

EIR Feature

Who subverted America's schools?

by an EIR Research Team

This article is based on some highlights from EIR's new Special Report, The Libertarian Conspiracy to Destroy America's Schools, released on April 30. The report was prepared by Carol White and Carol Cleary, with a special appendix by Lyndon H. LaRouche, Jr. It is available from EIR for \$250.

The American educational system is in the deepest crisis of its history. While at the time of the American Revolution we had the highest literacy rate in the world, today the teachers themselves are failing basic literacy tests. Science and mathematics have virtually been eliminated from school curricula, and in their place we find courses in "alternative sexual lifestyles."

Consider the following shocking statistics:

- On 19 academic tests given to students in the industrialized nations, Americans ranked last 17 times, and were never either first or second in performance. Thirteen percent of all 17-year-olds were found to be functionally illiterate: They could read words, but could not discern their meaning. Two-thirds of 17-year-olds could not solve mathematics problems requiring several steps.
- In Baltimore, 20% of the teachers hired in the fall of 1985 failed a written examination which required them to write a short paragraph inviting parents to an open house. The test was designed to measure rudimentary mastery of the English language, such as sentence structure, spelling, and punctuation.
- In Arkansas, a curriculum for junior high school students calls for students to play a "values clarification" game. They draw a card from a deck of cards and discuss the topic indicated on the card. The subjects include: masturbation, group sex, oral-genital sex, and homosexuality. One manual suggested for use in Arkansas schools had the following words of wisdom to offer students in the way of "sex education": "Other boys, about one in ten, are interested some time before puberty in the idea of putting another boy's penis in their mouth."
- American students spend one-half to one-third as much time learning science as students in Japan, West Germany, or the Soviet Union. The 10th grade is the last time the majority of American high school students take a science course.



NSIPS/Stuart Lewis



The grandfathers of the Aquarian kookery in today's schools: John Dewey (top) and Julian Huxley (bottom). Also shown is a parade in New York City.

Fewer than one-fifth of our high school students take even a one-year physics course, while in the Soviet Union all secondary school students take a compulsory five-year sequence of physics courses. The total number of physics teachers in the United States is less than 10,000 and shrinking rapidly, whereas in the Soviet Union there are 123,000, with 8,500 more being trained every year.

This collapse in the quantity and quality of education has chiefly two, interrelated but somewhat distinct, causes. The first cause, is the accelerating, post-1966 slide of the United States into a "post-industrial society" scrap-heap, with the shrinking of the value of the per capita tax-revenue base accompanying that slide. The second cause, is the progress of a campaign of radical revision of the goals and content of education, the insistent intrusion of the "post-industrial counterculture," to the point that some spokesmen for the National Education Association (NEA) openly avow that the goals of education include destroying the institution of the "nuclear family."

Leftists and libertarians

The NEA and kindred organizations of the left-wing counterculture promote the fraud of "value-free" education, encouraging students to "do their own thing," however perverse that might be. A right-wing backlash has recently developed against this, centered in the Washington, D.C.-based Heritage Foundation and assorted libertarian and Christian fundamentalist groups. What is their battle cry? "Close the public schools!" Rejecting the benefits of two centuries of public education in the United States, they would have those

parents wealthy enough to afford private schooling determine the curriculum of their children's schools—and to hell with everybody else.

As this report will document, the opposition between these "left" and "right" groupings is only superficial, since their crusade against universal quality education is based upon the same assumptions: those of British liberalism and pluralism.

These assumptions are the very opposite of the traditional Judeo-Christian standpoint which the educational system of the United States should be duty-bound to uphold. Lyndon H. LaRouche, Jr., in an open letter to United Federation of Teachers President Albert Shanker published in *EIR's* Special Report, identifies the following values as the postulates of our culture:

"(1) Belief that individual human reason converges, by degrees of decreasing imperfection, upon congruence with the lawful ordering of the universe;

"(2) Belief that hedonistic impulses must be checked by counsel of reason respecting the consequences of both actions and policies of practice;

"(3) Belief in the desirability of scientific and technological progress;

"(4) Belief in the heterosexual "nuclear family"; and, also, that the protection of these four principles requires the addition of a fifth:

"(5) Belief in the constitutional form of republican nation-state.

