unesco program, be restored to their pre-1946 status. Factual study of the United Nations will be allowed under specified restrictions—including “rigid scrutiny for possible bias.”

A statement issued in January by the Educational Policies Commission condemned as indefensible and counter to American ideals what it called the effort of a small minority of citizens to suppress facts about Unesco. Mrs. F. D.

Roosevelt, former American delegate to the General Assembly, has announced that she will answer criticisms of the United Nations in a lecture tour under auspices of the American Association for the United Nations. The attacks on Unesco, she said, were based on misunderstanding of its main purpose which was to foster international good will.

Effect of Red Hunts on Freedom of Teaching

In Combating Communism, an equally difficult problem has developed of safeguarding educational freedom and maintaining civil rights of teachers. The teaching profession is fighting back against what it considers unwarranted criticism of teachers and extreme measures which would restrict their work to non-controversial subjects. Many-spokesmen for teachers believe that the Red danger has produced a condition of “mass hysteria” in the United States.

Some of the manifestations [of hysteria] appear in the excited search for political heretics and for evidences of political or ideological heresy in congressional hearings and in demands for loyalty oaths, in the stifling of spontaneity and of courage for adventure which have been providing impetus to the advancement of knowledge, in a dread of innovation, in at least partial paralysis of incentives to exploration, in the urge and tendency to turn the spirit of free inquiry into indoctrination and restraint of criticism, and in sweeping attacks on modern education ...It is quite clear that the institution of the school ...is facing an important crisis. **17**

Leaders in the field of education are now launching counter-attacks against national organizations which have made extreme charges against the schools as hotbeds of radicalism. Some of these organizations have names very like those of established agencies of the profession. Among them are Friends of the Public Schools of America, National Council for American Education, American Education Association, Church League of America, Conference of American Small Business Organizations Committee, Employers' Association of Chicago.

These organizations distribute literature decrying present-day trends in education and send out workers who in some cases have participated in local feuds affecting the schools.

The National Council for American Education, headed by Allen A. Zoll, is credited with having played an important part in the conflict in Pasadena during 1950 which led to resignation of a school superintendant and defeat of a school bond issue.

Publications, such as the series on “Red-ucators,” have generated suspicion of the schools and in some cases have brought replies from school authorities.

Many educators believe Red charges emanating from certain organizations are in fact a cover for efforts to circumscribe experimental methods of education, to obstruct higher taxes for education, to impose extreme rightist dicta on the teaching profession, even to destroy the institution of the public school.

In their view, the objectives of the extreme critics are as opposed to democracy as objectives of the Communists, and right-wing pressure is considered more effective than the underground work of the Reds.

Eisenhower and Conant on Reds in Universities

Dwight D. Eisenhower, while president of Columbia University, repeatedly gave evidence that he was aware of the dangers of unjust criticism of American schools and teachers. In his inaugural address at Columbia, Oct. 12, 1948, he announced that Communism would be taught at the university because “the truth about Communism today is an indispensable requirement if the true values of our democratic system are to be properly assessed.” In a letter to the alumni of Columbia, Feb. 4, 1949, he wrote:

Those who shout loudest at “the Reds in our schools” have done little to inform themselves at first hand ... The Communists will always try to move in on the country's school system ... It is to the everlasting credit of our teachers that 99 and 99/100s per cent have stood by their guns ...

At Columbia we are engaged in a crusade ... Columbia intends to listen to all ideas including those hostile to our own, but we also intend to devote ourselves to the task of making sure our students understand America.

As member of the Educational Policies Commission, Eisenhower joined in the following statement, Oct. 8, 1949, condemning teacher oaths and restrictions on teaching:

State laws requiring special oaths for teachers or laying down detailed prescriptions for the school curriculum or establishing uniform tenets and

criteria of loyalty impair the vigor of the local school autonomy and thus do harm to an important safeguard of freedom in education...The schools ... should try to help resist exaggerated fears which tend to rise in periods of heightened tension ... Anxieties that accompany a sense of danger must not be permitted to impair civil liberties or to lower our efficiency.

Eisenhower reiterated his belief in “the right and freedom of the individual and his right to express his honest conviction, no matter what it may be” and reaffirmed his faith in the patriotism of American teachers in his last informal address to students at Columbia a few days before his inauguration as President of the United States.

James Bryant Conant, former president of Harvard, and a member of the Educational Policies Commission, has been another prominent defender of free expression of individual views on the campus. His farewell statement as president of Harvard on Jan. 25, was a lengthy plea for the rights of dissenters—though not of Communists—in education.

There are no known adherents to the party on our staff and I do not believe there are any disguised Communists either [Conant said]. But even if there were, the damage that would be done to the spirit of this academic community by an investigation of the university aimed at finding a crypto-Communist would be far greater than any conceivable harm such a person might do ...**It is the freedom to disagree**, to quarrel with authority on intellectual matters, to think otherwise, which has made this nation what it is today ... The independence of each college and university would be threatened if governmental agencies of any sort started inquiries into the nature of the instruction that was given. **20**

Robert Hutchins of the University of Chicago made a similar defense of professors holding unorthodox views—including some who had been members of organizations listed as subversive by the Attorney General — in testimony last year before the House committee investigating tax-exempt foundations. He said university professors must have freedom “to the uttermost limits” to think and express themselves, short of disobeying the law.

Sarah Lawrence College, on Jan. 3, 1952, issued a statement asserting the right of teachers “to belong to any legal political organization of their own choosing” and demanding that faculty members “deal candidly and

honestly with controversial questions.” President Ham of Mt. Holyoke has characterized attacks on the schools as “part of a larger disease of anti-intellectualism that is at present plaguing our national life” and said “more is to be gained by trusting [our students] than putting them in strait jackets.” The American Association of University Professors recently reiterated its stand that teachers should be judged on the basis of their professional performance, and that their private views should not make them subject to inquisitorial procedures.

