



## Zionophobia: Frankfurt's "Critical Theory"; The Progressives' Corporate-Foundation-Government Complex; NEA's Prestidigitation about Its Curricula

19. The system that would attempt the inculcation of Frankfurt propaganda into the minds of the "authoritarian" and "traditionalist" West came to be known as "critical theory."
20. It is imperative that you understand this theory if you are to efficiently identify the propaganda being spewed daily within our culture. The simplest explanation that I have found is from a Frankfurt graduate:

**Kohl, Herbert. *From Archetype to Zeitgeist: Powerful Ideas from Powerful Thinking*. Boston: Little, Brown and Co., 1992), 215-16:**

Critical theory is the name given to a radical sociological theory that originated in Frankfurt, Germany, in the 1920s. According to critical theorists, a critical view of society is necessary for the development of true democracy. Critical theorists reject the idea that it is possible to just study social phenomena without criticizing them. They believe that social scientists should criticize society when it does not function democratically.

The critiques developed by the Frankfurt School were meant to lead to a critical awareness of those points in society where social change needed to be made in order for democracy to live up to its ideal images. Critical analysis was meant to lead to action that would transform society. The idea of social transformation is central to critical theory. The transformation theory of the Frankfurt School has influenced many contemporary progressive thinkers.

21. The easiest and most efficient way to transform a society from a traditional worldview over to a progressive worldview is by propagandizing children from as early an age as possible.
22. The more time that the progressive can spend with children the more completely they can be "transformed" into progressive thinkers.
23. Therefore, Lucifer has used several compartments of progressive thought to promote this objective. The philosophy of each compartment is to criticize as undemocratic any expression of traditionalist thinking. Primary in this effort are two major targets that must be consistently attacked: (1) parental authority and parental involvement in a child's life and education and (2) the standards and values associated with Judeo-Christian ethics and doctrines which are classified as authoritarian and traditionalist. Some of these compartments are discussed in:

**Eakman, *Cloning of the American Mind*, 481-83:**

Our nation is a rich land, and much of that wealth is concentrated in the American version of nongovernmental organizations, or NGOs. The list of them is endless. They range from trusts and endowments for research into numerous subjects, popularly called "think tanks," to groups promoting or shopping this and that, councils for the advancement of whatever, and a mind-boggling list of foundations.



Some NGOs are dedicated to discussion or to charity; others are devoted to single-issue propaganda, lobbying, publicity, enhancement of public awareness, or some combination of these. As an example of what these entities can accomplish when they join forces consider a 16 October 1997, Associated Press report stating that 22 major corporations had joined with 16 existing foundations to fight “a national crisis in the quality of early childhood programs,” an announcement timed to coincide with the White House *Child Care conference* the following week and scripted to bolster the [Clinton] Administration’s push to get more children away from their parents and into “quality” daycare, despite the insistence of many professionals, including some psychiatrists and psychologists, who say that it is too much child care, as opposed to not enough, that is doing children harm. But the announcement sounded good to the uninformed. Among the foundations jumping on the bandwagon were *Carnegie Corporation*, the *Rockefeller Brothers Fund*, and the *Ford Foundation*.

The Nation’s Capitol is the headquarters of some 1,200 NGOs; New York has around 1,000. They all have funds. Big bank accounts. Many, or most, are tax exempt. Some are even funded by tax dollars. NGOs are the nesting places for academics, politicians, former ambassadors, do-gooders, busy-bodies and even the occasional maniac. (p. 481)

First and foremost among our immediate opponents—the ones most likely to involve us in a direct confrontation and put out “attack” manuals [against parents and parent organizations that question school curriculum and policies]—are those who fathom themselves “Friends of Education.” They may happily refer to themselves as “liberals,” but never Leftists. A partial list includes:

- *The National Education Association* and its state affiliate chapters.
- *People for the American Way*
- *The American Civil Liberties Union*
- *Americans for Separation of Church and State*
- *The Carnegie Foundation*
- *The Rockefeller Foundation*
- *The Danforth Foundation*
- *The Association for Supervision of Curriculum Development*
- *The National Council for Social Studies*
- *The American Library Association*
- *The National School Boards Association* (which is why school boards often do not reflect communities or the wishes of parents)
- *The World Population Council*
- *Coalition for Choice*
- *The Anti-Defamation League*
- *The Humanist Society*
- *Family Planning Advocates*
- *AFL-CIO*
- *Planned Parenthood*

(pp. 482-483)

24. The impact that Frankfurt propaganda has on the educational system in this country is best illustrated by Outcome Based Education. This is the buzz term for the insertion of psychoanalysis into the curriculum at the expense of academic instruction.
25. OBE is sold to the public through a very sophisticated system of verbicide and prestidigitation that was conceived right out of the heart of hell:

#### **Eakman, B. K. *Cloning of the American Mind*, 28-30:**

Various labels have been applied to behavioral conditioning as an educational marketing tool—from the “effective schools movement” in the 1970s, to “mastery learning” in the 1980s, to “outcome-based education (OBE) in the 1990s. But all reflect an expanded socialization agenda until under OBE, it has become established as a mental health agenda. What it is, is *psychologized education*. (pp. 28-29)



Today, the methodology combines the behavior modification strategies used by psychotherapists, reserved in the past for changing thought patterns responsible for such counterproductive habits as smoking, compulsive gambling, chronic hostility, and so forth. The Department of Education, the Carnegie Foundation, and the NEA all continue to call behavioral modification strategies “cognitive learning” and insist that the psychotherapeutic goals and outcomes of the new outcome based fad are going to usher in a new era of tough “standards.”

The term “cognitive” has been vastly redefined by psychologists to include viewpoints, opinions, and attitudes so that psychologically manipulative fare is permitted to masquerade as “basic” subject matter, without presenting all the facts or any facts at all to the student.

This makes it easier for curricula to target the child’s “belief system,” leaving his or her intellect bankrupt. The belief system, as defined in a dictionary of psychology terms, is made up of a collection of attitudes (i.e., viewpoints and unconscious assumptions). (p. 29)

The terms *modifying behavior*, *targeting attitudes*, and *outcomes* are misconstrued. For example, because of the massive problem today of disruptive students, together with non-stop media hype surrounding negligent and abusive parents, the public assumes that *behavior* in this context means “conduct,” that *attitude* means “temperament,” and that *outcomes* mean “standards.” Not so. In the jargon of psychology, *modifying behavior* means “altering beliefs,” *attitude* is synonymous with “viewpoint,” and *outcomes* are the automatic, subconscious responses (or world views) a child is supposed to have when he or she leaves school. (p. 30)

26. This is an indictment of the schools of education in almost all government universities and by application to the faculty members of public schools who were trained by them. There are marvelous exceptions but they are few and far between. It is only by means of doctrine that some are able to effectively do their jobs within a curriculum that is designed to dumb down their students.
27. The prestidigitation contained in government curricula utilizes the very same techniques that were discovered by Pavlov from his dogs, applied by the Soviets to their population, and imposed on our POWs in the Korean War.
28. The American classroom is just as coldly efficient in its methodology of behavior modification as were the Chinese Communists portrayed in the movie *The Manchurian Candidate*. The goal of the Communists was “menticide” whereas the goal of the public school is “outcomes.” The prestidigitation of the latter is much more sophisticated and the “outcomes” are far more subtle as minds are deluded into buying the lie.