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During World War II, Dr. Oliver was Director of Research in a highly secret agency of the War Department, and was cited for outstanding service to his country.

One of the very few academicians who has been outspoken in his opposition to the progressive defacement of our civilization, Dr. Oliver has long insisted that the fate of his countrymen hangs on their willingness to subordinate their doctrinal differences to the tough but idealistic solidarity which is the prerequisite of a Majority resurgence.

SOME QUOTABLE QUOTES FROM AMERICA'S DECLINE:

On the 18th Amendment (Prohibition): "Very few Americans were sufficiently sane to perceive that they had repudiated the American conception of government and had replaced it with the legal principle of the 'dictatorship of the proletariat,' which was the theoretical justification of the Jews' revolution in Russia."

On Race: "We must further understand that all races naturally regard themselves as superior to all others. We think Congoids unintelligent, but they feel only contempt for a race so stupid or craven that it fawns on them, gives them votes, lavishly subsidizes them with its own earnings, and even oppresses its own people to curry their favor. We are a race as are the others. If we attribute to ourselves a superiority, intellectual, moral, or other, in terms of our own standards, we are simply indulging in a tautology. The only objective criterion of superiority, among human races as among all other species, is biological: the strong survive, the weak perish. The superior race of mankind today is the one that will emerge victorious—whether by its technology or its fecundity—from the proximate struggle for life on an overcrowded planet."

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It is, therefore, in the best tradition of America and of free men everywhere that *Liberty Bell* strives to give free reign to ideas, for ultimately it is ideas which rule the world and determine both the content and structure of our Western culture. We believe that we can and will change our society for the better. We declare our long-held view that no institution or government created by men, for men, is inviolable, incorruptible, and not subject to evolution, change, or replacement by the will of an informed people.

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George P. Dietz, Editor

American Education:

Forty Years of Waste, Fraud, and Subversion

by

Arthur J. Jones

American education today, at all levels in virtually every state in this country, is the greatest fraud ever perpetrated against the parents and taxpayers during the last 40 years. To most of the world this costly con game we call public education is an open joke known to everyone but the parents of America!

It is only when their children, supposedly educated, graduate from our high schools and colleges and compete with each other for high-paying jobs that they discover how woefully uneducated they are. And even then, as in case of Black and Hispanic youths, they are too ignorant to realize their own illiteracy and instead blame employers for rejecting them because they are simply "White racists".

The truth is, the amount of money spent on public education in this country is greater than it has ever been before. Yet, all we are getting back for all this money is one generation dumber than the preceding generation! Altogether, this nation will spend over 506.5 billion dollars on educating, or attempting to educate, the children of this nation in the coming school year. (*USA Today* August 24, 1994) The education budget alone for the Chicago Public Schools, from September of 1994 to September of 1995, has been set at 2.9 billion dollars! (*Chicago Sun Times* August 16, 1994) Included in this sum is 162.3 million for racially balancing the Chicago Public Schools, in accordance to a federal court order handed down by federal Judge Milton Shadur back in the late 1960's. Since that infamous ruling by this leftist Jew federal judge, the once majority-White student population of Chicago schools has been reduced to only 11% of the public school population! And still the buses roll, transporting hordes of Blacks and Mexicans into formerly all-White schools and taking tiny handfuls

of White students into the crime-infested Negro and Hispanic schools.

Yet despite all the money spent on education, despite all the extra incentives and special programs and courses designed to encourage and inspire students to stay in school and learn, year after year, the SAT scores and the less demanding ACT scores, required for college-bound students, keep going lower and lower.

In 1994, 42% of the high school graduates had taken the SAT exams, which comes out to about 1,000,000 graduates. A perfect score on the SAT is 1600, which measures verbal comprehension and the ability to do higher mathematics. In 1960, the national average on the SAT was 975. In 1994, the national average had sunk to 902. (*Atlanta Journal*, August 25, 1994)

Again, lack of money is not the problem. In 1965, per pupil expenditures stood at \$2,700. By 1995, the amount spent on each pupil in public schools of this country will be on the average over \$5,000. And right now, the New York City public schools average \$6,107 per pupil. So lack of money is not what ails our schools.

Nor are the classes too crowded as the liberals claim. In fact, the average United States classroom now only has 18 students, down from 25 students back in 1965. However, in South Korea, which among 14 industrialized nations placed first in academic skills, the average class contains 49 students. In that international competition, the best the United States could do was a dismal 12th place!

In 1960, 39% of adults aged 25-29 did not have a high school diploma. By 1990 that drop out rate had been reduced to 12.1%. Yet, those figures can be very misleading. For while the per cent of drop outs may have declined over 30 years, the actual number of illiterate or barely functionally literate Americans has increased tremendously. For example, 90 million American adults cannot write a simple letter or read a bus schedule, or fill out a bank deposit slip, or even understand instructions given to those asked to serve on juries. And 26% of American public school students are in special educa-

tion classes, that is, "special education" for slow learners or what are known as "EMH" students — educationally mentally handicapped!

This basic ignorance shows up in college, where in 1990, 21% of all college freshmen were taking remedial math; 16% remedial writing; and another 18% remedial reading. Illiteracy also shows up in the work place. In a survey of 200 major United States corporations, 22% of the companies surveyed in 1990 were teaching reading; 41% were teaching basic writing skills; and 36% of these companies were teaching some of their employees how to do basic math.

And the United States military has had to dumb down their training manuals on how to operate and repair the costly equipment used to defend this country to the level of comic books. Despite the much vaunted victory over Iraq, most of our casualties in that war were from our own people firing on each other, usually from great distances. This was simply because of incorrect coordinates given on maps, or reading radar screens incorrectly.

In military maneuvers in Europe, United States forces in competition with our NATO allies almost always do poorly, despite having the superior equipment. The presence of large numbers of Negro soldiers in United States Army units, holding positions for which they were not mentally equipped to handle, was largely the reason for such poor performances in the field.

From my military service, including the year I spent in Vietnam, I feel the more non-Whites in the unit, the less it became a first class fighting force. Other veterans, especially retired career military men, I'm sure will agree with me on that.

Now, the question is what has happened to what was once the greatest educational system in the world? How has American public education come to such a sorry state of affairs? That is not an easy question to answer.

There are many areas of public education to be dealt with in this article and each area — elementary, junior and senior high and the college level — has unique problems to be dealt

with.

At the elementary level, the goals of reading, writing, and learning simple arithmetic are no longer apparently the objective of the classroom teacher. Instead of learning the very basics — the phonic system of sounding out each word — most teachers use the whole-word technique or the look-say method of teaching reading, which was originally designed for teaching deaf mutes. (Anthony Sutton, *America's Secret Establishment*, 1986, page 71) The result is most students can't read above the level of the sixth grade by the time they graduate from high school. After four years of college, the average college graduate reads at a tenth grade level!

Now, one reason for this is the books used in today's schools. Paul Copperman, in his 1978 book *The Literacy Hoax*, reveals that it has become the custom of American textbook publishers to publish, for the average United States public school, books whose reading level is two years below the grade level of the students reading the books! And for "minority" students, they have an entire different set of textbooks, whose reading level is even lower than that set for White students! (Copperman, page 82)

Thus both White and Negro students are deliberately given textbooks to study from that are actually below the abilities of the students. So even the most intelligent student will be working below his ability to master the subjects studied.

In no other country do the publishers of textbooks deliberately engage in a program of planned educational retardation. And the motive for this is quite simple: the more students who read poorly, the more need there will be for remedial reading classes that will call for special remedial level textbooks, that these publishers will be happy to supply for the right price!

Yes, simple capitalist greed is one factor behind the decline of American public education. But there are other factors as well that have little to do with greed, except perhaps in the lust for power by the two largest teachers unions in the country: The National Education Association (NEA) and The

American Federation of Teachers (AFT).

These two unions dominate the entire American public school system. And they are avowedly on the far left in their educational philosophy and in their political positions.

For example, here are a few of the positions supported by the NEA: universal, free health care for all, including illegal aliens; abortion rights for children without parental notification; sex education for children; a "gay" rights curriculum. However, the NEA opposed testing teachers for educational competence, narcotics, alcohol, or AIDS. In 1992, one out of every eight delegates to the Democratic National Convention was an NEA member. And the NEA endorsed Bill Clinton for President by a margin of 88%, to 12% opposed. And with a political war chest of \$750 million dollars, the NEA can just about elect or defeat anyone they want to.

They can, and do, also establish the curriculum of the public schools, which is overwhelmingly a radical left curriculum, top heavy with utterly useless, worthless information, often little more than fantasies of the authors.

Starting in 1968, there was a big push to include the so-called "Black History" studies as a separate course and to be distinguished from United States History. In virtually every large and medium sized town in America, demands to teach about all sorts of heretofore unknown Black inventors, scientists, explorers and war heroes was launched by the NEA.

In my own hometown of Beloit, Wisconsin, population 35,000, Negroes descended on the local school board demanding this new "Black History" be taught. Since I had just graduated from the local high school in 1967, I was surprised at how militant the local NAACP was about this issue. So I obtained a list of the authors the NEA teachers union recommended be used to teach the new "Black History" course. And this is what I found: of 43 authors in the NEA's book list entitled *The Negro American in Paperback*, 41 of the 43 had extensive records of support and affiliation with numerous front groups set up by the Communist Party, U.S.A. (CPUSA). No less than 12 of the 43 would-be historians of "Black History" were identified members of the CPUSA.

One such NEA recommended writer was Herbert Aptheker, the Jewish editor of the CPUSA'S magazine of Marxist theory, *Political Affairs*. He is also the editor of another CPUSA publication *Jewish Affairs*. The NEA recommended this Communist's book *American Negro Slave Revolts* published by the Communist Party's own publishing company, International Publishers!

Once the "red" background of these authors was exposed to them, the Beloit Board of Education voted against the use of those books! That set off a minor Negro riot in the city. Several businesses were fire-bombed that same night the board rejected the NEA's "red" books.

A special session of the board of education met a couple of weeks later and voted to approve the inclusion of "Black History" as an elective course for the coming school year, using the NEA's list of communist authors as the basis for the course. (*Blackboard Power, NEA Threat to America*, Gordon V. Drake, 1968, Pages 174-175)

It seems there is a great deal of Communist Party influence in the NEA and its smaller partner, the American Federation of Teachers (AFT). One teacher I recall was a physical science teacher named Jack Pineles, who confessed to this writer, "Do you want to know what I believe in Mr. Jones? I believe in Communism." When I asked him if there were any more teachers like him in Beloit's public schools, he slyly laughed and said, "You'd be surprised at how many of us there are."

Apparently this penetration of American education by the CPUSA has been going on for at least 69 years. The late Elizabeth Dilling in her 1934 book *The Red Network* lists literally hundreds of professional educators, from school teachers to presidents of major public and private universities and colleges, who supported or actually were members of the Communist Party.

For example, in 1932, pressure was building to officially recognize the Bolshevik communists of the Soviet Union as the official government of Russia. Such recognition would then open up the door to United States government assis-

tance and allow big American corporations to legally deal with the Soviets.

So the Communist Party, U.S.A., ever loyal to Moscow, got its orders to launch a national campaign to swing public opinion behind recognizing the first official Marxist country in the world. A petition drive was launched by the communists through a front group called the Fellowship of Reconciliation (FOR).

The petition read as follows: "In the interests of World Peace and as a measure of mutual economic advantage I urge the immediate recognition of the Soviet government of Russia by the United States." Among the hundreds of professional educators who signed this Communist Party authored petition was Paul F. Voelker, then president of Battle Creek College. [Was this leftist professor any relation to the former Chairman of the Federal Reserve Board, the most powerful economic position in the country, the Paul Voelker that was appointed by President Jimmy Carter?] (Dilling, Page 155)

Another supporter of the drive to recognize "red" Russia was Professor John Dewey of Columbia University, who was then president of a large and influential organization of public school teachers known as the Progressive Education Association, (PEA). These teachers, most of whom were trained at Columbia Teachers College, came under the influence of Dewey.

