

Marx's Dialectical Materialism: Tension plus Conflict equals Change; Pavlov's Conditioned Reflex; Individualism v. Collectivism; Skinner's Behavior Modification

25. Karl Mark expanded on this idea with what he called “dialectical materialism” which asserted that “tensions and conflicts are the driving force of change. Thus, according to Marxist theory, the inherent contradictions of capitalist society will lead eventually to its overthrow by the workers. The final synthesis will be a classless society.”¹
26. An illustration of the difference between Hegelianism and Marxism is provided by Herbert Kohl:

Marx rejects Hegel's notion of special individuals [e.g., Alexander the Great, Julius Caesar, Napoleon] bearing the history of the Absolute. For him individuals cannot change the direction of history and realize the dialectic. It is groups, the collective action of working people rising up in opposition to the wealthy, that will change the world for the better.²
27. While doing research on the digestive habits of dogs, Ivan Pavlov, a Russian physiologist, discovered the phenomenon of the conditioned reflex. He learned by experimentation that a dog would salivate at the sound of a bell, which was previously associated with the sight of food.
28. Each of these men's philosophies and discoveries contributed either directly or indirectly to Skinner's ideas about education. From Skinner and others, present-day public education is a workshop for behaviorism.
29. Here are definitions of four techniques used in the public schools to alter the students' belief systems over to Progressive ideology:

Operant conditioning: This notion is based on (Skinner's) work with pigeons and rats. The basic idea is that “when a bit of behavior is followed by a certain consequence, it is more likely to occur again, and a consequence having this effect is called a reinforcer. That is, for example, “anything the organism does that is followed by the receipt of food is more likely to be done again whenever the organism is hungry.”

There are two kinds of reinforcers: negative reinforcers which have adverse effects, and positive reinforcers whose effect is positive. Skinner contends that only the positive reinforcers should be used. In other words, in order to reinforce a certain kind of behavior, one should not punish; he should reward. If a person is surrounded by an atmosphere in which he gets a sufficient reward for doing what society would like him to do, he will automatically do this without ever knowing why he is doing it. Within the Skinnerian system there are no ethical controls. There is no boundary limit to what can be done by the elite in whose hands control resides.

¹ *Encyclopaedia Britannica: Micropaedia*, 15th ed. (Chicago: Encyclopaedia Britannica, 1979), 3:518.

² Herbert Kohl, *From Archetype to Zeitgeist: Powerful Idea for Powerful Thinking* (Boston: Little, Brown, and Co., 1992), 62.

We are on the verge of the largest revolution the world has ever seen—the control and shaping of men through the abuse of genetic knowledge, and chemical and psychological conditioning.³

Behavior modification: Techniques for dealing with maladaptive behavior ... through operate conditioning [as by arranging and managing reinforcement contingencies so that desired behaviors are increased in frequency and maintained and undesired behaviors are decreased in frequency and removed].

Behavior shaping: The process by which a target response or series of responses is developed through the use of strategically placed reinforcers.

Behavior theory: A view which regards human behavior as primarily rooted in the experiential history of the organism, as having been learned, and as susceptible to modification by psychological means; emphasis is on the nature of the learning processes that underlie behavioral change.

Behaviorism: A school of psychology which regards objective, observable manifestations such as motor and glandular responses as the key to an understanding of human behavior; consciousness, feeling, and other subjective phenomena are rejected as unnecessary; places much reliance on the study of behavior of animals under controlled conditions.

Originated with the work of M. F. Meyer, A. P. Weiss, and J. B. Watson during the first two decades of the (twentieth) century; the most widely known contemporary exponent was B. F. Skinner.⁴

30. What we are able to discern from these sources is that the National Education Association's influence throughout the public schools of America has devised a method of mind control that manipulates children to adopt the behavior patterns promoted by Progressive ideology.
31. What this system contains is an amalgamation of ideas, philosophies, and experiments from such men as Marx, Darwin, Pavlov, Skinner, et al., in order to create change in society that purportedly will expand freedom for all and create a perfect world order.
32. Hegel perceived an unseen force external to human essence that he called the Absolute Idea over which man had no control. Marx robs man of his individuality claiming that Hegel's "Absolute" can only be achieved by the collectivist action of groups. Pavlov, innocent of how his research would be distorted by ideologues, discovered conditioned reflex in animals. Skinner distilled all this down into a system of behavior modification by which children are considered no different than animals and can be trained accordingly.
33. The *sine quo non* that is missing from all of this is the human soul, its attribute of volition in particular; what neurologist Patricia Churchland calls "spooky stuff."⁵

³ Charlotte Thompson Iserbyt, *The Deliberate Dumbing Down of America: A Chronological Paper Trail* (Ravenna, OH: Conscience Press, 1999), 186.

⁴ Iserbyt, *The Deliberate Dumbing Down of America*, G-25.

⁵ A term used by philosopher Patricia Churchland: "Ever since a high school biology teacher had tried to assure her that people are alive because they are animated by an inexplicable life-force, she had been suspicious of what she

34. The issue in the Angelic Conflict and the appeal trial of Satan is human free will. Decisions are made on an individual basis. Hegel's Absolute Idea is in reality the divine decree established in eternity past by the sovereignty of God.
35. In human history the sovereignty of God and the free will of man must coexist by divine decree. Righteousness is the standard for human behavior and justice protects and enforces that standard.

NOTE: Remove God and volition from the life of children and teachers become the prevailing authority that ignores the child's free will in favor of instilling standards of Progressive ideology. A child minus God, minus volition, equals an animal to be trained.

called "spooky stuff," phenomena that supposedly fell outside the sphere of science." (George Johnson, "Spooky Stuff," in *In the Palaces of Memory: How We Build the Worlds inside Our Heads* [New York: Vantage Books, 1991], 207).