"Then, if these five postulates are replaced by five opposing assumptions, the population so affected will gradually

alter its entire belief-structure away from the Judeo-Christian norms of Western civilization, to adopt a directly opposite belief-structure."

The way out of the crisis

What can we propose to remedy the crisis in education? The basis for a solution can be found in the reforms which Wilhelm von Humboldt introduced into Prussia in the 19th century.

Every future citizen has the right to a universal classical-humanist education in arts and science through the 12th grade. Except for remedial programs, there should be no "tracking."

In primary schools, it is not necessary that children spend several years drawing ugly blotches, in which blotches both parents and teachers must discern "artistic talent" by some mysterious agency. Albertian perspective can be introduced to the educational play of young children, thus affording the child a means for discriminating "rightness" from "wrongness" in drawing. Later, on the secondary level, the student can be introduced to Leonardo da Vinci's correction of Albertian perspective: projections of convex hemispherical mirrors, and know of his or her own independent judgment, why Leonardo's perspective corrects an error inherent in Albertian perspective.

The benchmark objective of secondary education should be the fostering of future leading scientific discoverers. The essence of scientific progress, is the discovery of some axiomatic fallacy permeating some aspect of currently accepted

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scientific opinion. The essential requirements for such discoveries, are clearly two. First, scientific discovery demands developed powers of independent judgment, and confidence in those powers. Second, those powers must be competent; the power of independent judgment must be made rigorous, especially with respect to comprehension of axiomatics.

The cornerstone of classical education until the present century, was the pupil's learning of classical Greek republican literature in the original—and rightly so. If the pupil is to comprehend the internal features of the 2,500 years of persisting conflict between republican and oligarchical forces and ideas, he must begin by mastering these issues in the earliest setting in known history in which the conflict is documented. The arguments posed in the classical Greek litera-

ture continue, to the present day, as the characteristic feature of the unfolding of history. The foundations of Judeo-Christian republican culture, and European physical science, are Platonic—not Aristotelean.

Another point of curriculum must be an accurate history of the origins and development of the American republic, with an emphasis on primary sources—the works of Franklin, Washington, Hamilton, John Adams, John Quincy Adams, and so forth.

The primary and secondary school mathematics curriculum should be developed entirely from the premises of synthetic geometry, to equip graduates to cope with a world which will be dominated by the technologies now emerging from the frontiers of science: controlled thermonuclear plasmas, directed-energy physics, and non-linear spectroscopy of living processes.

The NEA and Jeremy Bentham

We now proceed to expose the role of the National Education Association in the destruction of American schooling, and to investigate the evil ideological underpinnings of its belief-structure.

The NEA was founded in 1857 in Philadelphia. It was originally organized by the presidents of 10 state teachers' colleges, as a political organization to determine educational policy. In 1885, the NEA had only 625 members; now, with 1.7 million members (out of a total of 2.1 million U.S. teachers), the association controls the field of American education. Its delegates constituted the largest bloc at the 1984 Democratic Party convention, which nominated Walter Mondale as the party's ill-fated presidential candidate. It is the largest government employees union in the country, and is second in size only to the Teamsters. It extends its influence through control of the National Training Laboratories, a clearinghouse for the imposition of "sensitivity training," therapy group sessions on government and industrial leaders, as well as on teachers.

The NEA supports environmentalism, the nuclear freeze, one-world government, and the legalization of drugs; it opposes nuclear power and population growth, and demands "gay rights" and the preferential hiring of homosexuals. According to recent editions of its official *Handbook*:

NEA urges the United States and all other nations to adopt a freeze of the testing, development, production, emplacement, and deployment of nuclear weapons and all systems designed to deliver nuclear weapons. . . .

Private possession and use of marijuana should not carry criminal penalties. . . .

The National Educational Association believes that personnel policies and practices must guarantee that no person be employed, retained, paid, dismissed, suspended, demoted, transferred, or retired because of race, color, national origin, religious beliefs, residence, physical disability, political activities, profes-

sional association, activity, age, marital status, family relationship, sex, or *sexual orientation* [emphasis added].