Educators' Efforts to Safeguard Academic Freedom

Many leading educators believe the most serious effect of attacks on the schools is the intimidation of the teacher, which leads him to avoid controversial subjects and thus limits the student's acquaintance with topics of vital concern. Others believe that the schools in general have maintained their integrity, but that the threat to educational freedom is growing and needs to be taken in hand before mortal damage is done.

The *Harvard Crimson* in its annual report on academic freedom, June 17, 1952, cited 53 cases in 25 colleges involving abuse of the rights of teachers, compared with 11 cases cited the previous year. The American Association of University Professors is dealing with 120 cases of this kind. **21**

Columbia University set up the American Academic Freedom Project in 1951 to study the vicissitudes of academic freedom in the past history of the United States and to formulate fundamental principles concerning the rights and responsibilities of educators. Establishment of the Fund for the Republic was announced last Dec. 12 by the Ford Foundation. It will support activities directed toward “the elimination of restrictions on freedom of thought, inquiry and expression, ... and the development of policies and procedures best adapted to protect those rights in the face of persistent international tensions.”

The best defense against subversion of the schools, either from the right or from the left, in the opinion of most educators, is a better informed and more cooperative citizenry, which would offer constructive criticism of the schools. The National Education Association, the American Association of University Women, the American Library Association, and the National Citizens' Commission for the Public Schools, among other organizations, are attempting to inform the public on current issues affecting education

and to win citizen support for efforts to protect the school system against anti-democratic pressures. [Source](#)

Indoctrination in American Schools: How bad is it?

The father of America's public education system, Horace Mann, famously quipped: "**Men are cast-iron, but children are wax.**"

Mann [knew](#) that education was never a "value-neutral" proposition. It has always been and always will be a process that shapes not only a child's abilities, but more importantly, the child's worldview based upon the values of the educator. It was for this reason that many Americans pushed back, though unsuccessfully, against the kind of public, compulsory education Mann was championing in the early- and mid-1800s.

In 1840 a special legislative committee in Massachusetts had serious reservations about increasing government control over education. Regarding the wax-like nature of children, here's what the committee's final [report](#) had to say:

"The right to mold the political, moral, and religious opinions of ... children is a right exclusively and jealously reserved by our laws to every parent; and for the government to attempt, directly or indirectly, as to these matters, to stand in the parent's place, is an undertaking of very questionable policy. Such an attempt cannot fail to excite a feeling of jealousy, with respect to our public schools, the results of which could not but be disastrous."

Without a doubt, the kinds of activities currently taking place in Edina, Minnesota, one of the state's most celebrated districts, mirror that 175-year-old warning. What teachers are doing and administrators are condoning is very much an attempt to mold the "political, moral, and religious opinions" of children -- starting in kindergarten.

Below are a few of the articles Intellectual Takeout published recently on the topic:

[Communist Clubs Are Sprouting Up in U.S. High Schools Again](#)

[Wealthy Minnesota School District Treating Its Students Like Racists](#)

Elementary Students Being Indoctrinated in Minnesota's Top School District

Teachers Are Abandoning Political Neutrality in Schools

Not All Parents Want Their Children to be Social Justice Warriors

Sadly, Edina isn't alone. Across the country many schools are seeing similar activities taking place in the classroom. While some parents and taxpayers may approve or even seek out such ideologically driven education, it's highly doubtful that all parents and taxpayers want it for their local schools.

Further, imagine being a student with views that run contrary to those of your teacher. How hostile of a learning environment could it become?

Last November, Quinn Northup was a senior at Edina High School and a known Trump supporter when [her world went a little crazy](#) the day after the election.

"Teachers and students were openly weeping, some uncontrollably. There was hugging. People were offering words of comfort and support to one another.

'It's going to be okay...'

'Don't worry...'

'We will make it through this together...'

Northup, now a freshman at Pepperdine University, said it was perhaps the most morbid scene she'd witnessed in her young life. 'It felt like someone had died or something,' she says."

It got worse as the day went on. Quinn found herself taunted and verbally assaulted both in school and on social media. It was too much for her.

"'I had to have my mom come pick me up after third hour that day,' she said. 'I couldn't stand to walk around a school filled with both teachers and students crying and looking to me through their tears with hurtful eyes.'"

I don't blame her for ditching school. Is that really the kind of politically charged environment you would want to be in as a student? How much learning can happen when you're harassed by students and even some teachers, made to feel deplorable for your views?

Quinn Northup is hardly alone in her experiences in such an intolerant, hostile school environment. Across the country many students are also finding themselves taunted, threatened, and ostracized if they do not line up with the social justice ideology. It is truly shameful.

We were warned over 175 years ago that education could become a tool of indoctrination. Now it is undeniably being used as such. The question is what will we do about it? Source

Communist Clubs Are Sprouting Up in U.S. High Schools Again

Students at Edina High School in Minnesota say they received an unusual invitation over the loudspeakers on a cold January morning earlier this year.

The announcement was not related to a school play, a pledge drive, or a bake sale. Rather, it was an invitation to join the school's newly-created student-led group: the Young Marxists Club.

Officials at Edina Public Schools confirmed the existence of the club.

"We did have a Young Marxists Club last year," said Susan Brott, Director of Communications & Community Engagement at Edina Public Schools. "I think that was the first year they had it."

School officials said all clubs are student generated and led by faculty advisors. Clubs are not automatically approved. There is [an application](#) process, as well protocols and guidelines that must be followed upon creation of a club. Symbols deemed "inappropriate" by school officials are not permitted, for example.

"So long as everyone is welcome to join, clubs are generally approved," Brott said.

In some ways it's fitting that a Communist club should sprout up in this affluent Minnesota school district. The Gopher State was the birthplace of Gus Hall (1910-2000), the former chairman of the Communist Party who four times ran for president of the United States as his party's nominee, peaking in 1976 with 58,709 votes (0.07 percent of the total).

But Minnesota is not the only place where Communist youth clubs are surfacing.

