



THE DIRECTORATE OF INDOCTRINATION Leftist Academic Apparatchiks

"Let us with caution indulge the supposition that morality can be maintained without religion. Whatever may be conceded to the influence of refined education on minds of peculiar structure, reason and experience both forbid us to expect that national morality can prevail in exclusion of religious principle." --George Washington from his Farewell Address, 1796

It's the end of the school year, so Barack Hussein Obama is including commencement speech whistle stops on his 2012 campaign itinerary.



In Memphis, where Obama delivered one such speech to budding sycophants at Booker T. Washington high school, he asserted, "My administration has been working hard to make sure that we ... encourage the kind of change that's led not by Washington, DC, but by teachers and principals and parents..." (Notice the order in which he lists the agents of change: "teachers and principals and parents.")

Of course, "the kind of change" led by socialist unions in government schools across the nation is already in lock step with what "Washington, DC" dictates. They're both bent upon churning out legions of [useful idiots](#) necessary to ensure incremental implementation of [Democratic Socialism](#). Of incremental implementation, Soviet dictator Nikita Khrushchev once said, "We can't expect the American people to jump from capitalism to communism, but we can

assist their elected leaders in giving them small doses of socialism, until they awaken one day to find that they have communism."

I must note here that there are thousands of outstanding teachers who do *not* subscribe to Leftist efforts to "fundamentally transform the United States of America" via student indoctrination, partisan and sectarian curricula, and a liberal worldview. However, I must also note that, unfortunately, these brave souls are the rare exception to what was once the rule.

Prior to latter-20th century, outstanding teachers dominated public schools.

Historically, establishment of most private and public academic institutions for the young was, first and foremost, for the purpose of reading the Bible. Indeed, most Christian denominations established schools, colleges and universities to train clergy.

The nation's oldest academic institution, Harvard University, was established in 1636 and named for Puritan minister John Harvard. A 1643 college brochure identified Harvard's purpose: "To advance Learning and perpetuate it to Posterity; dreading to leave an illiterate Ministry to the Churches." Harvard alumnus John Adams (class of 1755) wrote in 1776, "It is the duty of all men in society, publicly, and at stated seasons, to worship the SUPREME BEING, the great Creator and Preserver of the universe." In his Dissertation on Canon and Feudal Law, Adams wrote, "Liberty cannot be preserved without a general knowledge among the people, who have a right, from the frame of their nature, to knowledge, as their great creator, who does nothing in vain, has given them understandings, and a desire to know; but besides this, they have a right, an indisputable, unalienable, indefeasible, divine right to that most dreaded and

envied kind of knowledge; I mean, of the characters and conduct of their rulers."

Yale, the nation's third oldest academic institution, was established in 1701 by royal charter "wherein Youth may be instructed in the Arts and Sciences [and] through the blessing of Almighty God may be fitted for Publick employment both in Church and Civil State." Yale alumnus Noah Webster (class of 1778), wrote in the forward of his 1828 Webster's American Dictionary, "In my view, the Christian religion is the most important and one of the first things in which all children, under a free government ought to be instructed. ... No truth is more evident to my mind than that the Christian religion must be the basis of any government intended to secure the rights and privileges of a free people."

Princeton was founded by "New Light" Presbyterians of the Great Awakening for the purpose of training their ministers. Jonathan Dickinson, a Presbyterian minister and leader of the Great Awakening of the 1730s, was the school's co-founder and first president. Princeton alumnus James Madison (class of 1771) observed, "The belief in a God All Powerful wise and good, is so essential to the moral order of the world and to the happiness of man, that arguments which enforce it cannot be drawn from too many sources nor adapted with too much solicitude to the different characters and capacities impressed with it."

Virginia's College of William and Mary, founded in 1693, was Anglican. Baptists founded Rhode Island College, now Brown University, in 1764. Congregationalists established Dartmouth College in 1769 to extend Christianity to native populations.

Founder Benjamin Rush wrote, "[T]he only foundation for a useful education in a republic is to be laid in religion. Without this there can be no virtue, and without virtue there can be no liberty, and liberty is the object and life of all republican governments."

But teaching reliance upon Essential Liberty as "endowed by our Creator," in support of [Rule of Law](#) as affirmed by "the Law of Nature and nature's God"

and as outlined in our Declaration of Independence, is in direct opposition to those who would advocate for tyrannical [rule of men](#).

Benjamin Franklin asserted, "A nation of well informed men who have been taught to know and prize the rights which God has given them cannot be enslaved. It is in the region of ignorance that tyranny begins."

The importance of government education as a tool for denying Rule of Law has been advocated by generations of tyrants. In order to achieve totalitarianism, they must undertake to [expel God from the academy](#).

Karl Marx wrote, "The education of all children, from the moment that they can get along without a mother's care, shall be in state institutions at state expense." His student Vladimir Ilyich Lenin concurred, "Give me four years to teach the children and the seed I have sown will never be uprooted." As Josef Stalin understood, "Education is a weapon, whose effect depends on who holds it in his hands and at whom it is aimed."

Leftists also understand that the earlier socialist indoctrination is applied, the greater its force, and the greater the likelihood it will stick.

Obama promised in his inaugural speech that he would "transform our schools and colleges and universities to meet the demands of a new age." It was a promise that he'd previously fleshed out in "The Audacity of Hope," the second of his self-congratulatory autobiographies: "It's time to redesign our schools -- not just for the sake of working parents, but also to help prepare our children for a more competitive world. Countless studies confirm the educational benefits of strong preschool programs, which is why even families which have a parent at home often seek them out."

Likewise, its sunrise-to-sunset year-round application could provide further assurance of successful indoctrination. "The same goes for longer school

days, summer school, and after school programs," writes Obama.

To that end, according to the Communist Party Education Workers Congress, "We must create out of the younger generation a generation of Communists. We must turn children, who can be shaped like wax, into real, good Communists. ... We must remove the children from the crude influence of their families. We must take them over and, to speak frankly, nationalize them. From the first days of their lives they will be under the healthy influence of Communist children's nurseries and schools. There they will grow up to be real Communists."

Of course, the Left's indoctrination agenda has been subject to exposure since its inception.

Benjamin Disraeli, the conservative 19th-century British prime minister, noted, "Wherever is found what is called a paternal government, there is found state education. It has been discovered that the best way to insure implicit obedience is to commence tyranny in the nursery." His contemporary, John Stuart Mill, warned, "A general State education is a mere contrivance for molding people to be exactly like one another; and as the mold in which it casts them is that

which pleases the dominant power in the government, whether this be a monarch, an aristocracy, or a majority of the existing generation; in proportion as it is efficient and successful, it establishes a despotism over the mind, leading by a natural tendency to one over the body."

The great 18th-century philosopher Edmund Burke observed, "The people never give up their liberties but under some delusion." Indeed, that delusion is dependent on erasing the knowledge of the past, as 20th-century philosopher George Santayana concluded in *The Life of Reason*: "Progress, far from consisting in change, depends on retentiveness. When experience is not retained, as among savages, infancy is perpetual. Those who cannot remember the past are condemned to repeat it."

In the words of Thomas Jefferson, "If a nation expects to be ignorant -- and free -- in a state of civilization, it expects what never was and never will be."

Caveat emptor, my fellow Patriots! The ultimate objective of Leftist Apparatchiks in the Democrats' dumbed-down Directorate of Indoctrination is to disenfranchise Liberty.