Elizabeth Bentley was a former member of the Communist Party from the 1930's on through into the late 1940's and who joined the Communist Party while attending Vassar College, a private women's college. She went on to get an M.A. degree in Sociology at Columbia University, where she discovered the communists held weekly meetings with everyone from graduate students and professors, down to the food workers in the cafeteria! In fact, in keeping with the "democratic" nature of communist theory, the top "red" leader at Columbia University was not a professor, but a cafeteria worker! (Bentley, *Out of Bondage*, 1988, Page 21)

These "red" teachers, on graduation, have fanned out across the country and they in turn produced another genera-

tion of Marxist teachers, college professors, and university presidents. These were the sources of the so-called "New Left" agitators who actively worked against the United States during the "Cold War" era of the 1950's and 1960's, when the United States opposed communist wars of so-called "National Liberation" in Korea, Vietnam, and Latin America.

How heavy is this communist infiltration into American education? Without a doubt, Columbia Teachers College has been and is a "red" stronghold. Over the years, it has graduated over 100,000 teachers. Currently, over 25% of the public school superintendents in 168 United States cities over 50,000 in population are graduates of Columbia Teachers College, and it still produces hundreds of public school teachers in the United States each year.

This Marxist influence has found its way into the school books used in the public schools. The earlier mentioned "Black History" is just one example of what has been taking place in the schools and in the textbooks written by educators out to build a "New World Order."

Here are a few more examples: In 1958, the late Professor E. Merrill Root, who taught for over 40 years at Earlham College, wrote a book entitled *Brain Washing in the High Schools*. This book was a survey of 11 history books then being used in the Evanston, Illinois, School District.

Professor Root, after thoroughly examining the textbooks, summarized his reactions to them this way: "If Jefferson is on the side of the angels because he loved 'the common people' but Washington is suspect because he belonged to 'the gentry' and 'the colonial aristocrats'; if the Republican Party is the party of 'the interests' and the Democratic Party is the party of 'the people'; if 'nationalism' and '100 per cent Americanism' are low-brow but 'globalism' and the 'United Nations' are high-brow, we do not have 'controversy', we have indoctrination." (Root, page 21)

And 'indoctrination' is precisely what many American students are getting, even at the most expensive, private, and elite universities in this country. Here is what Harvard graduate John LeBoutillier experienced as a sophomore ma-

joring in United States history as described in his 1978 book *Harvard Hates America*: "I don't give a shit about American history. I don't give a damn about facts or dates or any of that traditional crap. Hell, I don't even know what year the Civil War began. As far as I'm concerned, that type of history just plays along with the right-wing fascists who run this country... the very people I'm dedicated to overthrowing."

LeBoutillier then describes his Harvard history tutor, who was a graduate student working on a Ph.D in history, but who had the job of teaching United States History to undergraduate students. "The speaker was Barry Schmidt. He was wearing a long, shaggy brown beard which almost hid his face. He was bald on top of his head and what hair he did have was tied into a pony tail with a red Indian ribbon. He was wearing a light green tee shirt and scruffy, torn blue jeans. He wore no socks, but was wearing a pair of expensive black loafers with a tassel on top."

Continued Schmidt: "I might as well tell you now that I'm a radical — not a liberal — a radical. And we're going to be working this year in here to teach some basic tenets of my radical thoughts. The first of those is that I'm firmly committed to the overthrow of all these right-wing fascist governments in the West today."

When asked what he was writing his Ph.D. on, Schmidt answered: "I'm writing it on Marx and Hegel. The dialectic method of analysis. German economic advances. The whole bit. Really great stuff. In fact, we're going to spend a big part of this year on it, even though this course doesn't cover that. I just think it's time you WASP brats had some understanding of the working class in society, some conception of the real value of labor, and some understanding of the fraudulent basis of capitalistic society."

What followed was an outline of the course of "United States History" by Barry Schmidt, wrote LeBoutillier: "I was shocked by the whole encounter, by how different it was from what I expected. When I glanced at the assignment sheet, I was even more shocked. There were columns of readings by Marx, Engels, Lenin, Mao, and Hegel. This was supposed to

be my sophomore tutorial which laid the basis for my major in American history! And here I am reading this?" (LeBoutillier, Pages 1-4)

It turns out that Barry Schmidt and his wife have three other homes: one on Park Avenue in New York City; one in Palm Beach, Florida; and one in Aspen, Colorado. He drove a Mercedes Benz. Their Harvard home was purchased for them by his wife's father, who was the chairman of the board of a large Wall Street bank! (LeBoutillier, Page 25)

So much for that toiling proletariat! With teachers like Barry Schmidt, is it any wonder how shockingly ignorant American students have become?

In 1987, a book titled *What do our 17-Year-Olds Know?* was released by publishers Harper and Row. This book was by Dianne Ravitch, Adjunct Professor of History at Columbia University Teachers College, and Chester Finn, Professor of Education at Vanderbilt University and former Assistant Secretary of the United States Department of Education. The book contains the results of a survey of 8,000 high school students across the country. They tested the knowledge of these students in only two areas — history and literature.

And this is what they found, incredible as it may seem.

1. 32.4% are unable to identify the Declaration of Independence and what it means.
2. Only 40.1% know what the *Federalist Papers* are.
3. 24.7% of students place Lincoln in the time period 1860-1880.
4. Only 32.2% know the Civil War took place between 1850-1900.
5. 32% don't know Lincoln wrote the *Emancipation Proclamation*.
6. Only 21.4% have any idea of what the term "Reconstruction" applies to regarding American history.
7. 63% don't know when Teddy Roosevelt was President.
8. 57.1% don't know Woodrow Wilson's time as President.
9. 52.3% place Franklin D. Roosevelt between 1929-1946.
10. Only 70% of students knew who the United States was fighting in World War II; an incredible 29% thought we were

fighting Cuba, Vietnam, China, Iran, Korea, or Russia!

11. 44% do not know Dwight Eisenhower was President in the 1950's and Joseph McCarthy, the anti-communist United States Senator is mistaken for the pro-communist Senator Eugene McCarthy by 29.4% of students.

12. Only 48.6% know who dropped the atomic bomb and when it was used and on whom it was used. Some students have it in their minds it was used on Germany to end World War I and others that we dropped it on China during the Korean War!

13. And for 37.3% of the 17 year olds across the country, the word "Sputnik" (referring to the first satellite to orbit the earth, launched by the Soviet Union) draws a blank!

14. But a word that should draw a blank, because it never happened, "Holocaust," is recognized by 75.8% of the students for its reference to alleged Nazi genocide of the Jews in World War II.

Turning to geography and literature, their findings were just as alarming as the results they obtained in their history survey. Here is some of what they found in their literature/geography survey.

1. 30.7% can't find the Mississippi River on a map.
2. Only 57% know what area comprised the Louisiana Purchase of 1803.
3. 15% can't locate the Rocky Mountains.
4. Only 54.2% of Hispanics and 44.2% of Blacks can locate Great Britain.
5. And 35% of all students can't find France!

When the question of the 38th parallel came up, "the smartest student" in a Los Angeles High School graduating class answered this way: "I learned that in the Vietnam War, North and South Korea fought against each other, and then there was a truce at the 38th parallel, and that Eisenhower had something to do with it." (*Inside American Education*, 1993, Thomas Sowell, Page 5)

In the field of literature, today's high school students have been denied exposure to the best writers and social philosophers of the Western World. Instead, they have been sub-

jected to a meaningless, mindless, racially alien, collection of Marxist scribblers in the name of that formless vapid glop of mental droppings called "Multiculturalism".

Here is the barren cultural wasteland of American education today: Of ten famous American and European writers — such as Charles Dickens who wrote *Oliver Twist* and *A Tale of Two Cities*, Herman Melville who wrote *Moby Dick*, Washington Irving *The Legend of Sleepy Hollow*, James Fennimore Cooper *Drums Along the Mohawk*, Henry Wadsworth Longfellow *The Ride of Paul Revere*, Ernest Hemingway *The Old Man and the Sea*, and Mark Twain, the most well-known American author of all time for his novels *Tom Sawyer* and *Huckleberry Finn* — only 39.8% of the students had read those books! (Ravitch and Finn, page 107)

Of poets and playwrights, that lamp of knowledge burns dimly in the minds of less than 50% of the students surveyed. Writes Ravitch and Finn: "The classic poets of the English language are apparently unfamiliar to most eleventh grade students in our high schools." (Ravitch and Finn, Page 112)

For example:

1. T.S. Elliot's poem *The Hollow Men* was familiar to only 45.4%.
2. Walt Whitman's *Leaves of Grass* was known to only 40.2%.
3. Geoffrey Chaucer's *Canterbury Tales* was read by 36.1%.
4. *Beowulf* by 45.8%.
5. Dante's *The Divine Comedy* by 32.8%.
6. And only 43.6% of these students surveyed reported they had read just one or two plays by the most famous writer in Western literature, William Shakespeare! But a shocking 57% of these students had never been required to read anything by Shakespeare!

In fact, it appears there is very little required reading in the public schools, and if students are required to read anything at all, it is the contemporary literary bilge that passes for modern literature and the "new" history.

Consider the Gabler saga. Melvin and Norma Gabler be-

came acquainted with the Texas State Board of Education back in 1961 when they happened to run across several items in the textbooks of their three sons. This led to a long-running feud with Texas educators and the New York publishers of the books used in the Texas public schools.

This war for truth and decency in public school textbooks started in Texas. However, because Texas is such a large state, what sells in Texas is generally sold to school boards in other states as well. Their fight has been told in two books, *Textbooks on Trial* by James Hefley in 1976 and in *What are they Teaching our Children?* by the Gabler's in 1985. Here is just a brief rundown of their findings.

1. A fifth grade American History book which devoted 6.5 pages to Marilyn Monroe, including a sexy picture from *Life* magazine, complete with a sexually suggestive caption on her "sexy" way of walking. George Washington, in the same book, is mentioned briefly. (Hefley, Page 122)

2. An English grammar book that instructed the teacher: "drill on standard usage should be avoided... Encourage each child to make his own rules for writing and to stick to those rules." (Hefley, Page 150)

3. A story in an English literature book about a little blonde haired white boy forced to wear a dead snake around his head by his uncle. (Hefley, Page 151)

That is some of the depravity put in the textbooks in the 1970's for elementary, junior, and senior high school students. As the 1980's dawned, the Gabler's were still carrying on the fight against morally degenerate textbooks. Here is some of their latest findings in their 1985 book.

1. A geography book with 14 errors — 8 of the errors give a higher GNP to Marxist countries and 5 non-Marxist countries are given a lower GNP than they actually have. (Gabler, Page 56)

2. A series of world history books and "social studies" books that glorify the communist leaders Ho Chi Minh, Mao Tse Tung, Fidel Castro, and the communist Sandinista rebels of Nicaragua. (Gabler, Pages 58-59)

3. Role playing stories for children where they first play

the part as killers than reverse the roles and become the murder victim. In one such story, a doctor kills an elderly patient with an overdose of morphine. The students are then instructed to discuss this question, "How old would you have to be before you would be ready to kill somebody?" (Gabler, Page 89)

4. And this nifty little poem was found in an eighth grade English literature book from a collection called *The Inner City Mother Goose*:

"Jack be nimble, Jack be quick,
snap the blade and give it a flick
Grab the purse, it's easily done
Then just for kicks, just for fun,
Plunge the knife and cut and run."