Several communist clubs were created in secondary education systems around the country in recent years, evidence suggests, in places as geographically diverse as Norman, Oklahoma; Santa Clara, California; and Stevensville, Michigan.

Officials at Norman High School in Oklahoma declined to confirm or deny the existence of a student Communist club. However, a Twitter account (presumably created by a student) [claims](#) the NHS Young Marxists "meet every Thursday in room 103." A Young Marxists group also [is listed](#) on the school's Wikipedia page.

Officials at Santa Clara High School in California and Lakeshore High School in Michigan did not return phone messages seeking details on communist clubs allegedly started in their schools. But social media posts suggest communist clubs were recently formed in these schools.

Harvey Klehr, a professor of politics and history at Emory University who has written several books on Communism, said Marxist youth movements in the U.S. are not new, though they are few and far between.

"Communism at its height in 1939 had less than 100,000 members," said Klehr. "There might have been ten or fifteen thousand in youth movements. That's not exactly a mass movement in a nation the size of U.S."

Though it was rare for communist clubs to form in schools even during the heyday of Communism in America, it was not unheard of, he said, particularly in socialist-friendly states such as New York and Minnesota.

Parents speaking to Intellectual Takeout on the condition of anonymity expressed frustration that schools would facilitate the formation of

student clubs around an ideology that [had killed between 85 and 100 million people](#).

One possible reason schools and students might be inclined to form or allow such groups is that Americans—particularly millennials—are largely ignorant of Communism’s bloody history.

A recent YouGov study [found that](#) only 33 percent of millennials are familiar with Lenin—and one-quarter of them view him favorably. The same poll found that one-third of millennials believe the George W. Bush regime killed more people than that of Joseph Stalin.

“This generation essentially has no personal experience with communist or socialist societies,” Klehr said. “It’s no surprise they have little understanding of what these socialist societies are like considering our failure to teach its history.”

Such ignorance could explain why schools and students would condemn one ideology that killed millions of people while embracing another.

“I think most people have a sense of how horrible fascism and Nazism were,” Klehr said. “I don’t think they have a sense for how horrible Communism was, and that’s a real tragedy.”

Recent [polling](#) suggests that about one-third of America's 18- to 29-year-olds have a favorable view of socialism. However, the socialism and communism of today's youth looks a bit different than that which was embraced by their grandfathers.

Social media posts from various accounts show relatively little emphasis on economic issues. Gender and race are the primary themes, suggesting that traditional Marxism may have given way to cultural Marxism. [SOURCE](#)

Marxism Is Being Force-Fed To Our Children

Don't forget – socialism is the cousin to Marxism or Communism. A recent study found that only one out of 50 sociology professors self-identifies as conservative, and 83 percent said they held either "liberal" or "radical" beliefs. The study focused primarily on professors of sociology because, as its authors wrote, "The field of sociology has long been subject to critique for alleged ideological bias and left-wing groupthink linked to its social justice mission."

But the "left-wing groupthink" isn't limited to the field of sociology professors. Research conducted by the National Association of Scholars (NAS) showed that nearly 40 percent of colleges didn't have even a single faculty member who identified as conservatives or capitalists, in any field. About 80 percent of colleges reported that the number of conservatives in their faculty was "so small as to be statistically insignificant."

Let's face it. There is no more Democratic Party – let's stop pretending. Its now the socialist/communist party. Bernie says he is a socialist however, by all accounts he's a communist. He embraces communism.

The study also compared the number of Democratic faculty members versus Republican faculty members across 25 academic fields and found that there were zero registered conservatives or capitalists in the field of communications, which includes journalism.

University sociologist professors are basing their lessons on the ideas of Karl Marx, "the founder of sociology." No one in history has shaped modern-day sociologists more than Karl Marx." Now, remember that students today taking sociology classes in universities are getting their information from a field that was started by Karl Marx and is dominated by radical leftists.

Marxism is being force-fed to our children under the guise of sociology. When Barack Obama got into office, it went into turbo. The strategy is actually quite brilliant. If you can't convince people that socialism is the way to go via the facts -- and you can't, socialism doesn't work, never has worked, then you have to construct a world where capitalism is the bad guy, and concentrate on the social rifts and identity politics which ultimately end with class warfare."

This divisive strategy has been successful in completely changing the way America's younger generations look at capitalism and socialism, highlighting a recent Gallup poll that shows the number of 18 to 29-year-old Americans that favor socialism outnumbering those that favor capitalism.

First, a Brief History Lesson on Who Karl Marx is and How He Became so Famous. As you know, he is the father of COMMUNISM.

Karl Marx and Marxism at Two Hundred Years Old

Two hundred years ago, on May 5, 1818, the father of 20th-century totalitarian communism, the guidebook-writer of revolutionary mass-murdering dictatorship, and the inspirer of disastrous socialist central planning was born in Trier, Germany.

Looking over the political and economic landscape of what Karl Marx's ideas especially the last one hundred years, one might think that his name and his legacy would be held in the same hatred, contempt, and disgust as Adolf Hitler, the fashioner of German National Socialism (Nazism).

In China, the country's president, Xi Jinping, said in a public address that, "Today, we commemorate Marx in order to pay tribute to the greatest thinker in the history of mankind and also to declare our firm belief in the scientific truth of Marxism."

The Financial Times reported that television and other media in China are being bombarded with songs, stories, and documentaries about the importance of Karl Marx's ideas and influence, and his especial centrality to the ideology of that communist nation.

Marx the Man

This is what they do not teach in school! Karl Marx was a **despicable scoundrel as a human being**. Born into a middle-class family in the German Rhineland, Marx's father was a Prussian civil servant who had converted from Judaism to Christianity to overcome the legal restrictions then in place against governmental employment of Jews.

Marx attended the University of Berlin and imbibed the dialectical determinist philosophy of Georg Hegel. Not finishing his degree at Berlin,

he finally earned his Ph.D. through a form of correspondence course offered by the University of Jena.