Even more insidious than the NEA's left-wing political postures and its encouragement of sexual perversion and "sex education," is the method which it has introduced into the school system: "group dynamics." This hideous practice of sensitivity sessions and ego-stripping has fostered the "other-directed" character of today's youth, which deprives the individual of any scientific and moral criteria of judgment. What is "good," is what the peer group demands. All values are "relative": After all, what our society may esteem, may be repudiated by the Eskimos, and vice versa. There is no absolute difference between sanity and insanity: The man judged insane by one society or social grouping might be hailed as a genius and a prophet by another.

The "sex education" perversions of the current decade merely provide the excuse and the vehicle for introducing such "touchy-feely" group-dynamics brainwashing into the school system.

This belief structure was shaped most immediately by John Dewey. But the real "godfather" of the association would have to be Jeremy Bentham, the British sodomist and Satanist whose 1785 essay "Pederasty" (in defense of that practice, naturally) contained the following statement of what could be the NEA's credo: "It may be asked indeed, if pleasure is not good, what is life good for, and what is the purpose of preserving it?"

In his *Introduction to the Principles of Morals and Legislation*, Bentham laid out the principles which are taught in the "values clarification" curricula of today:

Nature has placed mankind under the governance of two sovereign masters, *pain and pleasure*. It is for them alone to point out what we ought to do, as well as to determine what we shall do. On the one hand, the standard of right and wrong, on the other the chain of cause and effects, are fastened to their throne. They govern us in all we do, in all we say, in all we think; every effort we make to throw off our subjection, will serve but to demonstrate and confirm it.

This rejection of universal moral values forms the belief-structure of both the NEA and associated "gay liberation" movement, and of the "right-wing" countergangs like the Heritage Foundation.

The evil influence of John Dewey

The single most pernicious influence in the destruction of American education has been John Dewey, one of the founders, with William James, of the pragmatist school of philosophy. Dewey was an important American member of the British Round Table conspiracy, whose purpose was to reasimilate the United States into the British Empire. Two others of this grouping were Bertrand Russell and H. G. Wells, the

"liberals" whose ideology is fascist to the core.

In his 1920 book, *Reconstruction in Philosophy*, Dewey outlined the foundation of his philosophy: If truth does not exist, students can be led to accept pragmatic justification for immoral acts. What is "good," is what is encouraged by the social group. Dewey wrote:

If ideas, meanings, conceptions, notions, theories, systems are instrumental to an active reorganization of the given environment, to a removal of some specific trouble or perplexity, then the test of their validity and value lies in accomplishing this work. If they succeed in their office, they are reliable, sound, valid, good, true. . . . Would not this further application [of the method to morality] demand precisely that we advance to a belief in a plurality of changing, moving, and individualized goods and ends, and to a belief that principles, criteria, laws are intellectual instruments for analyzing individual unique situations? . . . They are tools, and as in the case of all tools, their value resides not in themselves, but in their capacity to work shown in the consequences of their use.

In his book *The Moral Principles of Education*, Dewey elaborated on this new "social" determination of values:

A study is to be considered as a means of bringing the child to realize the social scene of action. Thus considered it gives a criterion for selection of material and for judgment of values. We have at present three independent values set up: one of culture, one of information, and another of discipline. In reality, these refer only to three phases of social interpretation.

By 1918, Dewey and his self-proclaimed Progressives had control of the NEA, which issued a document, *The Cardinal Principles of Secondary Education*, modeled on his educational precepts. His program, which was ultimately adopted throughout the U.S. educational system, attacked the notion of classical academic education, defining the classroom in terms of a group-therapy setting. Contrary to the crudest behaviorist theories, Dewey asserted that social group approval is the essential mediator in learning.