(Gabler, Page 83; which quotes page 147 of *Language 8*, Laidlaw Brothers Publishers, 1983)

Not content to mess up their minds with such trash the radical leftists and communists, who have control of the public schools, have now taken it upon themselves to use American children as Pavlovian lab rats, testing all sorts of weird, crack-pot, and subversive techniques out on them.

In some American schools the latest rage is "Death Education". In such a course, students are taken on field trips to morgues and funeral parlors to view dead bodies. Then they are required to write their own obituaries! Other "useful" activities that take place in this course is that students are required to discuss the death of someone in their family, make a model coffin out of a shoe box, and even write a suicide note! (Sowell, Page 37)

Then there is "Peace Education", where students are subjected to all the theories about nuclear warfare and what the United States must do to make sure we never use a nuclear weapon on another nation, as we did on Japan. And of course the NEA is firmly behind this leftist claptrap. In fact, Terry Herndon, former president of the NEA was the president of Citizens Against Nuclear War, a coalition of 50 different left-wing radical groups, labor unions, and various religious and environmental organizations. (Thomas Smith, *Educating for*

Disaster, 1986, Page 30)

One of the most dangerous and unnecessary educational techniques falls under the heading of "Values Clarification". This is the brain child of two Jewish educators, Sidney B. Simon and Howard Kirchenbaum. Values Clarification requires students to keep diaries on family members and reveal information about a child's family that the family may not want divulged. Personal, religious, and moral beliefs are actively challenged by the teacher or class. And when subjected to this kind of Marxist-style group-criticism, old family values are weakened if not wiped entirely out.

Professor Richard Baer of Cornell University has described the Values Clarification technique in these words: "Values Clarification is a form of psychotherapy that teaches a profound bias against authority, traditional morality, and duty."

And so it does. According to the latest figures from the United States Department of Justice, there are on average 500,000 violent incidents per month in the public schools. And 1,000 teachers a month are assaulted and require medical treatment, and another 125,000 teachers are the victims of threats against themselves. (Walter Williams, *Conservative Chronicle*, September 7, 1994, Page 23)

Kirchenbaum and Simon are also to be found promoting an extremely radical and subversive movement called "The Children's Rights Movement", first outlined in the book with the same name published in 1977. In this movement we find every nutty notion on school reform and child rearing you can think of. What "children's rights" are we speaking of? Here are a few of the absurd "rights" today's so-called professional educators are advocating.

1. The right to choose where one may live and with whom, regardless of the wishes of the parents.
2. The right to have adult friends that are not friends of the parents or legal guardians of the child.
3. The right to sign legally binding contracts.
4. The right to enter into sexual relationships with adults.
5. The right to use whatever drug adults may use — from

alcohol to heroin.

6. The right not to have to attend school.
7. The right to earn money at a regular job, under age 16.
8. The right to a guaranteed income for those who choose not to work.
9. The right to an abortion, when the child demands it.
10. The right to vote, lowered to age 6! (Holt, Page 117)

These so-called "rights" of children are to be found in the 1974 book *Escape from Childhood* by the late John Holt, who taught elementary school in Massachusetts, Colorado, and California, as well as at the graduate student level at Harvard.

He wrote five other books on his educational theories and his books have become required reading at teacher colleges around the country. The *New York Times* blurb on *Escape from Childhood* says: "Astonishingly cogent. John Holt's book is touching in its beautiful respect for children and its insistence on their dignity."

This is what John Holt thinks of the institution of the family: "Most of those people who talk angrily about saving the family or bringing back the virtues of the family do not see it as an instrument of growth and freedom but of dominance and slavery; a miniature dictatorship... It is a training for slavery." (Holt, Page 27)

Here are a few more quotes to get the full picture of Holt's ideas:

1. "There is no need why the adult friends of a child should be friends of his parents." (Holt, Page 30)
2. "Children should have the right to own at least some property. I also want for them to have the right to buy and sell property, borrow money, make contracts and do everything financially that an adult may legally do." (Holt, Page 144)
3. "Young people should have the right to travel and to live away from home without parents' permission." (Holt, Page 147)
4. "There is no necessary reason why parents should like their own children best, or like them at all; they might prefer

someone else's. Why not make it more easy for both adults and children to find those of the other group that they do like and spend more time with them?" (Holt, Page 162)

5. "Whatever rights the law grants to adults in the matter of drugs should be granted to the young... In short I don't think we should "protect" children against whatever drugs their elders use and in a society in which most of their elders use drugs and many use them excessively and unwisely, I don't see how we can." (Holt, Pages 193 and 201)

6. "If and when the law allows people at an earlier age than now to choose to become independent and responsible citizens, I would want these citizens to have the same rights in the matter of sex as any other citizens, regardless of age." (Holt, Page 211)

Needless to say, if these ideas were to become public policy, the concept of the American family would be utterly swept away along with such ideas as "race" and "nation".

Now if John Holt was just one lone nut advocating these ideas, there would be little to worry about. But Holt was not alone when he set down these "rights" for children. He was part of a widespread movement among so-called "advocates" for children in the fields of education and social work.

Herbert R. Kohl is another advocate of "children's rights" who has some radical ideas of his own. He advocates what he calls "the open classroom" in his 1970 book, *The Open Classroom*, which John Holt considers "indispensable for teachers".

And former NEA president Terry Herndon raves, "to enter a new world, you have got to abandon the old one. The *Open Classroom* is a manual which will tell you which bridges to burn."

Herbert Kohl has a B.A. in Philosophy from Harvard and received a Masters Degree in Special Education from Columbia University Teachers College.

Here is "the open classroom" approach to education new teachers are expected to use. Says Kohl: "The important point is that in an open classroom the teacher is no more required to behave like a 'teacher' than the students are required to be submissive children. The teacher doesn't always have to be at

the front of the room and lead, nor does he have to speak 'proper' English, nor defend a rigid system of 'right' and 'wrong.'" (Kohl, Page 32)

Adds Kohl: "if an open classroom is to develop, the teacher has to learn to abdicate some of the power the school confers upon him. He has to be able to say I'm not going to grade, or I'm not going to punish people, or I'm not going to send anybody to the principal — and mean it." (Kohl, Pages 78-79)

As for any of the work requiring papers written by students Kohl says: "Once they know about the rules of uniform spelling, they [the students] should be free to accept or modify them as they please." (Kohl, Page 112)

So, the "open classroom" says never mind about grades, proper language, spelling, or classroom discipline. What if the school principal or some other authority would object to this anarchic way of teaching? Kohl has the answer: "keep two sets of lesson plans, one for the school supervisor that follows the curriculum and another for oneself that deals with the reality of one's classroom." (Kohl, Page 91)

In other words, new teachers adopting the "open classroom" teaching style should be prepared for resistance from school authorities and what he calls "reactionary parents." (Kohl, Page 95)

To handle such opposition, Kohl says it is alright to present fake lesson plans to school authorities or parents who are concerned about the inability of students to learn anything.

This is sheer educational fraud and quackery. Teachers who lack the leadership necessary to housebreak a pup have been given the far greater responsibility to educate American students! And they have failed miserably.

The greatest example of deceit in public education which is still going on is the destruction of our neighborhood school system by way of forced racial integration of the schools.

The entire case for the racial integration of public schools is based on a bogus "scientific" test involving 16 Negro school children. This test, conducted by Dr. Kenneth Clark, a Negro psychologist, claimed that when asked to pick between a White doll and a Black doll, the majority of Negro kids chose

the White doll.

This test was conducted in a racially segregated school in the south, so when the case of *Brown vs Board of Education, Topeka, Kansas* came before the United States Supreme Court, Dr. Clark's doll test was cited by the NAACP's Jew lawyer, Jack Greenburg, as the scientific proof that racially segregated schools caused "psychological damage" to Negro children.

On such a flimsy basis, the United States Supreme Court ruled unanimously on May 17, 1954, that racially segregated public schools were in violation of the "equal protection" clause of the Fourteenth Amendment to the Constitution of the United States. What the justices of the United States Supreme Court were not told by Dr. Clark is that in testing 300 Negro children in racially integrated public schools in Springfield, Massachusetts, Dr. Clark received the same results. Negro children preferred to play with the White doll over the Colored doll. And in another test, in the South, he found Negro children preferred the Black doll over the White. But of course, this information he did not include in his testimony before the United States Supreme Court!

Thus, his doll tests essentially proved nothing one way or another. Nine years later in the case of *Stell vs Savannah, Chatham County Board of Education* on June 28, 1963, a federal court found Negro children were not damaged psychologically by attending all Negro schools, but rather that both White and Negro children were having their learning abilities "injured" by being forced to attend the same schools together.

Citing a cross section of figures from across the nation, it was established by the defendant school board that the average Negro student is, at the sixth grade, two years mentally behind his chronological age. And by the tenth grade, Negro students are three years behind. Testifying for the defense, a group of courageous scientists further revealed that: "there are differences in the size, proportion, and structure of the Black brain and endocrine systems, which within scientific limitations, compel predictable differences in the personality, and learning capacity of the two races."

Cutting to the core of the liberal argument for racial integration, these scientists concluded that "prejudices, whether ethnic, religious, or racial, increase rather than decrease in a direct proportion to the degree of non-voluntary contact [forced integration] between two separate identifiable groups."

Thus, for those reasons and others too numerous and technical to explain, the lower federal court ruled that "equality of educational opportunity" was "impossible" to obtain in racially integrated schools!

Unexpectedly, the lawyers for the NAACP conceded all the scientific testimony from the Chatham County Board of Education's scientists called to defend segregated schools was true and correct. So the lower federal court, acting on this scientific evidence, ruled in favor of maintaining segregated schools!

However, the wily Jew, Jack Greenburg, appealed the case to the Fifth Circuit Court of Appeals which ruled in favor of the NAACP without even examining the evidence.

Said the Fifth Circuit Court: "We reiterate that no inferior federal court may refrain from acting as required by the United States Supreme Court in the [1954] *Brown* decision, even if such a court should conclude that the Supreme Court erred as to its facts or to the law."

In other words, the Fifth Circuit Court said don't bother us anymore with facts or law, a new social revolution has been launched by this 1954 decision and we federal judges are to enforce its effects on the nation, not question its validity or truthfulness.

A second case, *Evers vs Jackson, Mississippi, Municipal Separate School District* in 1964 found federal district judge, Sidney Mize, ruling in favor of the NAACP, citing the prior ruling in *Stell* as the reason. However Judge Mize felt compelled by the evidence in defense of segregated schools to write: "In this case the evidence as to racial differences of such significance as to reasonably require the separation of school children for educational purposes, is overwhelming, undisputed and unchallenged." Added judge Mize, "In the opinion

of this court, the facts in this case point up a most serious situation, and indeed, cry out for a reappraisal and complete review of the findings and conclusions of the United States Supreme Court in the *Brown* decision."

To remedy the alleged wrongs Negro children had suffered by attending segregated public schools, the federal courts began to forcibly transfer Negro students into previously all-White schools, and later White students into Negro schools. The result was to drive more and more White children out of the public schools and into the suburbs, where millions of White families have fled, rather than submit to the race-mixing dictates of the federal government.

And large scale race-mixing is precisely what the leftists and Jews hoped would occur when the forced school bussing to "racially balance" the public schools began. Proof that race-mixing, not quality education for Negro students, is the real goal of the Liberals and Jews is found in the case of forced bussing that occurred in Boston in 1974. In that case, you had the federal courts ordering Negro students from Jeremiah E. Burke High School, a new, modern, school in the all-Black Roxbury section of Boston, being bussed into South Boston High School, the White Irish neighborhood of South Boston.