He spent a good part of his younger life erratically earning a living as a writer and editor of short-lived newspapers and journals. Moving to Paris in 1843, he soon began his lifelong friendship and collaboration with Frederick Engels, a wealthy German textile manufacturer and radical socialist, which resulted in their most famous joint work, *The Communist Manifesto* (1848).

Marx and his family settled in London in 1849, and he continued to live there until his death on March 14, 1883, at the age of 64. From his home in England, Marx devoted a good part of his energy to radical socialist politics on the European continent that included intrigues and conflicts with many other prominent socialists of that time.

A petty, vindictive and vengeful man, ***Karl Marx cheated on his wife with the family housekeeper, fathered an illegitimate child with her, and refused to recognize the existence of this son.*** His personal habits and hygiene were deplorable. Some of his articles as a correspondent for the *New York Herald Tribune* were plagiarized, having been written by Engels but with his own name on them.

He would backstab and badmouth other members of the socialist movement to further his own political purposes and would attempt to undermine any influence by them that challenged his own attempt to direct the ideas and policies of various European socialist groups. **He was racist in his views** of Slavs, Asians, and Africans and indulged in anti-Semitic rhetoric. In other words, Karl Marx was a disgusting, cruel, and power-lusting person.

Man's Destiny Dictated by "History" and Social Class

Marx was convinced that he had discovered the inescapable "laws of history" that determined the inevitable demise of capitalism and the triumph of socialism. He saw every uprising, revolt, or revolution in Europe during his lifetime as the opening shots in the coming of the collectivist paradise.

In Marx's conception of the social world, the individual was reduced to and submerged within "social classes" of the exploiters and the exploited who were in mortal combat for control of the physical means of production. **Human beings had no real ability to shape their own personal destinies. Your personal, beliefs, dreams, attitudes, and values were both meaningless and irrelevant.**

Your outlooks and the outcomes of your life were products of your 'class status'. You were an owner of those means of production or a victim without such ownership, who had to beg and grovel before "the capitalists" to have **access to the resources owned by those exploiters** who demanded a share of what your labor had produced.

The capitalist system was sustained, Marx said, by the power of the state to maintain the ill-gotten material gains of the handful of property owners—the "one percent"—against revolution.

The Socialist Revolution and Dictatorship

Bad things happen. Marx assured those who listened to him, when the inescapable "progressive" development of the material forces of production matured to a point at which their further improvement required the **overthrow of the capitalist system of private property** and its replacement with the "**socialization**" of those means of production through communal ownership and control by "the workers."

This stage of the coming socialist revolution would be preceded by the growing immiseration of the workers as capitalists replaced more and more workers with cost-saving machinery. **This throws those workers into unemployment with lower and lower wages** as they compete for the decreasing number of jobs left for laborers to perform.

Intensified competition among the capitalists drives the less-efficient into bankruptcy and into the growing "reserve army of the unemployed." This reduces the number of capitalist exploiters until they represent a smaller and smaller "ruling class".

The revolution is at hand, "the masses" rise up, the capitalists are

overthrown, and “the expropriators are expropriated.”

However, the workers, now liberated from their capitalist masters, are not ready for freedom and control of the means of the production. No, Karl Marx insisted that before the stateless bliss of a communist post-scarcity paradise and an end to material want, there must be a **socialist transition period of the “dictatorship of the proletariat.”**

The workers may be freed from the capitalists’ direct control, but their minds, beliefs, and attitudes are still under the yoke of the capitalist mentality. They still believe in self-interested behavior and personal gain. **Their consciousness has not been “raised” to a higher plain of altruistic collectivism under which the group’s interests take precedence over the mere selfish desires of the individual.**

The “**Revolutionary Vanguard**”—read: Karl Marx, Friedrich Engels, and other ideologically **right-thinking** individuals—have the responsibility to act for the workers who do not fully understand what their true interests are. The revolutionary elite has the necessary task of “**Re-Educating**” the people into that higher collectivist consciousness. They must seize the reins of control in the new socialist state and direct the new system of socialist central planning; the workers must be disciplined to labor for the society as a whole.

At the same time, the revolutionary vanguard has to vigilantly protect the socialist society from any attempt by foreign capitalists and the remnants of the former domestic capitalist class from once again imposing the unjust system of “wage slavery.”

If those former capitalists and their heirs refuse the process of re-education, then they will have to be “**Eliminated**” **By Violent Means**. To protect the workers from the seductions of capitalist ideas, censorship would be necessary along with pro-socialist propaganda and the prohibition of any anti-socialist movements or political parties.

The Tyrannies and Corruptions of Socialism-in-Practice

In a handful of Marx’s writings one finds, therefore, the template of tyranny that then was followed, developed, and intensified by every

Marxian-inspired revolution of the 20th century, starting with Vladimir Lenin and his Bolshevik party in Russia in 1917, through Chairman Mao's conquest of China in 1949, to Ho Chi Minh's regime in Vietnam in 1954, Fidel Castro's victory in Cuba in 1959, the Sandinistas' control of Nicaragua starting in the 1980s, and Hugo Chavez and Nicolas Maduro in Venezuela beginning in the 1990s.

At least 150 million people have died at the hands of Marxist regimes around the world.

The vast majority of these victims have been unarmed and innocent men, women, and children. They were executed, tortured, or starved or worked to death.

Every communist regime in the 20th century attempted or succeeded in imposing brutal and comprehensive dictatorial control over the societies under their power. Mind control through propaganda, censorship, and indoctrination were rigorously put into effect to inculcate "socialist values" and eradicate bourgeois, capitalist thinking.

Socialist central planning placed every human being in the "workers' paradise" under absolute dependency on the State: for an education, a job, a place to live, any opportunities for economic and social advancement, and selected perks and privileges that could and would be bestowed on those loyal and obedient to the State.

The socialist "classless society," in reality, was an intricate hierarchical labyrinth of status, position, and degrees of power depending upon the individual's place within the vast bureaucratic network of government planning.