In 1933, thirty-four individuals led by John Dewey published a fascist manifesto, for which they appropriated the name of "humanism," in an effort to confuse those who barely remembered that humanism was a concept of the Renaissance. In 1941, the American Humanist Association was founded, and its *Manifesto* pledged the "humanists" to the following:

- a. Deny God as Creator and accept the evolutionary theory of man's origin as fact.
- b. Label traditional religious concepts as inadequate.
- c. Believe there is no life after death.
- d. Do not tolerate worship or prayer.
- e. Formulate values by means of "scientific in-

quiry.”

f. Strive for control of all human institutions, in order to impose their philosophy.

g. Assert that man is essentially a product of his environment.

h. View the free enterprise system as grossly inadequate and believe a socialized and cooperative economic order must be established for the common good.

The *Manifesto* was updated in 1973 to include an attack on the sovereign nation-state:

We deplore the division of humankind on nationalistic grounds. We have reached a turning point in human history where the best option is to *transcend the limits of national sovereignty* and to move toward the building of a world community in which all sectors of the human family can participate. Thus we look to the development of a system of world law and a world order based upon the transnational federal government.

This is precisely the program supported today by the National Education Association.

UNESCO's subversion of the nation-state

The United Nations Educational, Scientific, and Cultural Organization (UNESCO) functions as the international extension of the National Education Association. Like the NEA, it is dedicated to imposing a Malthusian world-federalist dictatorship which will eliminate the nation-state.

UNESCO founder Julian Huxley, a British racist and colonialist par excellence, described his organization as an internationalization of the ideas of John Dewey's NEA. In his 1947 work, *UNESCO: Its Purpose and Its Philosophy*, he elaborated this assault against the nation, and his racist theory of education. For 40 years now, this is the philosophy which has governed one of the United Nations' largest bureaucracies:

“The moral for UNESCO is clear. The task laid upon it of promoting peace and security can never be wholly realized through the means assigned to it—education, science, and culture. It must envisage some form of world political unity, through a single world government or otherwise, as the only means for avoiding war. However, world political unity is, unfortunately, a remote ideal, and

The Tavistock brainwashers

The NEA National Training Laboratories were a focal point for the dissemination of methods of group therapy into the United States in the postwar period. They were modeled upon the British Tavistock Institute, which combined the development of group therapy with the profiling and manipulation of whole populations, on behalf of British intelligence services. Established in 1946 as an offshoot of the NEA, the National Training Laboratories' first director was Kurt Lewin. The methods of the earlier behavioral scientists were to be refined and the whole American population, not just the schools, was to become a laboratory for these mind controllers.

Lewin was an expert in psychological warfare, who collaborated closely with the Tavistock Institute. He is considered to be the father of “group dynamics,” the theory which guides the practice of group therapy. The idea is to substitute peer-group pressure, often reinforced by “touchy-feely” techniques of public sexual foreplay, for the family and its values. The group becomes a surrogate family, which has an antithetical set of values to those upon which the individual had based his or her own previous standard of judgment. This is the modus operandi of most effective brainwashing, and is

in any case does not fall within the field of UNESCO's competence. This does not mean that UNESCO cannot do a great deal towards promoting peace and security. Specifically, in its educational programme it can stress the ultimate need for world political unity and familiarize all peoples with the implications of the transfer of full sovereignty from separate nations to a world organization. . . . It would be wrong, for instance, if UNESCO were to throw all its efforts into the task of raising the educational level of the least advanced sections of the world's population. . . .

“Here it will be necessary quite soon to face the fact that only a certain fraction of any human population is equipped by heredity to be able to take full or even reasonable advantage of a full higher or professional function of a world society, in addition to its functions in relation to national societies, to regional or religious or intellectual groups, or to local communities. . . .

“It is well known, for instance, that mathematical and musical aptitudes have a genetic basis; and the proper analysis will undoubtedly confirm this, though perhaps less obviously, for other types of aptitude, such as for the visual arts, for natural history, for mechanical science, and so on. It will be important for UNESCO to aid in the working out of proper methods for determining degrees of special aptitudes of this sort, and later in the development of educational systems to fit the facts thus to be discovered. . . .”

also the method of workshops used in sensitivity training, such as that attended by State Department personnel, teachers, industrial administrators, church officials, and even the armed forces.