The percentage of Negro high school graduates from Burke High School going on to college was double that of White students attending South Boston High School, which was over a century old and in need of lots of repairs. (Edward P. Langerton, *The Busing Coverup*, 1975, Page 74)

Critics of forced integration of the public schools predicted that the end result of such a policy would be the chaos, violence, and massive ignorance found in the schools today. This educational catastrophe is a direct result of putting hordes of savage and genetically botched Blacks into the same schools as White children attend.

Now, after 40 years of this costly nonsense, the damage to American public education may be beyond repair. In fact, an entirely new and alien approach to education is quietly being inserted into school districts all across this country. This new technique or method has many names to conceal itself, but its

correct name is Outcome Based Education (OBE).

Under OBE, all the courses are geared to accommodate the slowest learners in the classroom or in the school. Our brightest, most creative, and intelligent students, the few that there are, are forced to put their minds at idling speed so that everyone will be learning a course at the same time. No one student, or group of students, under OBE will be allowed to shoot ahead of the mostly minority coconut heads and peanut brains in the class!

The goal of OBE is to condition students to be docile, slow-witted, cooperative, and unambitious. Instead of learning basic skills such as reading, writing, and math, the OBE educated student learns "social skills", such as participating in group decision making, compromising his beliefs. The aim is not to achieve excellence in academic work, because there is no grade to measure his progress, but to achieve an acceptable level of mediocrity from himself that will please his peers. Individualism is out, competition is forbidden, conformity is enthroned.

Adding to this lab-rat style of education are the various special minority group courses White students are forced to endure. "Black History" was the first, then along came the demand for "Multicultural education", which includes now the "alternative life styles" and "sexual orientations" of homosexuals, lesbians, bi-sexuals, transsexuals, and every other degenerate, perverted, anti-Christian, anti-nature, or anti-White and anti-American doctrine or philosophy the liberal/leftist radical educational establishment can conjure up and have taxpayers pay for.

One such utterly worthless course now being inserted into the schools all over this country are the mandatory courses on the mythical, much overblown "Holocaust". To our shame, the state of Illinois was the first state in the union to require the Big Jewish Lie of the "Holocaust" be taught in every public school in the state. Since that time, which took effect only a few years ago, the "Holocaust" is now taught in 11 other states and is inserted into the curriculum by various school boards in hundreds of United States cities.

And now that the Jews have their national "Holocaust Museum" in Washington, D.C. American teachers all over this country have been arranging field trips to visit this monument to Jewish power over our national government. Then for those who can't swing the funds for a trip to Washington for their students, the Jews have set up 19 other "Holocaust" museums; 48 resource centers to obtain "Holocaust" propaganda, 34 archive centers, 26 research institutes, and at last count, 12 memorials.

So, when it's time to study the "Holocaust" the Jews haven't missed a trick. However, despite all this, they still are not satisfied with how the "Holocaust" is being taught.

In the view of the Jews who write the lies they would have American parents pay to have stuffed down the throats of their children, it is not enough to just read about it or see a few doctored films. They suggest instead, simulation games, with students acting out the role of Gestapo agents and other students playing the role of poor, persecuted, innocent Jews. They also suggest as a way "to teach moral lessons" that "the Nuremberg Trial" be acted out with students "acting out the roles of murderers, victims, and judges."

Finally, Lucy S. Dawidowicz, a noted writer on the "Holocaust" believes for the "Holocaust" studies to be really effective, they must address a very touchy issue head on. Writes Dawidowicz: "The texts themselves reveal their shortcomings. Though most recite the facts, they do not stress the centrality of premeditated mass murder as an instrument of policy."

"But the more serious failure to which I have already alluded, is the omission of the history of anti-Semitism — and especially its roots in Christian doctrine — as necessary background to the murder of European Jews... the Nazis would not have succeeded in disseminating their brand of racist anti-Semitism had they not been confident of the pervasiveness, firmness, and durability of Christian hatred of Jews." (Lucy S. Dawidowicz, *Commentary Magazine*, December 1990, Page 27)

Now, the question is when did all these "multi-cultural" programs get started? As near as I can determine, the real

down fall of traditional American education began in 1945 with the creation, at the end of World War II, of the United Nations and our membership in it. From that time on, with the creation of the United Nations Scientific and Cultural Organization (UNESCO), a concerted and united effort was launched to undermine and to replace the morals and values of former generations with an alien, un-American, curriculum centered around the concept of world peace through world government.

The Unescoites are also great believers and purveyors of the doctrine of "racial equality". In 1950, UNESCO issued its first statement on race which said: "Race is more a social myth than a biological fact. The intermingling of people throughout countless centuries has destroyed any possibility of a so-called 'pure' race... The range in mental capacities in all races is much the same. There is no available scientific proof that groups of Mankind differ significantly in intelligence, temperament, or other inborn characteristics."

Of course that is an outright lie, at least 60 years of IQ tests, performed at all grade levels, age levels, and social levels, from elementary students to military recruits to prison inmates, has shown a gap of at least 20 points between White and Negro test subjects. [See Audrey M. Shuey, *The Testing of Negro Intelligence*, 1966, Social Science Press, New York.]

There are literally dozens of scientists, like Arthur Jensen of Berkeley, R. J. Herrnstein of Harvard, Henry Garret of Columbia, and John R. Baker of Oxford University, among many others, who do not believe the Marxist claptrap of "racial equality."

But UNESCO keeps pumping it out. The first UNESCO statement on race was issued in Paris, in July of 1950. The last UNESCO statement on race was issued from that fountainhead of human freedom, Moscow, Russia, in 1967.

However, two years after the United Nations was founded a little known group called the American Council on Education (ACE), issued a report in 1949 entitled *Intergroup Relations in Teaching Materials*. This report was a review of the contents of textbooks then in use in the public schools. What

the focus of the ACE study was "textbook treatment of minorities". This ACE study found "textbooks in use throughout the United States to be distressingly inadequate, inappropriate and even damaging to intergroup relations."

So the word went out to change the textbooks. But little was done until 1960 when the Anti-Defamation League of B'nai B'rith (ADL) made a study of American textbooks and found them not to their liking.

This ADL study found only 4 out of 45 books on history to their liking. Said the ADL: "while most books do contain some integrated photographs, the number of them must be increased considerably to reflect accurately our society."

On Indians the ADL says: "In general the treatment of American Indians has changed markedly since 1949. Accounts of White deceit and of Indian culture abound as they never had in the past. However, much more progress is still desirable."

On Jews, the ADL found that: "Some texts — but too few — have begun to state explicitly Jews are not a race. Most of them do not present a varied true to life picture of Jews in America today."

On Nazis: "Nazi persecutions of minorities are still inadequately treated... American histories and social problems texts either omit it or gloss over it — along with the opportunity to teach lessons about intergroup prejudice and conflict to their student readers."

The ADL study recommended that local school boards demand of book publishers that they produce textbooks that: "Present a pluralistic — rather than a 100% White, Protestant, Anglo-Saxon-view of history and the current social scene."

Also, the ADL demanded that textbooks: "Portray minority groups not as 'out groups' — strange, different and isolated — but sympathetically and in depth as valuable, dynamic, contributing elements in our culture."

The ADL also said the new textbooks should: "Deal frankly with past and current barriers to full equality in citizenship and constructive intergroup relations, and with ongo-

ing attempts to achieve both civil and human rights for all.”

Finally, the ADL vowed to: “Influence school systems to act as agents of change by refusing to purchase a text simply because ‘it is the best available’. Some major large-city school systems have been urged to assume this position, more must be encouraged to follow suit.”

As a result of this study, American textbooks were rewritten so that they would be, to use a current term, “politically correct”. That doesn’t mean the books are true, accurate, fair, objective accounts of history or any other subject, it just means they have been rewritten to please and placate some pampered racial, religious or sexual minority.

Now in researching this article, over and over again, I kept asking where do all these wacky, bizarre, subversive and immoral ideas come from? From where do the “Madhatters” of American education get their ideas?

At first, I thought all these so-called reforms that have made a shambles of American education must have come from the brain of some master Marxist. And there was some of that, as I have shown here. In fact there was a great deal of early Marxist infiltration of the public schools. However, where did the Marxists get their ideas of education? And how does their system compare with what is taught in American schools?

Consider the 10 points or rules of conduct followed by the Soviet Youth Group, The Pioneers.

1. A pioneer honors the memory of those who have given their life in the struggle for freedom and the flowering of the Soviet Motherland.

2. A pioneer is a friend to children of all nations of the world.

3. A pioneer studies diligently, is disciplined, and courteous.

4. A pioneer likes to work and takes good care of public property.

5. A pioneer is a good friend, cares for younger children, and helps grown-ups.

6. A pioneer develops courage and does not fear difficul-

ties.

7. A pioneer tells the truth and treasures the honor of his unit.

8. A pioneer develops his physique and does exercise every day.

9. A pioneer loves nature, he is a protector of green plants, useful birds, and animals.

10. A pioneer is an example to all children.

(Urie Bronfenbrenner, *Two Worlds of Childhood U.S. and U.S.S.R.*, 1973, Pages 42-51)

There is really not much to quarrel with in those points or rules for Soviet youth. But other than that, those are pretty good rules for anyone to follow.

And as far as what is taught in Soviet schools, that came as a surprise. According to the former Moscow bureau chief for the *New York Times*, Serge Schmemmann; “Rare is the Russian who was not reared on *The Deer-slayer* or *The Adventures of Tom Sawyer*, who is not familiar with Ernest Hemingway, William Faulkner, Sinclair Lewis, John Updike, Isaac Asimov. One Russian told the writer, “It would not be an exaggeration to say that in childhood we all were reared on American adventure literature — James Fennimore Cooper, Jack London, Edgar Allen Poe, Mark Twain, O. Henry — a whole constellation of names..” (Ravitch and Finn, Page 14)

So Russian children are enjoying America’s top writers, while American children are, thanks to the ADL, the NAACP and the NEA as well as UNESCO, given over to the soul-sapping, race-destroying, daily drippings of the “politically correct” hacks and whiners of that “Multicultural” fantasy land that has become American education.

But long last, I believe I have tracked the “Beast of Mis-education” to its lair, or rather its habitat, and it is not from the former Soviet Union. Their system of education is right on track because they did not let the educational quacks in — rather they booted them out and many of them came here.

I speak of the Jews. Not the Marxists, *per se*, but the Jews as a race. The Russians kept control of their educational system, while we let the Jews take ours over.

It started at the beginning of the 1930's in National Socialist Germany. Adolf Hitler recognized the Jewish poisoning of his people's culture and drove them out of the country, where many fled to America. Wrote Hitler in his book *Mein Kampf*: "What had to be reckoned heavily against the Jews in my eyes was when I became acquainted with their activity in the press, art, literature and the theater... This was pestilence, spiritual pestilence, worse than the Black Death of olden times and the people was being infected with it."

"The fact that nine tenths of all literary filth, artistic trash, and theatrical idiocy can be set to the account of a people, constituting hardly one hundredth of all the country's inhabitants, could not simply be talked away; it was the plain truth." "But what inevitably remained incomprehensible was the boundless hatred they [the German people] heaped upon their own nationality, despising its greatness, besmirching its history, and dragging its great men into the gutter. This struggle against their own species, their own clan, their own homeland, was as senseless as it was incomprehensible. It was unnatural." (Adolf Hitler, *Mein Kampf*, Pages 58 and 60, Manheim edition, 1971)

So the same nonsense, the same filth, the same moral corrosion of America today was experienced by the Germans 71 years ago, in 1925, when Hitler first wrote those words. It was Jewish control of Germany then and it is Jewish control of America now.

In researching this article, I discovered the one true source of the madness that passes for American education today and it is not Soviet Russia, but Israel! It was in the book *Children of the Kibbutz*. Every single so-called educational reform, innovation, or technique for teaching of the last 50 years, you will find was already in practice in Israel, even before Israel was created by the United Nations in 1948.