Not that the central planning systems of communist societies generated any degree of prosperity equal to market-based economies on the other side of the Iron and Bamboo Curtains. In the 1920s and 1930s, Austrian economists Ludwig von Mises and Friedrich A. Hayek had already cogently demonstrated why socialist societies implementing comprehensive central planning would create systems of "planned chaos."

The abolition of private property in the means of production, the suppression of market competition, and the end to a price system through which profit and loss could be calculated meant that socialist systems would be poor, wasteful, and “irrational” in their use of the scarce resources under government central direction.

Thus, every member of a socialist society had to have connections, relationships, and “position” in the system to have any chance to gain access to the necessities, conveniences, and meager amenities in their countries, since (except through the pervasive and expensive black markets) little of material value could be obtained through the official channels of State distribution of all goods and services.

Marx’s Ideas Led to the Dictatorship of Paranoia

By its very ideology, Marxist regimes were tyrannies of paranoia. If anyone and everyone who is not a member of the “proletariat” or a convert to the socialist revolutionary cause is, by definition, a “class enemy” attempting to prevent or slow down “history’s” inevitable march into communism; then, every word, every idea, every action, every event not considered to be a step on the road to Marxian collectivism **is a threat to the success of the socialist revolution and the preservation of the Communist Party’s “enlightened” and “progressive” dictatorship.**

“Vigilance” against ever-present “counter-revolutionary” plots, conspiracies, and attempts to undermine the achievements and **advancements of the socialist State**, is the never-ending watchword of the day—until the final victory when the world will be joined in one socialist people’s republic.

A secret police must be ever-present to squelch opposition to the Communist Party, and its powers must be unlimited to surveil everything and everyone; after all, the enemies of socialism are crafty in their intrigues against the just cause of “the people.”

The socialist State is surrounded by capitalist countries waiting for any opportunity to weaken and overthrow the communist system. The mere

existence and growing strength of such a socialist State, grounded in the “laws of history” that Marx discerned in ways others did not, stands as the death-knell warning that the time of capitalist rule is coming to an end.

The logic of Marx’s ideas led to the communist totalitarian State in the 20th century by the very way that Marxism insisted upon looking at the world and the relationships between human beings.

The rationale for absolute Communist Party power followed from the idea that whoever is not with the Party is against “the people” and the inevitable future-to-come when socialism triumphs. **With enemies all around, ideological paranoia** justified every control, every arrest, every interrogation and torture, every execution to eliminate a class enemy, or every one-way ticket to a forced labor camp to compel anti-socialists to be worked to death to build the system they opposed. In communist countries, the latter was often labeled “re-education through labor.”

Everyone of Marx’s predictions about where, when, and how socialism would come about have been proven wrong.

Every element of his critique of capitalist or competitive market-based societies has been incorrect. Wealth, not misery, has come with relatively free-market systems, wealth that has lifted much of humanity out of poverty and into amazing degrees of prosperity—and continues to do so in many more corners of the world.

Personal freedom and civil liberties have gone hand-in-hand with respect for and preservation of private property and the rule of law. And human reality in society has nothing to do with the illusionary conception of a world engulfed in “class conflicts” of the type constructed by Marx.

Let us use the 200 year anniversary to look at the man, his ideas, and their consequences with open and clear eyes. We should use this to remember and reflect on the tragic harm done to humanity through the **destructive influence of Karl Marx.**

Anti-Racists Should Think Twice about Allying with Socialism

Welcome to the the Foundation for Economic Education

Our mission since 1946 has been to inspire, educate, and connect future leaders with the economic, ethical, and legal principles of a free society. We captivate and inspire tomorrow's leaders with sound economic principles and the entrepreneurial spirit.

How Public Schools Are Indoctrinating Students To Marxism

Was education under attack in some way? Apparently it was in the minds of those on the extreme left, Marxists and anarchists. And just what was the call "Against Privatization" all about? Perhaps viewing some of the posters created for this event and shown below will shed some light on the matter.

Well, hey, art is art and we shouldn't make too much of the similarities, except that President Barack Obama called for the art community to support his plan to "**fundamentally change**" the United States.

Change it to what? Is "transform" the same as change? Well, on to more posters. "Students, Workers and Teachers Unite" Poster Soviet Propaganda Poster, National Day of Action to Defend Education "Workers of the World Unite."

Workers of the World Unite? Where have I heard that expression before? Oh, yes, the national anthem of the **former Soviet Union**, L'Internationale. Now how does that go..."Arise ye workers from your slumbers...the Internationale unites the human race."

A catchy tune. Well, anyone can say "Students, Workers and Teachers Unite" without being a Marxist or a Communist, right? Andrew Stern, the President of the Service Employees International Union and Barack Obama's best buddy at the White House, also called for the "workers of the world to unite" so it must be acceptable to use an old Soviet clarion call. I mean, after all, Barack Obama isn't a Marxist, is he? Hmm...the poster on the left does seem to have a lot of clenched fists.

Students have been taught that the "COP" oppresses minorities and should be hated. Marxist propaganda has been telling them this for decades. I mean, after all, minority drug dealers and criminals are just trying to get by as best they can after being crippled by their own culture and the lack of a basic education.

"CAPITALISTS" to "THE TRASH HEAP," is pure Marxist propaganda and the product of their psychological conditioning in America's classrooms. The Story of Stuff video, mentioned below, is being shown in primary schools to teach students to hate the capitalist/free enterprise system.

In any event, the National Day of Action to Defend Public Education and Against Privatization had the support of mostly Left-Wing groups like the Socialist Party of the United States, and radical groups like the Students for a Democratic Society; best known for bombing the New York City Police Department Headquarters, the United States Capital Building and the Pentagon in the early 1970s.