Tavistock, like the NEA, is opposed to the spread of technology. In the mid-1960s, the institute did a profile of the United States, attacking the influence of the space program upon the American population. NASA's Apollo program had catalyzed a mood of cultural optimism, and faith in the possibility of progress, which the Tavistock Institute found unacceptable.

Following upon this report, new curriculum packets were designed by the NEA, utilizing techniques taken directly from group therapy sessions. Many of the teachers using them were put through sensitivity training, workshops in "human relations," or directly under the auspices of the National Training Laboratories. In this way, they were prepared to implement the curriculum material designed to lead the student to question the "value" of technology.

Is it any wonder that a school system in which these belief-structures become hegemonic, eliminates science courses? The creative, inquiring scientific mind obviously has no role to play in the group-dynamics session, which forces the individual to accommodate to the "consensus" of the group.

The NEA's brainwashing program

The most potent technique for transforming the child into a raving "value-free" libertarian, is to encourage him to express his or her most infantile sexual impulses. The fact that the NEA, along with Jeremy Bentham and William Buckley, support the rights of pederasts to practice their perversion by giving them a privileged position as teachers, only makes the situation that much worse. And the same individuals who now indoctrinate children with the notion that homosexuality is an "alternative life-style," are also propagandizing for limiting population growth, liberalizing drug use, and ending scientific and technological progress.

Sex education: As early as 1969, the NEA produced a "Sex Education Series" which was distributed to schools for children between the ages of 12 and 13. It was approved and published by the American Medical Association. The description of the sexual organs and the process of orgasm was written in a style sufficiently explicit to be pornographic. But since then, the NEA's program has become even more extreme. For example in New Jersey, parents rejected what was to be mandatory co-educational "sex ed" classes, which extended throughout elementary school until the senior year in high school. Among the elements of this curriculum was an exercise in which students were asked to strip before a mirror (at home) and write an essay describing their bodies. Condoms were to be blown up and treated as balloons. Older children were not only told to accept homosexuality as an "alternative life-style," but to question in what way women were different from prostitutes if they were supported by their

husbands. *The students were told now to reveal class discussions to their parents, who were bound to be shocked by them!*

While New Jersey parents were able to prevent these courses from being made mandatory in the school system, Idaho parents suffered a defeat. They lost a vote on a bill which was introduced into the legislature which would have made it "unlawful for any employee of a school district to teach or imply in any way during the employee's working hours in the school district, that the manifestation of sexual desire toward a member of one's own sex or that erotic activity with a member of one's own sex is a normal or acceptable form of behavior." The NEA had opposed this bill on grounds it violated "free speech."

Drug use: The NEA's literature features a "value-free" treatment of narcotic drugs, including such statements as the following: "Marijuana was not declared illegal until 1937, after an energetic campaign by Bible Belt congressmen armed with lurid tales of sinful acts committed by marijuana drugged men and women."

Zero growth: The Washington-based Zero Population Growth Foundation has developed 20 curriculum guides for use with children from kindergarten to sixth grade. These are now in use in the Baltimore school system. Here are some of the "games" the children are taught:

1) The children are given a set of poker chips representing food, shelter, and water. Each child plays the role of a country, and is told to grab up as many chips as possible. Then the children are asked: "If you don't have enough food do you think your country should grow in population?"

2) Children are taken on a field trip to a cemetery, and are asked whether there are "high rise" burial sites. "Doesn't this signal overcrowding inside and outside the cemetery? . . . What caused the deaths? Epidemics? Disasters? Where there any genetic diseases that were inherited?"

3) In a game called "Popumonsters," children entangle themselves so that they form a 1,000-legged monster—"and discover how hard it is to move around in crowded conditions."

4) Children are introduced to "the idea of thinning out the garden by pulling out young vegetable plants so that room is made for the young plants that already exist. Get the children to see who can grow the largest radish.

play being a seedling. Have the child try to 'sprout' while other children are crowding all over him. . . . Ask the child, 'How did you feel if you did not have enough room to sprout and grow?'"