The "Kibbutz" is a literal communist society and it is alive and well in Israel. Here is how the Jews educate their children.

1. "All courses in the humanities and social sciences are taught in the light of Marxism."

2. "A characteristic of the Kibbutz teaching method is the absence of competitive rating systems as a motivational technique. All students are promoted at the end of the school year, regardless of their performance." [In America this is called "social promotion".]

3. In addition to no grades, there are no exams on what was studied.

4. The teacher constructs his class on a "democratic basis." Students address the teacher on a first name basis. He in turn calls them "comrades".

5. The teacher "consults with his students", rather than inform them of decisions he has independently made.

6. The final choice of what is to be studied, "rests with the class, not the teacher".

7. Students may "leave the class at will — to get a drink, to go to the toilet, or for any other reason which they deem important".

8. The discussion method of teaching, rather than the lecture by the teacher is the preferred method.

9. Students are free to criticize the teacher for anything.

10. The Kibbutz classroom "is marked by the greatest degree of informality". [Such as in Herbert Kohl's "Open Classroom"?]

And when it comes to such radical "reforms" as "sex education" or coed dormitories or females playing sports formerly reserved for males, the Jews of the Kibbutz are way ahead of everyone. For example, here is the reported behavior of young Jewish children for the second through fourth grades.

1. "Masturbation among the second grade children is reported... Few attempt to conceal their masturbation and some even masturbate in class."

2. "In both the second and fourth grades, boys and girls shower together."

3. "Homosexual behavior among girls of the second grade is observed... Moreover, boys and girls often lie on top of each other and hug and kiss each other in public, with no sense of shame. At least one boy would kiss like a man of 20."

4. "In general, group interaction, including games is bisex-

ual; boys and girls not only play the same games, but tend to play them together.”

All these quotes came from *Children of the Kibbutz* by Melford E. Spiro, Schocken Books, 1971, pages 257-280.

So we see, that the un-American nature of American education is the alien philosophy and teachings of the Jews. That is where all the so-called “educational reforms” have sprung from, and no place else!

The Jews have taken hold of the education of our children and by doing so, they are altering, no rather they are determining, the destiny of the White people of this nation.

This alien form of education, this chaos of racial conflict and mass ignorance was all sparked by the adoption of the Jewish Kibbutz style of education, with its doctrine of social egalitarianism.

And time is running short. Every year a million more non-Whites enter this country, and they soon make demands upon our schools to accommodate their needs. For example, in schools on the north side of Chicago, as many as 50 different languages are spoken in the schools by students, and they have to be taught in their own language!

And under President Reagan’s watch, the funding for subsidizing this cultural chaos rose to 25% of the money spent by the federal government for programs promoting “English as a second language”. Under President Carter, it was only 4% of those funds! (Sowell, Page 75)

Thanks a lot President Reagan. The wogs of the world should erect a statue in your honor for helping to undermine White culture. Also aiding in the destruction of White culture, was a United States Supreme Court ruling in 1974, *Lau vs Nichols*, where the supreme idiots of the Supreme Court ruled it was an unconstitutional denial of the “equal protection” clause of the Fourteenth Amendment to provide an English-only education to non-English speaking school children. How utterly absurd!

Yet it is the absurd, the insane, the immoral, the un-American and the anti-White and anti-Christian teachings that make up American education today. And like it or not,

you are paying for it through your taxes on your property and or your income.

Well, this alien way of learning might suit the Jews of Israel, it might help the Blacks and Hispanics and the Asians, it might work fine for the queers and lesbians, but it does not suit the racial and spiritual needs of our people. For we are White people! Aryans! The greatest, most noble race on earth. We are a free-born race of builders, creators, dreamers, inventors, explorers, and yes, conquerors. “Equality” is not and never was our goal. We want always to excel!

For this is the nature of our race. This is the nature of the nation created by our race! We shall never let it be otherwise! And rather than die slowly on the death bed of racial integration, or bend our knees in worship of a Jew-fashioned Marxist Mulatto goddess, we must fight for an educational system to preserve the great heritage that was and can be again — Aryan America!

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**THOSE WHO WILL NOT READ
HAVE NO ADVANTAGE
OVER THOSE
WHO CANNOT READ!**

What the Liberals Don't Understand

Both Terrorism and Random Violence

Will Increase as Alienation Grows

by Dr. William Pierce

I was watching the television news one evening about three weeks ago, and Bill Clinton came on and made a few comments about the rash of burnings of Black churches across the South. Mr. Clinton announced that he knew that White racism was responsible for the burnings. Organized hatred was behind it, he said, and it wouldn't be tolerated.

After that I waited for the newscaster to tell us about the evidence Mr. Clinton had that some sort of White racist conspiracy was involved, but no evidence was presented. The newscaster just moved on to other news. I wondered at the time whether or not Mr. Clinton had some inside information, some secret which he didn't want to share with the public, because I wasn't sure at all that the burnings were an organized effort by White racists. I already had been following the news of the burnings for a few days myself, and I just didn't see anything that suggested a White conspiracy. A boozed-up Ku Kluxer might have torched a Black church here or there, but the multi-state string of burnings just doesn't have the feel of the work of a White racist organization.

Apparently the secret police who were investigating the burnings figured that too. They learned in school that most cases of arson are associated with insurance fraud, and so they began questioning Black parishioners and asking Black preachers to take lie-detector tests.

Well, sir, that caused an outburst of liberal indignation in the controlled media. The racist cops are blaming the victims! Quit investigating Blacks and start arresting White racists, the media were screaming. Don't worry about evidence. It's obvious that White racists are doing this, so start rounding them up. And Mr. Clinton's head secret policeman,

Janet Reno, threw a real tantrum. She called in the chief investigators, stamped her feet, and ordered them to stop investigating Blacks. White racists are responsible for the fires, she said. Now, go out and arrest some White racists!

And the media kept up their wailing about White racists burning Black churches. I have dozens of the most outrageous, bigoted, irrational newspaper clippings you can imagine on the subject. I'll read excerpts from a couple of them, just to give you the flavor. A typical case was an editorial in the *Charleston Gazette*, a raving-liberal West Virginia newspaper which is an embarrassment to an otherwise decent state. On June 18 the *Charleston Gazette's* editor wrote, and I quote:

Raw racism seems to be the motive.

As we've said before, Americans generally are decent, compassionate people who don't feel racial hate. But the nation still has a vein of bigotry—and a few racists are brutal enough to join hate groups such as the Ku Klux Klan or the Freemen.

Extreme bigots presumably are starting the fires, even though investigators haven't yet found evidence of an organized conspiracy. Our guess is that a few white rednecks, half drunk in a Southern roadhouse, see a TV report of a Black church burning and decide to inflict the same punishment on Blacks in their vicinity.

Churches are a natural target for race-haters.... Just because they're idiots doesn't mean they aren't disgusting criminals who must be locked in prison. The wave of black church fires has gripped the conscience of America. Leaders and groups at every level are calling for a national crackdown. Decent Americans who feel no hostility should lend their voices to the outcry and exert pressure until all the arsonists are prosecuted.

Well, well, well! Racism *seems* to be the motive. Bigots *presumably* are starting the fires. What the editor of the *Charleston Gazette* really means is that he *hopes* White racists are burning the churches, so that they can be caught and punished—*severely*. He's *praying* that a racist conspiracy will be discovered, so that it can be *stamped out*, hopefully with a high body count. And as for "Americans who feel no hostility," he clearly is *not* among them.

Or consider this bit of rabid commentary by *Washington Post* columnist Carl Rowan. It was in the June 13 edition of the *Post* and was titled "Church Bombers and *The Turner Diaries*." Mr. Rowan wrote, and I quote:

I think that there is a grotesque conspiracy to "save the white race" afoot in America, and that the church bombings [*sic*] are part of a plot to provoke blacks to react violently, thus giving all the hate groups in the land an excuse to uncover their caches of weapons and use them against blacks and against whites who sympathize with blacks.

I have turned anew to *The Turner Diaries*, the revolutionary "bible" of the Montana Freemen, the Aryan Supremacists, and the militiamen and others who threaten to "solve the race problem" by killing Blacks, Jews, and liberals. This little 210-page book written by West Virginia professor William Pierce under the pseudonym Andrew Macdonald is the most diabolically violent plan for solving America's racial and social problems that I have ever read.

Mr. Rowan follows with a long extract from *The Turner Diaries*—a book I wrote, incidentally—to prove his point, and then he concludes, and again I quote:

The bigots who seek to destroy "the system" clearly believe that even if they burned 10,000 black churches, most of "the white race" would side with them if outraged blacks or their federal protectors took up arms against the arsonists. Federal authorities know this; thus their caution, even timidity, in cracking down on the Freemen, or the rash of new hate groups, or the weird souls who are stockpiling weapons they expect to use against their state and federal governments.

The church bombings reflect a race madness that is far worse than we want to think it is. A lot more people are in grave danger than those who worship in black churches.

So, what do we have here? Hatred and hostility, stemming from fear, in the *Charleston Gazette*; galloping paranoia, stemming from fear, in the *Washington Post*. And these two examples are pretty typical of the liberal response everywhere to the church burnings.

The facts are not yet all in, but the arson cases which have been solved to date suggest something quite different from Bill Clinton's or Carl Rowan's assumption of a White racist conspiracy or even the *Charleston Gazette's* assumption of groups of White rednecks wanting to punish Blacks.

Alabama Fire Marshal John Robison has investigated 38 cases of arson or suspected arson of churches in Alabama since 1991. Of those 38 churches, 15 were Black churches, and 23 were White, and he's found no evidence of racial motives in any of the burnings. In one case, that of the Antioch A.M.E. Church in Fort Deposit, Alabama, the Black female minister was charged with burning her own church. I quote

Fire Marshal Robison: "The pastor was upset with the congregation about money; she felt she didn't get paid enough," he said.

Last month, on June 18, four Black children, aged 12 and under, were arrested for setting a fire in a Black church in Florence, South Carolina. Of 27 church fires which have been investigated in South Carolina since 1991, 12 fires were in White churches and 15 of them were in Black churches, and a total of six Whites and six Blacks have been arrested in connection with those 15 burnings of Black churches.

The Georgia Bureau of Investigation has investigated seven church burnings in Georgia during the past 18 months. Six of the seven churches had White congregations. The one Black church which was burned, in February 1995, was torched by a Black juvenile.

On June 19 of this year two Black men were arrested in Columbus County, North Carolina, and charged with burning a building on the grounds of the Black Mount Tabor Baptist Church. The previous week a 12-year-old White girl was arrested for setting a fire which destroyed an abandoned building on the grounds of a Black church in Charlotte, North Carolina. The 12-year-old White girl was said to be emotionally troubled, but I have not heard that she was part of any racist conspiracy.

Now, all of this seems to me to be pretty inconclusive evidence—certainly not the sort of evidence to suggest a White racist conspiracy—although I wouldn't bet that Mr. Clinton's BATF goons and his FBI goons can't find some kind of conspiracy, if they try hard enough to please their boss.

The hysterical reaction of the liberals to these church burnings suggests several things to me. First, liberals *want* there to be a White conspiracy behind it, because that would tend to confirm their theory about race relations generally: namely, whenever things don't work the way liberal theory says they should work, the reason is White racism. That's the only Politically Correct explanation: *White racism*. Second, they really *believe* there *is* a White conspiracy, because so many of their plans have been going wrong lately that

they're becoming a little paranoid. Third, they're *frightened*; it's clear that more and more people are turning against the government these days, or at least losing faith in the government, and the government is the only protection which stands between the liberals and the wrath of the heterosexual White males they have treated so contemptuously for so long. It is this liberal fear, I believe, which explains the increasing level of viciousness and hatred we are seeing in liberal condemnations of the government's enemies.

