

# The Marketing of Evil

## David Kupelian

7 Sabotaging Our Schools How Radicals  
Have Hijacked America's Education  
System

# SABOTAGING OUR SCHOOLS

- Indeed, for most of us, childhood itself is something of a dream. We float along in the world of our parents, for better or for worse, and we grow up pretty much shaped by the most powerful forces around us—home and school.
- THE TRUTH is, during all those formative years when I was being “educated” and supposedly prepared for adulthood and a career, my life was basically one long anxiety spell. I discovered—or maybe I should say rediscovered—God and meaning and purpose only when I was free of school.

# SABOTAGING OUR SCHOOLS

- Public education today doesn't honor God, doesn't recognize God, in truth doesn't really want there to be a God, the government's school system has been cultivated to indoctrinate, to mold, to socialize children, and even to prepare them for the work force, but not to bring forth from within them the noble character and understanding of truth that lie buried within each child.
- In this chapter we're going to explore how the radical transformation of education in America—in pursuit of a private agenda utterly alien to traditional core American ideals—has been “job one” for a wild assortment of elitists, marketers, and “hidden persuaders.” But before we look at school, let's look first at children.

# SABOTAGING OUR SCHOOLS

- In a riveting speech at the National Religious Broadcasters annual convention in 2002, Focus on the Family's Dr. James Dobson, a clinical psychologist, asked the crowd of thirty-five hundred people a provocative question about children:
  - Do you understand what a stem cell is? A stem cell is a cell—in the human being at least—that in the very early stages of development is undifferentiated.
  - In other words, it's not yet other kinds of tissue, but it can go any direction depending on the environment that it's in.
  - The stem cell, if it's in the brain, develops into a nerve cell or into the substances between the nerves. Or if it's in the heart, it becomes a heart cell, or if it's in the eye, it becomes an eyeball cell. Wherever it is, it takes on the characteristic of the surrounding area.
  - Do you understand that children are the stem cells for the culture?
  - The environment that you put them in is what they grow up to be.
  - And if you can control what they hear, if you could control what they're told, if you have access to their minds ... you can make them into just about whatever you want them to be.

# ACT OF WAR

- “IF AN unfriendly foreign power had attempted to impose on America the mediocre educational performance that exists today, we might well have viewed it as an act of war.”
- The rantings of a right-wing anti-public-school fanatic?
- No, it’s the conclusion of the National Commission on Excellence in Education convened at the outset of the Reagan administration by U.S. Education Secretary Terrence Bell and concerned over “the widespread public perception that something is seriously remiss in our educational system.”

# ACT OF WAR

- After eighteen months of thoroughly examining America's schools, the commission presented its dismal conclusions in its April 1983 report titled *A Nation at Risk*, which focused on America's loss of competitive edge in the post-Sputnik era.
- That report has been joined by scores of books before and since, sounding the alarm over the corruption—some say intentional subversion—of America's government schools.
- Public school curriculum and materials have been dramatically reshaped over the past 40 years to completely and totally promote and reflect a radical and progressive secular humanistic world view on within nearly every content area. Much of the focus is on righting the wrongs inflicted through Judeo-Christian worldview through oppression studies. Darwinian evolutionary thought underpins scientific studies. God is not mentioned, so neutral sectarian positions lend themselves to a godless environment in most classrooms.
- We hear a lot about the American Civil Liberties Union suing government schools over alleged violations of the separation of church and state. As a result, public schools are now so intimidated they go to absurd lengths to censor the slightest reference to God.

# “MY KID’S SCHOOL IS FINE”

- Most parents can only relate to schools based on their own personal experiences from the previous generation, so they assume the same practices and experiences, curriculum and expectations are similar to their own.
- This leads to a false sense of security about the mission and execution of the instructional programs. Most people as a result fall into complacency in regards to their child’s education and do not realize what they are actually being taught and how they are being shaped.
- The notion that someone has intentionally subverted our schools is not only disturbing, it’s difficult to believe. Almost any other explanation is preferable.
- Even if our educational system has been sabotaged, hasn’t it been by accident? Who would purposely hurt children?

# “MY KID’S SCHOOL IS FINE”

- The truth is, the Reagan-era commission was on the mark—perhaps more than it even realized at the time—when it characterized the dismal state of government schools as equivalent in seriousness to “an act of war.”
- Indeed, it was an act of war.
- Or maybe revolution is a better word.
- Let us travel back to the war rooms of educational reform and behold the astounding transformation of American education—and thereby of the nation’s children and ultimately American society—which has been dreamed up, planned, and executed by people with values and agendas profoundly at odds with those of most Americans.