Most of these bombings were carried out by **William Ayers, co-founder of the radical group the Weather Underground, and another buddy of Barack Obama.** Nice bedfellows. The call "against privatization" of education is probably meant to keep all students in public schools so that they can be indoctrinated into the Left-Wing beliefs of their teachers. Private school students and home-schooled students just wouldn't be available for this sort of brainwashing and psychological conditioning.

Well, on to other things, like the 20-minute video being shown in American classrooms entitled The Story of Stuff; a catchy title to appeal to grade school kids. This piece of anti-capitalist propaganda was put together by Greenpeace member Annie Leonard. Now why would environmentalists promote the bashing of the American system of free enterprise? Could it be that the environmental movement is the new route to Marxism? Yup. This is another example of the psychological conditioning that is being carried out in America's public schools to promote the ideas of Marxism.

A teachers' union recently produced a video showing rich people urinating on poor people. ***In the classrooms of America students are being taught that the rich obtained their wealth from poor people by unfair means.*** This is the Marxist idea that there is only so much wealth available and that this wealth must be "redistributed" to the poor as a matter of "fairness."

Russian writers warns the United States is taking toward Marxism, have voiced warnings to Americans not to go down the path that led to death and destruction in the former Soviet Union.

The National Education Association has on its web site as "recommended reading" two books by the **1960s Marxist radical Saul Alinsky**. Saul is Hillary Clinton's mentor! The books are Rules for Radicals and Reveille for Radicals.

In Rules for Radicals on page 3 Alinsky writes that the purpose of the book is "How to create mass organizations to seize power." On page 10 he writes, "A Marxist begins with his prime truth that all evils are caused by the exploitation of the proletariat (workers) by the capitalists. From this he logically proceeds to the revolution to end capitalism, then into the third stage of reorganization into a new social order of dictatorship of the proletariat (workers), and finally to the last stage -- the political paradise of communism."

That Saul Alinsky would have recommended doing such things is exposed on page 25-26 of Rules for Radicals: "The means-and-ends moralists, constantly obsessed with the ethics of means used by the Have-Nots (proletariat) against the Haves (capitalists)...the most unethical of all means is the non-use of means." And this on page 29, "The third rule of ethics of means is that in war the end justifies almost any means."

In one interview Saul Alinsky said that up to 25 million people might have to be "eliminated" in the United States once the proletariat seized power. He later denied making the statement. Under the heading of "Tactics" on pages 127-134 number 15 says, ***"Ridicule is man's most potent weapon...Pick the target, freeze it, personalize it, and polarize it."*** Left-Wing radicals, when caught in a situation where they have no answer for their critics, turn to ridicule to deflect criticism.

And this ridicule is often directed personally at their critics. You can observe this tactic being used almost every day in the more Left-Wing news media like MSNBC any evening. Critics of Barack Obama and his policies are given derogatory psychological labels in what they call the "psycho corner" of the Ed Show.

Barack Obama taught Saul Alinsky's principles. Many Americans are hoping that Mr. Obama will be tried and convicted of Treason. In his autobiography, Dreams from My Father, Barack Obama says this on page 100 to 101; "To avoid being mistaken for a sellout, I chose my friends carefully. The more politically active black students.

The foreign students. The Marxist Professors and structural feminists and punk-rock poets." Barack Obama's alma mater, Harvard University, even teaches a course with the title, Does Communism Deserve Another Chance? Saul Alinsky was a psychopath and an avowed Marxist.

Why would a president of the United States, Barack Obama, heap praise upon such a monster? Beginning in the 1960s, Marxists brainwashed hippie types into hating the United States as part of the Vietnam anti-war movement run by the Soviet KGB.

These hippies, and their children and grandchildren, are still with us today and ***infected with this same Marxist hate for the United States***. You can even sense hints of this hatred from Barack Obama and his wife. Many of these America-haters are now teaching in our public schools.

Students are asked to pledge their allegiance, not to the United States, but to some environmental/animal "rights" nut-case agenda. ***Students are openly being asked to become "citizens of the world" instead of American citizens***, and this is part of the Marxist/Left-Wing agenda.

Don't celebrate Karl Marx. His Communism has a death count in the millions.

It's Karl Marx's 200th birthday, but there's nothing to celebrate. His dream of a utopia led to millions of deaths at the hands of tyrants.



Saturday marks 200 years since the birth of Karl Marx, and tributes are arising out around the globe. “Happy Birthday, Karl Marx. You Were Right!” philosophy professor Jason Barker declared that “educated liberal opinion is today more or less unanimous in its agreement (with) Marx’s basic thesis” on the flaws of capitalism. But this is true only if “educated liberal opinion” simply does not care about tyranny.

But Marxism in practice didn’t work out so well. Communist regimes produced the greatest ideological carnage in human history, killing more than a hundred million people in the last century. While some apologists claim it is unfair to Marx to blame him, the seeds of tyranny were there from the start.

Marx’s salvation scheme was built on a mystical foundation supplied by German philosopher G.W.F. Hegel. Though *The New York Times’* eulogy for Marx touted Hegel as an advocate of a “rational liberal state,” Hegel was derided in his lifetime as the “royal Prussian court philosopher” and for promoting the notion that the State is inherently rational. Hegel deified government, asserting that “the State is the Divine Idea as it exists on earth.”

Marx, perhaps blinded by Hegel, never recognized the inherent danger of Leviathan. Nor did Marx explain how communism would actually arise after the demolition of capitalism. Equally important, he never even attempted to reveal how the State would “wither away” after the “dictatorship of the proletariat” commenced. Marx’s humanitarian piffle did nothing to deter Lenin from decreeing that “liberty is so precious that it must be rationed.”

Marxists assumed that vastly increasing government power was the key to liberating humanity. Glorifying command-and-control was the flipside of demonizing prices and profits. But all-powerful

regimes quickly became ends in themselves. In 1932, Soviet dictator Josef Stalin decreed the death penalty for any theft of state property. As millions of Ukrainians were starving due to the brutal collectivization of farms, even children poaching a few ears of corn could be shot.