Do you remember the way most of the controlled media treated the standoff between the FBI and the Montana Freemen which ended last month? The Freemen had some really nutty religious ideas—just as David Koresh's Branch Davidians at Waco did—and they had some even nuttier ideas about finance and economics. They figured that they had just as much right to issue money and set up banks as the Federal Reserve system had, and so that's what they did—which, of course, was technically a violation of the law. But they hadn't hurt anyone and had no intention of hurting anyone. They just wanted to be left alone. Yet the controlled media and the liberal commentators were angry that the FBI didn't go storming onto their ranch with tanks, flamethrowers, and helicopter gunships. The liberal media wanted blood. The liberal media hated the Freemen.

Why is that?

I'll tell you why. The liberals hated the Freemen, because the Freemen had challenged the authority of the government. There's hardly anything that frightens a liberal more than the thought of losing the government's backing, the government's muscle for forcing the public to submit to liberal policies and programs. The liberals have built up an unnatural coalition of minorities and abnormal people—a coalition of Blacks and other racial minorities, of homosexuals, of militant feminists, of perennial welfare recipients of all races—to keep a grip on government. They have built a coalition of people who depend on the government to guarantee their special privileges and protections. This is the coalition which put Bill Clinton into office.

If normal people—if White, heterosexual, working men and women—were allowed to just tell the government to go to hell, the way the Freemen did, the whole liberal house of cards would come tumbling down. People would be free to hire or fire or rent to or not rent to anyone they wanted. Schools could set their own admission policies. People who have come to feel that they are entitled to a handout from the government would suddenly be faced with the prospect of working for a living or starving. Perverts of various sorts would suddenly find themselves shunned by normal, decent people and would have to retreat back into their closets.

And what could the liberals do to save their skins? Where could they hide to escape retribution for what they have done to our society these past 50 years or so? Where could they run that the lynch mobs wouldn't find them?

That's why they hate anyone who threatens the authority of the Federal government. That's why they're terrified by the idea of people just deciding to opt out of the system.

You know, if there is any conspiracy connected to the burnings of Black churches, it is a conspiracy among liberals and Blacks to use the burnings to bludgeon White Americans with more White guilt, with more demands to outlaw "racism" and make still more concessions to non-Whites. Virtually every news report and every editorial in the controlled media about a church burning has attributed the burning to White racism. Some of them even say something like, "The police haven't caught the White racist who did this yet, but we know it had to be a White racist." And, of course, the news reporting on this subject is very selective. If they catch a White suspect, it's front-page news. If they catch a Black suspect, it's buried in the classified section. And if it's a White church that burns instead of a Black church, it doesn't even make the national news.

And this White guilt campaign seems to be working with some folks. Various White Christian groups have been rending their garments and beating their breasts and crying, "Mea culpa! Mea culpa!" Ralph Reed, the head of the Christian Coalition, one of the largest fundamentalist Christian

groups in the country, fell into that trap last month. He went to an association of Black preachers in the South with his hat in his hand and essentially accepted White Christian responsibility for the burnings of Black churches.

This is the same sort of guilt racket the Jews have been working for the past 50 years. They've been saying, in effect, "You could have stopped the Holocaust if you had really cared about us, but you didn't. You let the Germans gas us. And so now you owe us." It worked for the Jews, so why not for the Blacks?

Now, please note that I'm not saying that Blacks or liberals are in an organized conspiracy to burn Black churches. I'm saying that it certainly looks like the liberals are in a conspiracy to use the burnings for their own ends by misrepresenting them in their news coverage and commentary.

My guess is that what we're seeing in these burnings is simply an increase in random violence as our society continues to decay under liberal policies. Today it's churches, because churches, being unoccupied most of the time, are easy targets. Six months from now it could be empty school buildings—or banks or whatever the fad happens to be at the time. This is something I predicted 20 years ago in my book, *The Turner Diaries*, just as I predicted a great increase in political terrorism. We're certainly seeing the increase in terrorism: the World Trade Center bombing, the Oklahoma City bombing, the Unabomber, the bombing in Saudi Arabia. And I think we'll see a lot more random violence and destruction like these church burnings—not because of White racism, but because the policies of the liberals and the mass media and the government are destroying our society, alienating our people, and causing more and more individuals to lash out violently, in one way or another.

The liberals and the minorities and freaks who make up their coalition can't understand this. To a homosexual or a militant feminist or a liberal booster of the New World Order this is the best of times. Things have never been better. We have more of their beloved diversity than ever before; more multiculturalism; more miscegenation; more democracy;

more degeneracy in art, literature, and music; more permissiveness and depravity in our social life. Everything is more cosmopolitan, everything is more Jewish than ever before. There has never been another time when one could see so many racially mixed couples on the streets, never a time when homosexuals and their life-style have been held up to such public admiration, never another time when there were two Jews and a Negro on the Supreme Court, never another time when half of the President's cabinet consisted of Jews and other minorities. Wonderful, wonderful, wonderful! How could anyone be against such things? Except, of course, those awful heterosexual White males, those awful White racists!

They don't understand why we hate their government, why we hate them, why we hate what they've done to our civilization and to our people. But they do know that we hate them. And they are frightened.

They are mistaken, of course, when they blame us for every blow that is struck against them. They don't understand that a great many ordinary people without any real sense of purpose or any racial feeling one way or another—even many Blacks—are frustrated and unhappy and alienated in this unnatural society that the liberals have forced on all of us, and that more and more of these alienated people are striking out randomly at any target they can find.

No, the liberals don't understand that—but, believe me, they will see more and more of this random, purposeless violence, just as they will see more and more very purposeful terrorism. And in their bigotry and their fear and their lack of understanding they'll continue to blame everything on organized White racism. But one day—one day before too long—understanding will come to the liberals. It will come on the day that they have been having nightmares about. It will come on the day when an awakened White public rises up and begins a great cleansing of this land of ours.

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THE AWAKENING

by Eric Thomson

"But Rabbi, a goy is a goy is a goy!" Israel shook his untidy head, causing his frizzy Afro hairdo to gyrate like tiny coiled springs. The Elder raised his hand to still the outburst. "Enough of our chutzpah. I should not have to tell you that our tribe depends for its survival on information. We must be informed always and in advance of the *goyims'* intentions."

"Yes," interjected another member of the hook-nosed company. "What you tell us of this shiksa's activities is most interesting. You say she is behaving like a missionary, talking of a 'Great Awakening'! 'The Elders, being Jews, were in the habit of interrupting others' conversations, and the fat rabbi was no exception. 'Nach! But most important, you say she does not speak of these things with all the students, just the Whites!'"

"Most unusual at a university. By such time a goy should be thoroughly bent to our teaching," mused the first Elder as he scratched his nose. A chill of windswept snow entered the chamber, causing the candles to flicker upon the seven-stemmed candelabra, for a moment dispelling the rank odor of kosher bodies.

"Shut the door, schmuck. You vant ve should freeze our asses off?" shouted the fat Elder. "Oh, it's you, Rabbi Kitzel. Excuse me for saying it, but good you don't look." The melting snow still dripped from the rabbi's proboscis as he flung a sodden leaflet upon the gold-inlaid kabalistic symbols which decorated the top of the Council Table. "Good I don't feel. Look at that!" He pointed a claw-like finger at the leaflet. Responding to the heat of the stuffy room or to the command of some Higher Power, the leaflet unfolded, blossoming like a flower of purity in the midst of the vampiric assembly. Defiantly emblazoned upon the single sheet of white paper were the bold letters forming the slogan "BUY ARYAN!" But it was the proud, invincible Aryan Cross standing guard at each corner of the page which brought on a chorus of frenzied ululation.

"Nu-nu-nu-nu-nu!"

"Oy-yoi-yoi-yoi-yoi!"

"Kiyi-yi-yiyill goy-yoi-yoi-yim!" After the paroxysm of talmudic hatred had subsided, Rabbi Kitzel resumed the discussion. "Second time this week the neighborhood's been plastered with these. I can tell you, it's bad for business. Some of the *goyim* are shopping at the Jones butcheries instead of mine. I've noticed a definite downturn in sales at most of my other shops as well. It's only a blessing the stupid *goyim* don't know I own the Jones shops too."

"Stupid, stupid *goyim*," ighed the others, rubbing their hands together.

"Don't feel so bad, Hymie, my son," admonished the eldest rabbi, whose breath stank of ill-digested raw salmon, "Our informers will surely lead us to the culprit who is distributing these leaflets. Then you will have more hamburger on the next Feast of Purim, may that happy occasion be not long delayed."

"Amen", said the fat rabbi, audibly smacking his blubbery lips.

"Amen!" said all assembled. "Yahweh be praised!" The first Elder nudged the youth with his elbow. "You see, Israel, my boy, how we must not relax our vigilance for an instant.

So we sponsor a thousand churches and phoney political groups to befuddle the *goyim*, and for the most part we succeed in deluding them. But there are always the few who see through our smoke screen and divine our real purpose of Zionist World Conquest. These we must weed out and destroy, for although our plans have nearly been fulfilled, there is still a great danger of their being upset by the unforeseen. That is why there must be NO unforeseen. Do you now crasp the importance of your work, Izzey? Even though it may not lead to the discovery of anything important in this case, you must not slacken.

"Remember, the best of the *goyim* must be killed. It is so written in the Talmud," said the Elder as he thrust the leaflet into the candle flame.

"I understand, Rabbi. I'll let you know what I find out.

Shalom." Israel rose from his place amid the obscene gathering and left the chamber accompanied by raucous shouts of "Shalom!", "Next year in Jerusalem!", and "Shut the door, schmuck!" Buttoning his expensive carcoat, he strode arrogantly down the icy, darkened street to his waiting Jaguar sports car. It was good, he felt, to be an adept of the Lodge wherein no Gentile could enter, although no Jew could be stayed from entering the most sacred of the *goyisch* inner sanctums as the law forbade such discrimination. Yes, he could truly thank Yahweh for making him one of his Chosen People. The trusting, slow-witted *goyim* were sheep for the slaughter, placidly unaware that their chosen shepherds were in league with the ravening wolves and that the wolves shared the very sheepfold! Yes, stupid, stupid *goyim*. The image of a naked blond Nordic girl (or boy, for that matter), heavily chained and subject entirely to his will filled him with a sudden burst of lust. Panting, he played with his twisted sexual fantasy as he waited for the engine to warm up, his prominent nostrils twitching in appreciation of the fresh leather aroma of the sumptuous upholstery.

"It smells like money," he thought, causing the powerful engine to roar into life. Returning his thoughts to the fantasy of the Nordic body, he realized that chains were unnecessary. He could satisfy his every whim with money alone. Those little dollar signs, dancing to the tune of his people, were heavier than all the metal chains in the world and they were created out of nothing, mere chicken scratches upon a ledger page. How stupid the *goyim* were! These thoughts so inflamed Israel's potbellied physique that he kept his foot pressed down upon the accelerator as he jammed the automatic transmission into gear. The rear wheels spun upon the ice until they gripped dry pavement, whereupon the Jaguar catapulted forward. Israel lost control of the steering as the tires skidded over another patch of ice. The fire plug approached as if in slow motion, and Israel's eyes fixed upon the inevitable in horrified fascination. What would his mother say? The Jaguar spun around and hit the hydrant broadside, demolishing the rear fender as the car bounced

over the curb. He felt the car ride up, onto the gushing, jagged stem of the broken hydrant, and heard the fan blades shriek as they chewed into the radiator. The broken fire hydrant had lifted the madly racing engine from its mounting and the hood burst open to spew out a geyser of water haloed with a cloud of smoke and steam from the damaged engine. If this were not enough, the violent impact had caused a short in the electrical wiring and the car was now on fire.