# REVOLUTIONARIES

- America's earliest schools were originally established to ensure biblical literacy.
- The Puritan founders of New England saw their settlement as a once-in-a-lifetime chance to create a biblically based society free of the corrupting influences of the Old World.
- To make this dream of a “Bible commonwealth” a reality, the Puritans recognized the need to pass the torch of biblical knowledge on to the next generation.
- Thus, in the 1630s, Calvinists—that's what most of the Puritans were—founded Harvard College as a seminary for educating a learned clergy and organized grammar schools to prepare young scholars for Harvard.

# REVOLUTIONARIES

- To give you the flavor of the original Harvard, here's a snippet from its Rules and Precepts of 1642:
  - *Let every Student be plainly instructed, and earnestly pressed to consider well, the maine end of his life and studies is, to know God and Jesus Christ which is eternal life, John 17:3 and therefore to lay Christ in the bottome, as the only foundation of all sound knowledge and Learning. And seeing the Lord only giveth wisdom, Let everyone seriously set himself by prayer in secret to seeke it of him Prov. 2, 3.*
- This Calvinist utopian experiment didn't last long, however.
- After a long rivalry, in 1805 the Unitarians took control of the college and kicked out the orthodox Calvinists.

# REVOLUTIONARIES

- What was this controversy all about?
- Essentially, the Unitarians rejected the strict Calvinist view that man is innately depraved—“born in sin.”
- Rather, the Unitarians were convinced that man not only was born good but was perfectible.
- Therefore the Unitarians practiced their religion mostly in the area of social progress and good works.
- Evil, they contended, entered our lives, not because of man’s fallen and sinful nature as the Calvinists believed, but rather because of poverty and lack of education.
- By eradicating ignorance through universal education, the Unitarians believed they could end poverty and social injustice.
- Moreover, they were confident that the ideal educational system should be secular—and directed by government.

# REVOLUTIONARIES

- Thus, led by Horace Mann, the Unitarians paved the way for the establishment of America's "public" school system.
- Although the early government schools still maintained high academic standards as well as Judeo-Christian morality, all that started to change during the post-Civil War era, when education came under the sway of a fantastic revolution then brewing.
- John Taylor Gatto, one of America's most celebrated public school teachers (he was voted both New York City and New York State teacher of the year) describes what happened to America's schools in the late nineteenth century.
- In *The Underground History of American Education*, Gatto tells how "progressive educational leaders" hijacked America's school system and recreated it according to strange new philosophies—all with the apparent best of intentions, believing they were doing the great work of advancing civilization.

# REVOLUTIONARIES

- Transporting readers back to the smoke-filled rooms of the late nineteenth century, Gatto writes:
  - Somehow out of the industrial confusion which followed the Civil War, powerful men and dreamers became certain what kind of social order America needed.
  - This realization didn't arise as a product of public debate as it should have in a democracy, but as a distillation of private discussion. Their ideas contradicted the original American charter but that didn't disturb them.
  - They had a stupendous goal in mind—the rationalization of everything. The end of unpredictable history and its transformation into something orderly....
  - The first goal, to be reached in stages, was an orderly, scientifically managed society, one in which the best people would make the decisions, unhampered by democratic tradition.
  - After that, human breeding, the evolutionary destiny of the species, would be in reach.
  - Universal institutionalized formal forced schooling was the prescription.

# REVOLUTIONARIES

- If your head is already spinning, and you're tempted to relegate this to the conspiracy bin, don't. Truth is sometimes stranger than fiction. Gatto goes on to name names:
  - In the first decades of the twentieth century, a small group of soon-to-be-famous academics, symbolically led by John Dewey and Edward Thorndike of Columbia Teachers College, Ellwood P. Cubberley of Stanford, G. Stanley Hall, and an ambitious handful of others, energized and financed by major corporate and financial allies like Morgan, Astor, Whitney, Carnegie, and Rockefeller, decided to bend government schooling to the service of business and the political state—as it had been done a century before in Prussia.

# REVOLUTIONARIES

- And what were the motives of this group?
  - After the Civil War, utopian speculative analysis regarding isolation of children in custodial compounds where they could be subjected to deliberate molding routines began to be discussed seriously by the Northeastern policy elites of business, government, and university life.
  - These discussions were inspired by a growing realization that the productive potential of machinery driven by coal was limitless.
  - Railroad development made possible by coal, startling new inventions like the telegraph, seemed suddenly to make village life and local dreams irrelevant.
  - A new governing mind was emerging in harmony with the new reality.

# REVOLUTIONARIES

- And what were the motives of this group?
  - The principal motivation for this revolution in family and community life seems on the surface to be greed, but appearance concealed philosophical visions approaching religious exaltation in intensity—that effective early indoctrination of all children would lead to an orderly scientific society, one controlled by the best people now freed from the obsolete strait-jacket of democratic traditions and historic American libertarian attitudes.
  - Forced schooling was the medicine to bring the whole continental population into conformity with these plans so it might be regarded as a “human resource.”
  - Managed as a “workforce.” No more Ben Franklins or Tom Edisons could be allowed; they set a bad example.