Marx continues to appeal to social justice warriors thanks to axioms such as “from each according to his ability, to each according to his need.” And who determines “need”? The presumably omniscient, benevolent State. **Marxism promised to end the “class struggle” but did so by subjugating almost everyone to officialdom**. Abolishing private property left people hostage to petty government officials who punished anyone who failed to kowtow to the latest dictates.

POLICING THE USA: A look at race, justice, media

Marxist regimes felt entitled to inflict unlimited delusions on their victims — for the good of the people, or at least proletariats. East Germans were told the Berlin Wall existed to keep fascists out — even though all the killings by border guards involved East Germans heading West. Marxism promised a utopia, and that unsecured pledge sufficed to treat subjects like serfs bound to endlessly submit and obey. Anyone who tried to escape was treated as if they were stealing government property.

Communism is still often portrayed as morally superior to capitalism because it banishes greedy corporations poisoning people for profit. But East Bloc regimes became a vast graveyard for Mother Nature. Pollution was pervasive largely due to the deification of economic plans. As long as the factories roared and steel output rose, it didn't matter if people and everything else were perishing.

I traveled behind the Iron Curtain many times in the mid-late 1980s to study first-hand the results of Marx's philosophy. I saw pervasive fear in the faces of emaciated people on the streets of Bucharest, Romania, and I saw the terror in the eyes of young Czechs when anyone touched on the subject of politics.

I experienced border guards who flew into a tizzy at any piece of paper that might contain subversive ideas. And I witnessed legions of western apologists who always insisted on giving communist regimes more time and more western handouts to redeem themselves.

Marx never intended for his doctrines to spur perpetual dread in hundreds of millions of victims. But it was criminally naive to expect happy results from any system that bestowed boundless power on rulers. On Marx's birthday, never forget that a philosophy that begins by idealizing government will end by idealizing subjugation.

[Source](#)

One Characteristic Of All Totalitarian . . .

Today the "Dear Leader" of Communist North Korea, Kim Jung Il; and in the past "Chairman Mao" of Communist China; "Uncle Joe," Joseph Stalin of the former Soviet Union; and the infamous Pol Pot of Communist Cambodia where ***millions of innocents were slaughtered*** after the anti-Vietnam War protesters got the United States to abandon the region. Yes, the anti-Vietnam War protesters have the blood of millions of innocent men, women and children on their ignorant, moronic hands.

Barack Obama's Department of Education, with the help of the National Education Association, has provided lesson plans and guidelines by which ***Barack Obama was to be worshiped by American school children.***

The most obvious evidence of this indoctrination has been songs which the children have been made to sing in praise of Barack Obama.

In other Obama propaganda for young people, children are being told to challenge their parents about their political beliefs and tell them to support the policies of Barack Obama. ***This is a tactic that has been used by all totalitarian dictatorships from Adolf Hitler to Mao Tse Tung***, and it is all in support of the cult of personality being established by Barack Obama and the extreme Left in the United States.

In a speech Barack Obama said that the United States should have a civilian security force equal in power and funding to the United States military forces. That was what the Nazi SS and Brownshirts were all about - thugs to enforce the orders of the Nazi dictator Adolf Hitler

"He alone, who owns the youth, gains the future."

-- Adolf Hitler, Mein Kampf

Like Adolf Hitler, Barack Obama knows that the way for hippie/Marxist liberals to remain in power is to **recruit young people** through a process of psychological conditioning in America's public schools.

Barack Obama has enlisted the Department of Education and other government agencies to achieve this end. But this psychological conditioning does not only take place in America's public schools but in its universities as well.

Harvard University in the People's Republic of Massachusetts recently claimed that parades on the Fourth of July are Republican propaganda being used to get people to vote for Republican candidates. The fact that some people might believe this shows how twisted thinking has become in Left

Wing universities like Harvard. Harvard University also teaches a course with the title ***Does Communism Deserve Another Chance***. It must be obvious to even the most casual observer that you can't get more Marxist than that.

Zoombie Liberals have brain-washed a total generation of people. America's youth has been psychologically conditioned by the public school system to accept liberal/Marxist ideology. College students, interviewed, are found to be clueless about important national and international issues.

Unfortunately, it appears that, Hitler, Lenin, and Mao and Obama my own the youth of America.

In the book, *A Slobbering Love Affair: The True (and Pathetic) Story of the Torrid Romance Between Barack Obama and the Mainstream Media*, Bernard Goldberg exposes the uncritical worship of BarackObama by the mainstream media in the United states. One is reminded of the newsreels showing hysterical woman in Nazi German in their adoration Adolf Hitler. ***This is exactly how the cult of personality works.***

Teachers in Louisiana recently staged a protest against reducing funds for schools to keep the state from going bankrupt. The teachers claimed that this illegal one-day strike was for the benefit of students who would be harmed by the budget cuts.

Teachers are really protest about any reduction in their bloated and unfairly excessive pensions and benefits. It is these criminally large pensions and benefits for teachers that harm students by using up the bulk of educational spending **that could be going to educate the students** instead of unfairly enriching the teachers who, judging from America's place compared with students around the world – teachers are doing a miserable job of teaching. **American students are scoring lower than most students in other countries. It's an embarrassment. The system is purposely dumbing down our children.**

Rather than getting increased pay and benefits, most teachers should have their pay and benefits cut and many should be fired outright, but the teachers unions protest!

Franklin Roosevelt warned about allowing unions to organize public sector employees because they would corrupt public officials and loot public funds. A librarian and city union member in California recently retired with a pension in excess of \$200,000 a year, and another city union member, a bus driver in Wisconsin, retired at 55 with a pension of \$100,000 a year. When the income of the average American is about \$50,000, such pensions amountto the **theft of public money** by public sector unions.

The Chicago Teachers Union DEMANDED a 30% pay increase over two years or they will go on strike in June of 2013. Rahm Emanuel, Barack Obama's former Chief of Staff and now Mayor of Chicago, has said he will

cancel an existing 4% pay increase and increase the work day for teachers from the current 5-1/2 hours - the shortest in the nation.