In a fever of panic, Israel wrenched at the door handle. The door on the driver's side was jammed. Like a pilot desperately trying to bale out of a stricken aircraft, he clawed at his safety belt and fought to pull himself out of the cramped confines of the bucket seat. His legs tangled in the voluminous folds of his expensive bellbottom trousers, and his high, platform shoes impeded his frenzied efforts to escape, like leaden divers' boots. A voice, not quite human (his own) dinned in his ears as the sealed cockpit filled with blinding, noxious smoke.

"...reckless driving, creating a public nuisance, insulting an officer of the law..." The pencil moved implacably over the page of the little notebook as the policeman recited the charges. As the fire sirens approached in the distance, Israel fumed and bit his lips. The young, White policeman's quiet voice and polite manner had prompted him into an arrogant tantrum, despite the officer's fortunate appearance on the otherwise deserted street and his prompt rescue of the irate Jew from the now blazing wreck of the car. He hated the handsome, regular features and the calm, businesslike demeanor of the young policeman. Oh, how he would love to see him cringe, begging for mercy, as he thrust in the sacrificial knife. That happy day would come, he promised himself, so it would be wise to keep silent. Besides, it was too cold to stand around. With feigned contrition, he accepted the ticket and took a taxi home. He missed two of his morning classes in psychodrama, but he was well in time for Professor Shapstein's sensitivity-training seminar. He was rarely absent from these classes. The negroes were also punctual in their attendance, as fragrant White flesh was very much to their

liking. Following this hour of strenuous intellectual discipline, Israel went over to the Student Cafeteria for his accustomed coffee break. As he left the cashier's stand, he saw, sitting at a window side table, the young blond object of his mission. Her hair was pulled back in a ponytail which accentuated her high forehead and classic features. Straightaway he changed course and made for her table, jostling others who chanced to be in his path. He knew just how much he could impose upon the good nature and politeness of the whites, whose manners he dismissed as stupidity and weakness. By behaving rudely and getting away with it, he was able to still the nagging fear in his mind that they knew all about him and were waiting...

"S---!" He brusquely tried to shake off the disquieting thought with a gutter expletive. "If they haven't wakened in 6000 years, why should they wake up now? Wakening... The 'Great Awakening'..." The thought reminded him of his mission and snapped him back into the reality of his surroundings. There was a young White couple sitting opposite the blond girl, apparently involved in earnest discussion with her. The conversation ceased as they saw him approach and, since he was going to sit at their table, despite the abundance of places at other tables, the couple gathered up their books and took their leave.

"Hi ya, I'm Izzey," he said raucously as he slumped into the recently vacated seat in front of her. She regarded the Afroed apparition coolly, and with a twinkle of mischief in her ice-blue eyes said, "I'm sorry to hear that. Is it curable?" Her well-enunciated English sounded foreign to him.

"Hey, like don't put me down, man!" Unconsciously he aped the dialect of dope addicts and negroes. "Where ya from?" The reddening of her cheeks showed that she wore no makeup and her eyebrows, as blond as her hair, arched in mild annoyance. "Unless your 'Izzeyness' has afflicted your sight, you must be able to see that I am not a man. As for your question, I come from the North. May I ask where you come from? It was my understanding that most of those who lived in this region spoke English."

"Oh, wow! You come on too strong." He drank a mouthful of coffee and smacked his lips. "Hey, like this is a free country. You got no right to put me down."

"I'm sorry, but I am still unused to the local customs. I did not realize that 'freedom' entitled you to intrude upon my privacy, but does not allow me to defend myself against intrusion. Thank you for the lesson." She smiled wistfully. Israel's thoughts of lust, the girl's exotic manner, his duty to discover her purpose, and his own incorrigible self-centeredness were proof against her sarcasm.

"Whatcha studying?" He took a bite of chocolate donut, smacking his lips as he chewed. The girl's gaze was distant, her eyes focussed as if they saw through him. "Biology." Her voice was gentle, just audible over the incessant clash of dishes and the boisterous voices of the black students. Her thoughts were obviously far away. "A drug freak," thought Izzey, "Wonder what she's on." Incapable of subtlety, he burst out, "So what's this 'Great Awakening' you're turned on to?"

"Oh, that," she laughed, "That's the slogan of a new encounter group." He opened his lips in mid-smack, "Not some kind of Jesus-freak scene, is it?" His Jewish impudence seemed to be having the right effect. "It never fails," he thought, "these *goyisch* bitches are spoiled and really want to be bossed around by a big black stud or the nearest substitute." Izzey tried to make up for his lack of physique by his volume of noise output, often successfully. The girl sipped her coffee as she considered her reply. "No, we're not Christians, if that's what you mean. It's more like..."

"...anything goes!" he interrupted. The girl agreed. "Yes, that is a good description." He lit a cigarette without asking her permission. "You dig, I'm really into the encounter grope, uh, group scene. Funny I never heard about your 'Great Awakening' crowd." He blew the acrid smoke across her saucer. She twitched her nose and frowned at his effrontery. "I hope my eating does not bother your smoking."

"Naw, go right ahead." Izzey felt in a generous, expansive mood. Yahweh was on his throne and all was going splendidly. Maybe he White girl would be a good lay, he thought.

Action followed thought as he reached under the table and put his hand on her knee.

"Ouch! Ya bitch!" He stared at the back of his hand in disbelief. A small, deep cut stung furiously, and blood oozed into a large, dark glob which suddenly broke and ran onto his expensive bell bottoms. "Ya bitch! Why ja do that?"

"Please control yourself," she said, giving her sharp fingernails a casual appraisal. "Your eagerness is appreciated, however. You may come to our encounter group this evening. Meet me at the University Subway Station tonight at 11:30."

"Thanks a lot for the invite, bitch. Ow!" He sucked at his wound.

"Excuse me, I must go now." With graceful swiftness she collected her books, rose from the table, and vanished in the milling crowd. Izzey stared after her, a trickle of blood and spittle running down his pimply chin. "I'll getcha, *goyisch* bitch!" His hatred like a dagger aimed at her smooth, white throat.

It was 11:45.

"Keep her waiting," he chuckled, "Izzey doesn't beg favors from *goyisch* bitches." Clearly, Izzey's hand was not the only thing pricked by the 'ice princess', as he nicknamed her. He turned his father's Cadillac onto the street which went past the subway station, and saw her standing at the entrance, a pale, upright figure, only the mist of her breath to show that she was not a statue. He stamped on the brake pedal and lurched to a halt, but she seemed not to see him. He pressed the electric control button and lowered the window on the passenger side. "Well, c'mon, get in!" She shook her head and beckoned to him, a slow, graceful motion made as if she were swimming at a great depth. It would have struck him as distinctly eerie, had she not looked so beautiful, or the street lights so bright. "Besides," he thought, "she must be on something which has blown her mind. Great! Just the way I want her. She won't know what's happening." With this predatory presumption, he got out of the car and approached her. He drew within six feet of her, close enough to see her red cheeks and the movement of the fur fringe upon her white cape as a

slight breath of wind stirred the chilly air. She was looking in his direction again, not at him, but through him, as if he were not there. Strangely, her implacable gaze reassured him. "She's high on something, that's for sure," he smiled to himself.

"Well," he reached for her arm, "come on, what're you freezing me out here for?"

"My name is Gudrun," she said matter-of-factly, "I was waiting or you and you are late."

"So what?" He motioned toward his car. "Get in and tell me where this encounter group meets." She did not move. "No, you will come with me." With a sudden push, she opened the door to the station and strode swiftly toward the turnstile.

"Goddamn it, you crazy or something?" He pushed in after her. Already she was through the turnstile and hurrying down the dimly-lighted stairs. As there was no one else in the station, Israel climbed over the turnstile and raced after her, their footsteps echoing among the deserted corridors. In his pursuit of the fleeting white figure, Izzey was only vaguely aware of the metallic voice intoning at intervals, "Attention, subway patrons, the University section of the subway is now closed... now closed... now closed..." Panting from the unaccustomed exertion, Izzey overtook her on the darkened platform. "What the f---ya tryna do?" She smiled at him radiantly. "I knew you would come." Still trying to catch his breath, he shouted between puffs, "Ya crazy bitch. There ain't no trains... at... this..." The rumble was unmistakable. Soon the headlamps beamed upon them and the train screeched to a halt at the platform.

"Well, I, uh..." he stammered. This time she took hold of his arm led him through the open doors. "You almost made us miss the last train. Come, sit here, beside me."

"But I left my car up there with the engine running!" He tried to pull away, but gave up when the doors closed and the train sped onwards. In numb fascination he watched station after station flash by. His racial paranoia began to fill him with dread as he noticed that no other passengers rode the

wildly hurtling train. Still, he was with a mere girl against whom he could certainly defend himself. Thus comforted, he began to occupy himself by watching the swiftly passing scenery, for now they rode upon a surface line which took them through some old-fashioned suburbs and into a seemingly endless forest. Feeling an incessant pain in his ribs, he turned toward the girl.

"Cut that out, will ya?" he snarled, showing his yellowed, rat-like teeth. She withdrew her elbow and smiled with her peculiar blend of innocence tinged with mischief. "But you weren't listening. You must pay attention when I tell you about the princess who lived east of the sun and west of the moon."

"Lay off with the fairy tales!" He shivered involuntarily.

"Oh well, you won't have to hear it now. We're almost there." he gave a low-pitched chuckle.

"Stop it. Stop it, I tell ya!" He shook her by the shoulder. "Come on, you gotta tell me what you're on!" She looked deep into his eyes with an expression of bland incomprehension. "On? Why I, you, are on this train. When it stops, we shall get off. Is that unusual?"

"Look, I don't wanna hear..." He jerked his head toward the window. The train was slowing down. A signpost flashed by, but the driven snow had covered the name of the station. Soon, they stopped in a forest clearing filled with the mist of powdery snow blown from the surrounding fir trees. The doors opened and the girl got up to leave. She looked down at Izzey, the unspoken question in her eyes.

"Don't worry about me," he said, a defensive edge to his voice. "Nothing's getting me off this train."

"As you wish. The coroner will take you off in the morning. This is the last stop. There is no heat, no current to close the doors, and there is frost in the air. Good night!" She stepped out into the snow.

"So what, meshuga, I'll be warmer in here than out there, with a cold bitch like you!" He hunched his shoulders and pulled his carcoat tighter about him. The minutes crept by.

"She's right," he thought. "It's getting colder." He huddled

onto the seat and tried to sleep, but the cold was too deep, too penetrating to ignore. Soon, he had to stand up and stamp his feet, slapping his arms about him to gain warmth from increased circulation. It was damnable, he thought, to be so sleepy and yet unable to sleep. He sniffed the cold air. Was he imagining, or did he smell woodsmoke? He sniffed again. No doubt about it, there was woodsmoke in the air. Someone had a warm fire nearby. Unable to face the cold any longer, Izzey decided to leave the train. His first step caused him to fall into a deep snow drift which had concealed the gap between the train and the rough-hewn platform. He fought his way out, cursing the sudden chill, and reached firmer footing. As he stood rubbing the snow out of his eyes, he heard the surge of current in the traction motors, the hiss of escaping air and the rumble of the train as it got underway.

"Wait!" he screamed. "Wait, ya bastid, ya gotta let me on!" He floundered in the snow and tripped over one of the platform logs. Impotently, he called after the fast-receding train, reviling it with all the filth-ridden curses of the Talmud which came to mind. Soon he was alone, with only the whisper of the wind playing in the fir branches overhead. The cold froze his tantrum in short order and it became imperative for him to find the source of the smoke or die of exposure. Clumsily he regained his feet and lurched in the direction in which he had seen the girl go. It was not easy to follow her footprints, as the snow was drifting into the hollows and the faint impressions were hard to see in the dark, but soon the smell of smoke grew stronger and not far ahead he saw the rustic outlines of a large, well-lighted hunting lodge, the only building in the vicinity. As he slogged his way forward he began to discern the sounds of loud revelry which one might associate with a monumental beer bust.