Pacifism: Schools in New York City, Pittsburgh, Milwaukee, Los Angeles, Baltimore, and San Francisco now include courses in "peace studies." One impetus spurring the introduction of this material into the curriculum was the televised showing of the film *The Day After*, in November 1983. Advisers to the NEA on "peace" classes include the Union of Concerned Scientists, a principal lobby group against the U.S. Strategic Defense Initiative.

The libertarian backlash

The campaign against the NEA which has been launched by the Heritage Foundation and other libertarian groups, is a fraud. These groups also trace their philosophic lineage to Jeremy Bentham, and, despite their rhetoric, are in agreement with the NEA on a more fundamental level: They believe in pluralistic values, rather than the objective existence of truth. From this standpoint, they have launched their subversive drive to close down public education altogether.

In the chapter, "Public and Private Schools" in Heritage's *A New Agenda for Education*, Alan Snyder writes:

From the time of the early colonies to the conclusion of the War between the States, private schooling was the most prevalent form of education in the United States. . . . An early rationale for public education was espoused by Horace Mann, the "Father of the Common Schools." He sought to overcome the potential for social strife by mixing the rich and poor in a public system that would instill each child with nonsectarian thinking.

This is a distortion of the history of education in the United States. Snyder goes on to defend "privatization" of education, because it guarantees the right of parents to see that their children are taught according to whatever values system they hold. While no one would deny the right and obligation of parents to supervise the education of their children, and to instill moral values in them, it is a perversion of the Judeo-Christian tradition to extend that "right" to allow parents to educate their children in evil. Snyder would leave the education of the child completely in the control of his parents, without regard to their level of morality, or to whether they have a sufficiently informed judgment to be able to choose a teaching program for their child. He would allow the libertarian the same latitude. To continue Snyder's argument:

The question to be asked today is: How can an education system meet the needs of a free and pluralist society? Perhaps an educational monopoly could have been justified in the 19th century, when people honestly believed that education would become an exact science and when there seemed to be a consensus on American values. If this were true then, it certainly is not now. . . .

The only way to meet the educational needs of diverse groups is to encourage considerable local initiative in the educational process. This will require reversing the loss of local control over education. . . . Today, the idea that parents are the primary educators of their children and they delegate this responsibility to teachers bears little resemblance to reality. The state appoints the teachers, and the parents merely accept what is provided.

The notion that the primary right of every individual is

that of "free choice" was the leading theme of Milton Friedman's book,

Free to Choose. Friedman, of course, is the major economist for the radical right. In this book, he endorses decriminalization of drugs—in full agreement with the "left-wing" radicals of the NEA leadership.

Another leading "right-wing" deschooler is Samuel L. Blumenfeld, whose book *Is Public Education Necessary?* is a venomous attack on the institution of the public schools. His oligarchical view of the poor and minorities is a flat rejection of the American republican ideal, and would be soundly endorsed by the late British racist Julian Huxley, the founder of UNESCO (see box):

The most commonly held view of public education—the view that persuades many of us to preserve

The 'new age' of satanism in America

The destruction of moral values and scientific criteria of judgment in the American school system has led to the shocking proliferation of satanic cults among school-age children. A parent wakes up to find that his child has been murdered, the victim of some local peer-group-based satanic cult, or that he committed murder or suicide while involved in role playing during some magical cult activity.

Deweyism, and its modern versions, has taught the child that no truths, no universals, no higher purpose for man exists. When even the perversions of the National Education Association's "sex education" classes become too "boring" for the jaded youngster, he reaches for even more outrageous obscenities, and for a feeling of "belonging," an illusion of status and power, through the mystical world of the occult, and elaborate fantasy rituals like the game *Dungeons and Dragons*.

Satanism is officially recognized by the United Nations, through an operation known as the Lucis Trust, which operates as a nongovernmental cooperating agency and is assigned an official "meditating" room. The Lucis Trust is a principal controller of satanic cults in the United States. Its name was changed from the more revealing Lucifer Trust, in order to give it some respectability. Its supporters have included such notables as Max Lerner, Robert McNamara, Margaret Sanger, and Norman Thomas. The occultist, futuristic building which houses its official headquarters in Washington, D.C., the Temple of Understanding, is frequently referred to as the "spiritual

it—is, without doubt, the least accurate, in that it tells us very little about the realities of public education. It is based on a collection of myths which most Americans are quite reluctant to give up. The first myth is that public education is a great democratic institution fundamental to America's prosperity and well-being. . . .