He is also calling for more charter schools to reduce the current inner-city dropout rate of 50%. Chicago is also one of a growing number of cities considering a "parent trigger" in which parents can take over a failing school, fire bad teachers and school administrators and even take the school private. Recently the Chicago Teachers Union president,

Karen Lewis, weighing in at about 500lbs., led a Marxist, red-shirt protest against the proposals of Rahm Emanuel. On January 9, 2013 the **fat bitch** Karen Lewis said that ***rich people should have their heads cut off*** and the teachers in the audience applauded. American schools are now run by Marxist teachers and will drive the country to destruction.

The predominant color of clothing in the photographs of the Louisiana teachers protest **is the Marxist color red**. It is also the color displayed by most supporters of Barack Obama.

The United States Department of Education has pumped billions of dollars into the American educational system with almost no effect. Graduation rates and tests scores remain largely unchanged. The money has been mostly spent to increase teachers salaries and bloated pension plans and to promote a left-wing political agenda.

Canada has no national department of education and student graduation rates and test scores surpass those of American students. ***One way to save a great deal of taxpayer money and end Marxist political indoctrination in America's public schools would be to eliminate the Department of Education.***

Most American schoolteachers are extreme left-wing liberals, and that bias is shown.

American schoolteachers have formed a corrupt political bargain with unions and the Democrat Party, and they will do anything, however mean and cruel, to make sure only Democrats are elected to power.

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National Poll: 40% of Families More Likely to Homeschool

A RealClear Opinion Research survey of 2,122 registered voters shows that support for educational choice is strong, and that a significant portion of parents are more likely to pursue homeschooling opportunities after the lockdowns end. The results show that 40% of families are more likely to homeschool or virtual school after lockdowns, and that 64% support school choice and 69% support the federal Education Freedom Scholarships proposal.

Statement from John Schilling, President of the American Federation of Children:

“Every single family with kids in school has been incredibly disrupted by the lockdowns. With 55 million students no longer in their normal educational setting, families are clearly considering new options and many are seeing the benefits of homeschooling and virtual schooling.

Policymakers should note that there is a strong desire to have these and other educational options available to families, with both strong support for the general concept of school choice and even stronger support for a specific federal proposal, Education Freedom Scholarships.

“This is the time for leadership and for desperately needed bold reforms to be implemented across our K-12 education system. Millions of families are seeing the inadequacies of school districts that are too inflexible. We owe it to our nation’s families and students to give them more flexibility and additional educational options.

Moreover, policymakers owe it to the taxpayers who are footing the \$800 billion K-12 education bill to maximize their investment by ensuring every child has access to a quality education and outcomes are improved across the board.” [Source](#)

Communist Indoctrination of American Children is Causing More Parents to Homeschool

Watching leftist politicians such as New York City Mayor Bill De Blasio goading students to go on “strike” to protest climate change underscored for many American parents the increasing political indoctrination going on in the nation’s public schools, which will likely cause many of them to more seriously consider taking their kids out of government-run schools and homeschooling them.

The climate-change indoctrination push was coast to coast, with the San Diego school board canceling school for a day so that students could join protest rallies and passing a resolution promoting the Green New Deal.

Teacher and author Rebecca Friedrichs rightly observed, “San Diego’s school board should be more concerned with educating its students than canceling classes to send little kids to fill a picket line in support of a partisan agenda.”

The bias in public schools, however, goes even deeper than support for one-day protest marches.

School curriculum is now being infused with leftist social-justice issues and bias that is alarming legions of parents.

In Texas, parent Caryl Ayala criticized one such curriculum, saying it “pits one student against another and violates students’ right to hold a different opinion.”

Surveying the education landscape that parents face, Joy Pullman, executive editor of *The Federalist*, has observed, “All trends in U.S. public education have been irreversibly left for more than a century.”

“Parents just need to get their kids out, and fast,” urges Pullman.

Which brings us to homeschooling.

A just released federal report on school choice found that while the proportion of students enrolled in public schools has remained roughly unchanged in the last two decades, there has been an explosion in the number of children homeschooled over that same time period.

In 1999, there were 850,000 children who were being homeschooled. By 2016, that number had doubled to 1.7 million.

Author and homeschooling expert Kerry McDonald notes that recent estimates “indicate that there are over two million homeschoolers in the United States.”

While many people associate homeschooling with parents who want to give their children religious instruction, the federal report found that larger percentages of homeschool parents cited poor school environment and dissatisfaction with instruction rather than religious instruction as top reasons why they decided to homeschool their children.

Concern with school environment could include biased political atmosphere, while dissatisfaction with instruction could include indoctrinating curricula and teaching.

Thus, with these two factors driving many parents to leave the public schools and with public schools doubling down on their bias and indoctrination, it is no stretch to predict that more parents will make the decision to homeschool their children to keep the politics out of their education.

Homeschool groups have noted homeschooling spikes after highly publicized mass shootings at public schools.

High-profile indoctrination moves by public schools may have a similar impact on parents, resulting in a greater rise in homeschooling in coming years.

Pullman points out that teaching and curricula, especially K-12 humanities, “have turned towards breeding ignorant political activists rather than informed citizens.”

She warns, “expecting anything to change within the current generation’s school years is a fool’s game.”

Further, by pushing political activism untethered to facts and evidence, the public schools are also breeding political intolerance for dissenting views.

In contrast, by avoiding the one-size-fits-all politics of the public schools, homeschooling actually promotes greater political tolerance. According to a University of Arkansas study, “Students with greater exposure to homeschooling tend to be more politically tolerant.”

Add in the fact that homeschoolers score at higher levels on various achievement indicators and the appeal of homeschooling will only grow.

With education technology making homeschooling possible for more and more families, and with the public schools opting to indoctrinate rather than educate children, homeschooling may be the future of education.

[Source](#)