"Jeez," he muttered with frosted breath. "All this work to discover some whacked-out fraternity house. Sheeeeeeit!" He climbed a broad flight of log steps and crossed the freshly-swept veranda. The lodge's oaken door was massive, and he wondered how many shekels it had cost the management. After a fruitless search for a bell or buzzer, he discovered that

the huge, antlered deer skull which hung from the door served as a knocker. Using both hands and much effort, he raised the skull and let it crash against the door. Soon, the door swung open, wide enough to allow a bearded, ruddy face to protrude.

"Is Gudrun in there? I'm her guest." He hurriedly wiped his streaming nose upon his coatsleeve. "Gudrun?" queried the ruddy face in a thick foreign accent. "Gudrun!" A woman's voice answered, followed by a peal of laughter.

"Some party," thought Izzey. "Wonder if I could turn them onto some smack. After all, business is pleasure."

"Come in," said Gudrun. "You will catch cold out there." She held the door open for him. Slowly he entered the smokey hall, his limbs stiff with cold. As he became warmer he warily looked about him. The interior of the lodge was enormous. Despite the great height, there was only one room and the smoke from large fires rose to vanish amid the blackened rafters far above. The floors were covered with rushes, and the revelers sat on benches beside trestle tables well laden with food and drink. Although Izzey thought the manager was stupid for switching off the electric lights, he could see by the flickering torchlight that the walls were decorated with spears, shields and hunting trophies. His panic subsided when he caught sight of the many long-haired 'freaks' who wore far-out clothes, some of which looked like animal skins. What a commune this was!

Still, there weren't enough blacks to make the scene swing. In fact, he saw not one. Moreover, the desultory outbursts of singing were nothing compared to a rock band which had obviously not yet made its appearance. Izzey felt dwarfed by most of the male members of the company, and by most of the females, for that matter, although they were barefoot while he still wore his platform shoes. The majority of the guests were blond, with a mere sprinkle of brunettes and redheads. None of them looked Jewish, so it appeared that he, Izzey Zilchstein, had invaded this lily-white bastion all on his lonesome. The Elders would be pleased with him, he thought.

"You have had nothing to eat or drink" said Gudrun, proffering a clay bowl brimming with a frothy, golden liquid. She wore a simple garment of white cloth, bound at the waist with a golden chain which supported an ornate sword and scabbard. The ensemble did full justice to her firm, lithe figure and revealed much of her healthy complexion. Forgetting his previous misadventure, he would have grasped the luscious goddess before him, but he needed both his hands to hold the heavy drinking bowl.

"Skol." Gudrun raised a horn goblet and poured out a libation upon the floor. The remainder she drank.

"Shalom," said Izzey, cautiously sipping the golden beverage which tasted of honey. "Hey, whose pad is this?"

"You will soon meet the host." Gudrun smiled. As if in answer, there came the ring of sword upon shield and the squall of brazen war trumpets. The door of the hall crashed open, and all stood silent in expectation.

"What happens now?" Izzey stood on tiptoes, trying to see over the shoulders of the towering assembly.

"Silence," hissed Gudrun. "The ceremony has begun." Into the hall marched a short-haired, well-muscled young man, naked but for the heavy sledgehammer which he carried easily in his right hand. The throng parted to make way for him, forming a broad aisle running the length of the hall. Izzey recognized him as the policeman who had rescued him the previous night. "Wait 'til I tell his Chief," chuckled Izzey. "He'll be only too glad to drop the charges." The hammer-bearer strode past the clad assembly with an air of dignity which no kingly robes could confer. At last he reached the end of the hall and turned to face the vast company. Gudrun unsheathed her sword and jabbed one of Izzey's well-padded buttocks. "Go now. It is your turn."

"Ow, hey, you can't..." With surprising strength she grasped his arm and twisted it behind his back, thus steering him up the aisle toward the squat stone altar and the stern-visaged hammer-bearer. Izzey was too dumbfounded to raise a last raucous protest as other maidens grasped his limbs and held him spread-eagled upon the cold stone surface of

the altar. With merciful swiftness, the priest raised the sacred hammer and brought it crashing down upon the head of the speechless Israel, whose blood, bones and brains were scattered to the four winds in that instant. Raising the sacred hammer once more, the priest proclaimed, "THUS MAY THE CLANG OF THOR'S HAMMER AWAKEN YOUR WRATH, O GREAT ODIN, AND MAY YOU LEAD US ONWARD AGAINST THESE, THE DESTROYERS OF OUR RACE. ALL HAIL TO THEE, O MIGHTY ODIN!"

GODDESSES OF VALHALLA

There are a great many goddesses whose duty it is to serve in Valhalla, to bear in the drink and take care of the drinking-horns and whatever belongs to the table. They are named in Grimnismal, and are called Valkyries. Odin sends them to every field of battle, to make choice of those who are to be slain, and to sway the victory. Gudur, Rota, and the youngest of the Norns, Skuld, also ride forth to choose the slain and turn the combat. Jord (earth), the mother of Thor, and Rinda, the mother of Vali, are also reckoned amongst the goddesses. The first of the goddesses is Frigga, the second, Saga, the third, Eir, the fourth, Gefjon, the fifth, Fulla, the sixth, Freyja (who is ranked next to Frigga), the seventh, Sjofna, the eighth, Sofna, the ninth, Vora, the tenth, Syn, the eleventh, Hlina, the twelfth, Snotra, the thirteenth, Gna, the fourteenth, Sol, and the fifteenth, Bil.

ARYAN RITUAL MURDER?

We ask, did our ancestors practice ritual killing? Archeology presents undeniable evidence of such "ritual murders", by both Odinites and Druids. The questions remain: how were victims selected out, and is there ever justification for such killings? The ancient Semites practiced ritual murder of children and adults for their god or gods. Indeed, there are whispers that it continues into our own day, as referred to in *The Awakening*. They chose their victims on the basis of their innocence from sin, the idea being that the innocent blood of

the offering washes away the sin of the person making the sacrifice. One example from the Bible tells of Abraham preparing to sacrifice his only child until an angel gets him to use a lamb instead. Carried further, in Judaeo-Christianity the sinless Christ is offered up for the sins of all. Compare this to Odin's sacrifice of Himself to Himself to gain wisdom which He can use in His struggle against evil. The runes He gains knowledge of are of direct benefit to the Aryan People. Odin made the choice for Himself. He was always in charge of His own fate. Our ancestors had totally different methods of selecting victims from Semites. The Druids executed condemned criminals under the authority of the Gods, as was the case in Odinism, where criminals were first hanged, then cast into bogs. There is not a whisper that a person is not responsible for his own actions and can murder a child to evade responsibility. As in *The Awakening*, active enemies of the folk-community were executed under the authority of the Gods. Clearly, "Izzey" is a violent anti-White fanatic and suffers his just deserts from the Hammer of Thor acting under the authority of Odin. Should such actions move beyond the pages of a fictional story? Odinists have not officially practiced ritual killing of human beings (*homo sapiens*) for centuries, but Aryan religiosity endures to our own day. Aryans in the American South have been practicing the traditional method of sacrifice in their traditional "lynching ceremony", which is the object of hysterical persecution by anti-White elements.

There seems to be one law for Loki, and one for Thor.

"From the fury of the Northmen, deliver us, O Lord!"

A Christian Prayer.

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The People of Thule

by Lee Norris

I was thinking last night before I went to sleep—just what went wrong with the People of Thule? And the answer came in just three words: We got over-civilized.

Back in the days when we were striding along the rim of the world—(those were the days when the world was flat, you know) and threatening to push anybody off that got in our way, we never questioned our Destiny. Our Destiny was to rule, of course. Those miserable little beetles that scurried around under foot thought of nothing but collecting MONEY, disgusting creatures. They lived in a world completely foreign to us. Their methods were devious; their instincts were cruel. Their laws were not our laws. The lusts behind their curling lips and mocking eyes were sly and obscene.

Oh yes, we people of Thule, we were individualists. We had our well defended castles, and we defied the outside world, and woe to him who dared to bridge that moat or lower that portcullis. We were handy with the mace, the battle axe and the saber. We preferred fighting to eating, though we indulged liberally in both. Money was useful to make war with, and therefore, the sneaking, sniveling, handrubbing little beetles served their purpose, though the money often had to be extracted by unorthodox means.

But we had two fatal qualities: curiosity and idealism. We itched to know what made things work and discovered that those fiery bolts the gods hurled at us from the heavens were ELECTRICITY, useful in countless ways.

We couldn't resist exploring the unknown, so we became explorers as well as inventors. And with our drive, our courage, our ability to organize and rule, we became Masters of the whole known world. And at last the universe opened out to us and beckoned us into the infinite.

And as we ruled, we found that the creative gift was strong in us, not only in science and invention, but in the higher arts of a great civilization: painting, music, drama, literature and poetry.

And the beetles continued to burrow under our feet, and went their secret ways and made their secret plans.

We flourished. We grew rich. Our basic qualities of idealism, chivalry, tolerance, and fair play, expressed themselves in government and law, and for the first time in the history of mankind, the individual could reach his full potential regardless of who or what he was.

But our lives were changing rapidly. We had discovered the exhilaration of developing industries, flinging railroads across a continent, establishing trade routes and manufacturing the products of our fertile minds. Cities grew and flourished and claimed our young people who traded life on the farms and ranches for what they called the "real world". In this, too,

we were expressing our inborn creative urge, the joy of taming nature, of turning her precious wealth into gadgets that made life easier. It was a frenzy of invention and development, in which wealth multiplied and MONEY became increasingly important.

But the beetles burrowed deeper and watched their ancient enemies with sly and knowing smiles. For they saw their prey weakening and they knew how easy it was to appeal to the baser instincts of man. They hated the People of Thule with a black and bitter passion, because they craved for themselves the possession of the very qualities that made those fair-haired, blue-eyed people what they were.

They also knew how to manipulate and control through the gold that they spent their time amassing and hoarding. And they said, "We will buy the things they read, the newspapers, magazines and books. They shall read nothing but our propaganda. We shall use the television to brainwash them into mental zombies. We will bribe the politicians and rulers to do our bidding. We will find other ways to convince those who resist. We will corrupt their government and judicial systems and produce financial chaos. We will foment revolutions and wars, all in the name of Democracy.

We will flood their schools with unteachables of the lesser breeds. We will poison their religion with doubt and false values.

We will encourage intermarriage with blacks, coloureds and alien races and produce a degenerate, mongrelized population, a slave people unable to think for themselves. Liberalism will become their ruling passion, not only of the masses but of the intelligentsia.

We will use their so-called virtues of tolerance and fair play to contribute to their own downfall. Our final triumph will be to herd them like cattle into the "protective custody" of a Totalitarian World Government, owned and controlled by us."

And so it transpired. We, the People of Thule, woke up one day to realize that something was very wrong, that we were prisoners in a de-based system, economic slaves in our own country. We saw that our creative gifts had atrophied. Our music was discordant noise, our painting and sculpture the celebration of the ugly and our literature stank of pornography. And we, the People of Thule, saw clearly at last that those whose warnings we had not heeded, had been right. And we asked our God for forgiveness, and we rose in our wrath and smote those beetles. We stamped them into the ground, and used their carcasses for fertilizer, and thus we cleansed ourselves of them FOREVER.

And wouldn't it be wonderful if it could happen like that, my friends?

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