# REVOLUTIONARIES

- Where do God, the Bible, the Ten Commandments, and good old American independence fit into this scheme?
- They don't. A core change in American values—one that didn't involve God or absolute values—was being birthed in secret.
- That's right, in secret.
- For while most of us are at least somewhat familiar with America's history as it encompasses politics and elections, medical and scientific advances, fashions and cultural trends, wars and revolutions, we are only dimly aware of the most important modern revolution of all.
- That is, the overthrow by a self-anointed leader class of Western Judeo-Christian values and beliefs in favor of a de facto atheistic, "scientific" world view.
- Scientific? Let's take a closer look at what that code word actually meant to these revolutionaries.

# THE HUMAN ANIMAL

- IS THERE really a God? Does man have an immortal soul?
- Is our primary responsibility in this life to be obedient and faithful to God and to His laws of life?
- Or are we just animals—highly evolved mammals without higher purpose, except whatever purpose we decide upon, whose ultimate goal is to live comfortably and pleasurablely and to interact in maximum harmony with the rest of “society”?

# THE HUMAN ANIMAL

- This battle of world views, of course, rages endlessly just below the surface of many of today's most contentious issues.
- Although many have been powerfully attracted to the latter, humanistic world view throughout history, it wasn't until the nineteenth century that a "scientific" justification emerged for rejecting the spiritual nature of man—literally for denying God.
- Of course, Charles Darwin's evolutionary theory, since it offered a way to explain creation without the need for a Creator, provided the philosophical underpinning for an atheistic world view.
- But it was people like German psychologist Wilhelm Wundt, the founder of experimental psychology, who created the "scientific" basis not only for denying God but for transforming society.

# THE HUMAN ANIMAL

- Wundt and his followers believed man was just an animal that could be analyzed, understood, and reprogrammed for the betterment of society.
- They contended this could be done first by careful observation and measurement of psychological and physical reactions, sensations, perception, attention, feelings, associations, and so on, and then by inducing appropriate stimulation to reeducate humans in the desired way.

# THE HUMAN ANIMAL

- So influential was Wundt—to this day he is referred to as the “father of experimental psychology”—that the redefinition of education was inevitable.
- As Wundt observed:
  - Learning is the result of modifiability in the paths of neural conduction.... The situation-response formula is adequate to cover learning of any sort, and the really influential factors in learning are readiness of the neurons, sequence in time, belongingness, and satisfying consequences.
- What this technical jargon means is that man is an animal and can be trained like one.

# THE HUMAN ANIMAL

- Wundt's work provided scientific cover for the revolutionary reformist views of the intellectuals of his day.
- Basing their new approach to governance on science, evolution and psychology, their number-one goal was to transform America through its education system, which they did by taking control of teachers' colleges, textbook publishers, and other institutions.

# THE HUMAN ANIMAL

- Educational historian Samuel L. Blumenfeld describes a few of the main revolutionaries on the education front:
- They were men like G. Stanley Hall, James McKeen Cattell, Charles Judd and James Earl Russell, all of whom had studied the radical new evolution-based psychology under Wundt at Leipzig.
- Hall eventually became president of Clark University in Worcester, Mass.;
- Cattell became an advocate of eugenics (scientific racism) and became head of educational psychology at Columbia University;
- Charles Judd became head of the education department at the University of Chicago;
- James Earl Russell became head of Teachers College, Columbia.

# THE HUMAN ANIMAL

- [John] Dewey didn't go to Leipzig.
- Rather, he received his training in the new psychology from G. Stanley Hall at Johns Hopkins University.
- In 1894, Dewey was appointed head of the department of philosophy, psychology and education at the University of Chicago, which had been established two years earlier by a gift from John D. Rockefeller.
- In 1896, Dewey created his famous Laboratory School, in which he could test the new psychology and the new curriculum on real live children.

# THE HUMAN ANIMAL

- The results of his experiments were summed up in 1899 in his book, “School and Society,” which has become a bible of sorts among progressive educators.
- In it, he said:
  - “[T]he tragic weakness of the present school is that it endeavors to prepare future members of the social order in a medium in which the conditions of the social spirit are eminently wanting....
  - The mere absorbing of facts and truths is so exclusively individual an affair that it tends very naturally to pass into selfishness.
  - There is no obvious social motive for the acquirement of mere learning, there is no clear social gain in success thereat.”
- In other words, the traditional school promoted individualism, which Dewey and other progressives equated with “selfishness.”
- What were needed were schools that promoted the collectivist spirit of socialism.

