

Russell Kirk; Thomas Sowell: Deconstruction of Parental Authority

Sowell, Thomas. "Classroom Brainwashing." Chapter 3 in *Inside American Education: The Decline, The Deception, The Dogmas*. New York: The Free Press, 1993, pp. 34-69 passim:

Parents as Pariahs (pp. 48-51) Peers as Guides (pp. 53-54) Risk as Adventure (pp. 55-56)

Assessment (pp. 62-66)

The point of all this as it relates to our study? First of all, the verse under scrutiny:

Hebrews 12:10 - For parents, on the one hand, disciplined us for a short time according to what seemed best to them.

The Satanic Conspiracy which unceasingly seeks to destroy client nations, will always employ as one of its methods the destruction of establishment or Christian traditions with each passing generation. The mission is to erase from the national conscience any relationship with absolute principles and ideas. The most effective and efficient way to accomplish this objective is the discrediting of parents and the traditions which they seek to pass down to their children. And the most efficient way of doing this is to gain control of the schools which mold the minds of children.

I am not suggesting that there is an organized conspiracy by a group of elitists in New York City who micromanage this draconian manipulation of our country's youth, although if one existed, I would not be surprised. What I do contend is an absolute fact however, is that there are many individuals and groups who are motivated by humanist philosophies of human dignity, diversity, and equity.

These philosophies express themselves in the modern special-interest groups which promote the following ideas:

1. Efforts for world peace through unilateral disarmament in an effort to prevent global destruction from nuclear war. (We might call this the Carthage Syndrome.)
2. Micromanagement of the environment and natural resources as a means of preserving the human race from extinction. (Meteorological facts are invented out of thin air, so to speak, such as global warming and the greenhouse effect, in order to justify governmental control of private property.)
3. The placing of emotion on the same level as intellect so that in decision making, how one feels is as valid as how one thinks. (Lowers restraint on the sinful nature and justifies complicity to the lust pattern under the banner, "If it feels good, do it"; "If it's best for you, it's the right thing to do.")
4. Equity among the races, languages, and cultures of the world in an effort to eliminate the need for national boundaries. (This is the real motivation behind the UN's involvement in the Balkan wars.)
5. Emphasis on quality of life as a major measure of human dignity so that government can decide who lives and who dies. (The hidden agenda behind both abortion and euthanasia, the ultimate methods of "saving the nation's health care system.")
6. Government control of wealth so that equality of opportunity results in equity of result. (The motivation behind affirmative action and the notion that "equality is meaningless in the life of the poor without equity.")

7. The idea that man is born with the capability of perfection which can be realized through education and therefore results in a de-emphasis on restrictive laws and regulations. (The logical result of evolutionist theory as opposed to the principle of total depravity. It is expressed by the use of psychological counseling of murderers rather than capital punishment.)

Each of these challenge biblical principles and serve to establish human viewpoint solutions to human problems which are of a far different origin than presented by the activist. For example:

There will be no world peace, regardless of what kinds of ordinance are in any nation's arsenals, until the Second Advent of Jesus Christ. (Matthew 24:6, Matthew 24:7)

The claim that mankind—the creature—is capable of wantonly depleting the world's resources and simultaneously destroying its atmosphere is a complete rejection of the divine promise of logistical grace support. (2 Peter 1:3) This denies the importance of making decisions based on principles and absolutes and emphasizes instead the emotional feelings of an individual as being an objective guide to decision making. (Romans 16:17, Romans 16:18)

Nationalism is the way God seeks to protect the Pivot in any given generation. Whereas under nationalism, there is always at least one host nation for the Pivot, under internationalism, Satan rules. (Genesis 11:1-Genesis 11:9)

The very fact that God selects a person at physical birth confirms the fact that all life is sacred. Further, Jesus Himself said,

John 10:10 - I am come that they might have eternal life and abundance.

Equality under the law does not imply equality in life. Volition must make good choices for good results to follow. Decisions are not influenced by one's environment but instead determine one's environment. To wit:

2 Thessalonians 3:10 - If anyone will not work, neither let him eat.

2 Thessalonians 3:11 - For we hear that some among you are leading an undisciplined life, doing no work at all, but acting like busybodies.

Or,

1 Thessalonians 4:11 - Make it your ambition to lead a quiet life and attend to your own business and work with your hands.

Or,

2 Thessalonians 3:6 - We command you, fellow believer, in the name of our Lord Jesus Christ, that you avoid every believer who leads an unruly life and not according to the tradition which you received from us.

One of the clearest refutations of the evolutionist's idea that man is born good and getting better was presented by Jeremiah when he wrote,

Jeremiah 17:9 - The heart is more deceitful than all else and is desperately sick; who can understand it?

Parents seek to teach their children how to think and make decisions from the foundation of traditional values. Proponents of progressive education call those values into question and promote a false sense of self-esteem from which decisions are made based on how one feels.

When leaders can control the masses by appealing to their emotions, then explanation of policy is no longer necessary. Consequently, the principle we developed during our study of Civil Disobedience: The use of rhetorical veils serves to advance while concealing a hidden agenda.

Hebrews 12:10a - For parents, on the one hand, disciplined us for a short time according to what seemed best to them.

It's now time to see what's "on the other hand" as the analogy proceeds with the second half of the verse. It begins with the adversative particle: *de* - "*but He, on the other hand ...*"