Why are these myths so hard to discard? Because it requires discarding an even greater myth that props up the whole edifice: that all men are created equal and that government, as the great equalizer, is the most benevolent dispenser of human goodness, generosity, and justice on earth. . . .

The Heritage Foundation echoes the same oligarchic attitude. In the introduction to the *New Agenda*, they com-

plain, "The unattainable ideal of manifest equality has been converted into a 'right.' "

In fact, the tax breaks and other benefits which these authors demand for private education, would undermine whatever is left of the foundations of public education, and poorer parents would be driven to provide cut-rate education for their children.

The State has an important role to play in fostering universal quality education. But it is not just a question of money; the key is to rediscover the methodological superiority of classical education, in the tradition of the Humboldt reforms of the 19th century in Germany. Only once this is done by an impassioned movement of parents, educators, and others, can the NEA and its libertarian countergangs be effectively put out of commission.

United Nations." It is designed with six rays, indicating the religions of Christianity, Judaism, Islam, Buddhism, Confucianism, and Hinduism, which are synthetically amalgamated into one amoral global religion, just as the sovereign nation-state is to be replaced by one world government.

The Lucis Trust supports the United Lodge of Theosophists in New York, which produces *Lucis* (formerly *Lucifer*) magazine, published in London. Support comes from the United Nations, the Council on Foreign Relations, communists, secular humanists, and the American Friends Service Committee.

The kind of satanical cultural paradigm shift this conspiracy has begun implementing is spelled out in one of its books, first printed in 1954, *Education in a New Age*, by Alice A. Bailey:

"The Piscean Age dealt with the details of the endeavour to measure up to a sensed ideal. . . . The conquests of science, the conquests of nations, and the conquests of territory are all indicative of the Piscean method, with its idealism, its militancy, and its separativeness in all fields—religious, political, and economic. But the age of synthesis, of inclusiveness, and of understanding is upon us, and the new education of the Aquarian Age must begin very gently to penetrate the human aura. . . ."

The nuclear family as such is a special target for attack by the Lucifer cultists. Bailey continues:

"The family group (like all else in human affairs) has shared in the general separativeness, selfishness, and individual, isolated exclusiveness, based on class distinctions, inherited traditions, racial attitudes and national custom. . . . The grip of the past upon families is a factor which is largely responsible for the revolt of modern youth against parental control, though other factors—such as

rebellion against enforced religion and old outworn standards and philosophies—are equally responsible. However, under the coming world order, educators will prepare the young people in schools and college for participation in an active and consciously realized group life."

The group's "new age" philosophy calls for imposition of a one-world, Malthusian government:

"Our problem is to attain the kind of overall synthesis that Marxism and neo-Scholasticism provide for their followers, but to get this by the freely chosen cooperative methods that Dewey advocated. . . . We need not only the political synthesis of a World Federation in which the Eastern and Western hemispheres function like the right and left lobes of man's brain, with the seat of the World Brain serving as the point of decussation of the planetary nerves, but we need also a planetary way of life, a planetary ethics, and a planetary way of feeling to supply the powerful drive we shall require for the great tasks that lie ahead of us. . . ."

Bailey specifies the way education must be shaped by Malthusian doctrines in the new Aquarian Age of Lucifer:

"(1) The emphasis in the future will shift from the urge to produce large families to that of producing quality and intelligence in the offspring. This will include that science of which eugenics is the distorted and exoteric indication. . . .

"(2) The need of an increasing birthrate will be eventually regarded as erroneous. . . . The economic situation will make it necessary that certain physical restrictions should be imposed, because it is now evident that beyond a certain point the planet cannot support humanity. . . .

"(3) The science of eugenics and of sex hygiene and the development of mentally controlled relationships will steadily grow."