# SABOTAGE

- ONE OF the first casualties was literacy.
- I'll skip the gory details of how phonics—the simple, logical, and proven method of teaching reading used successfully for centuries—was abandoned in favor of a new system dreamed up by progressive reformers.
- Various called the “look-say” or “whole word” method, it has been responsible for an epidemic of poor readers in our lifetime and prompted Rudolf Flesch's 1955 national best seller *Why Johnny Can't Read*.
  - “The teaching of reading—all over the United States, in all the schools, in all the textbooks—is totally wrong and flies in the face of all logic and common sense,” charged Flesch in one of the most talked-about books of that decade.

# SABOTAGE

- Flesch explained to the American people, most of whom were hearing this for the first time, that the professors of education had changed the way reading was taught in American schools.
- They got rid of the traditional alphabetic phonics method and replaced it with a look-say, whole-word method that taught children to read English as if it were Chinese—that is, composed of characters instead of phonetically structured words.
- He explained that when you impose an ideographic teaching method on an alphabetic writing system, you cause reading problems.

# SABOTAGE

- He also explained why it would be so difficult to get phonics back in the schools:
  - “It’s a foolproof system all right,” wrote Flesch.
  - “Every grade-school teacher in the country has to go to a teachers’ college or school of education;
  - every teachers’ college gives at least one course on how to teach reading;
  - every course on how to teach reading is based on a textbook;
  - every one of those textbooks is written by one of the high priests of the word method. .
  - In the old days it was impossible to keep a good teacher from following her own common sense and practical knowledge;
  - today the phonetic system of teaching reading is kept out of our schools as effectively as if we had a dictatorship with an all-powerful Ministry of Education.”

# SABOTAGE

- Flesch's book aroused tremendous indignation among parents.
- They clamored for a return to phonics.
- But the educational establishment circled the wagons and created the International Reading Association, which became the citadel of the whole-word method.

# SABOTAGE

- Question: What makes “experts” throw out something logical, effective, and proven, and substitute something else that is confusing, defies common sense, and doesn’t work?
- The truth is, the “progressive” education elite forfeited their common sense way back when they were first seduced into the secular world view that said man is an animal that needs to be controlled and directed by others—namely them.
- **If there is no awareness of God, truth becomes relative, socialism becomes attractive, immorality becomes acceptable, and philosophies become bizarre.**

# SABOTAGE

- Human relationships are no longer based on mutual honor for another child of God, but rather on exploitation and domination, either obvious or subtle.
- Everything changes.
- Reading methodology, therefore, is only one of a great many areas of education that were transformed by deluded educational reformers from something that worked to something that didn't work.
- Today the theory of evolution is taught as fact while mere mention in the classroom of real-world scientific disputes over the theory is often censored.
- Differing moral codes are presented as having equal validity according to situational ethics and multicultural studies.
- Sex education teaches that premarital sex is okay as long as you don't get a sexually transmitted disease or become pregnant.

# SABOTAGE

- “Outcome-based education” transforms traditional schooling into vocational schooling.
- Widely established homosexual programs teach kids that the “gay” lifestyle is normal and that thinking otherwise is bigotry and hatred.
- Meanwhile, with every passing school year the traditional American values and sensibilities that previous generations were raised on become a fainter memory.

# SABOTAGE

- If the government's education system—like so much of what the federal bureaucracy touches—is such a disaster, then why do we turn our children over to it for their entire youths?
- Lots of reasons, starting with the name—“public school.”
- They are government schools, but we call them “public.”
- What a difference a word makes! Public sounds open, transparent, free, and wholesome, while government sounds compulsory, bureaucratic, wasteful, and hostile to freedom.
- The mere use of the word public is a powerful and deceptive marketing tool of governments all over the world.
- Public land sounds inviting while government land makes us feel like serfs.

# THE ATTENTION OF A STRANGER

- Please understand. The people responsible for this disaster—both then and now—are not deliberately trying to hurt children.
- They are people who fervently believe, with a religious zeal, in a radically different world view than the one in which most Americans believe—indeed, radically different from the one on which this nation was founded.
- If the government's education system is dangerous to our children's freedom and happiness, how then are we to educate them?

# THE ATTENTION OF A STRANGER

- Many Christians are turning to private school or homeschool alternatives. Kupelian spends the rest of the chapter elevating the praises of homeschooling. While a viable choice for some, I disagree with him on this point personally because I feel like the world needs Christianity, and they will never be exposed to it if we shutter ourselves up to protect ourselves from the evils of the world.
- I also tend to feel that if young people are not confronted with the evils of the world and taught discernment of the secular 'truths' they are presented with, they will have a much higher likelihood of struggle when they seek to engage that world when they are no longer protected by loving Christian parents at home.
- I think that the best homeschool education is to have real discussions about real secular issues and evil with children and to equip them to be ready to discern and to serve in the mission fields of our secular public schools.