

LIBERAL FASCISTS ARE COMING FOR YOUR KIDS

By Don Feder

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One of the most encouraging signs in an otherwise bleak election year is Jonah Goldberg's insightful book "Liberal Fascism – The Secret History of the American Left, From Mussolini to the Politics of Meaning," currently number 3 on *The New York Times* Best Sellers List.

As Goldberg notes, fascism has always been a movement of the left.

In this context, fascism does not mean genocide, Gestapo tactics or the ruthless suppression of dissent (other than on the college campus), but the belief that virtue resides in the collective, that the state should become increasingly powerful, that individualism is outmoded and an impediment to progress, and that all aspects of life should be directed by government on steroids.

This is the essence of American leftism, which has misappropriated the name liberalism. Modern liberalism can joyfully proclaim, along with its forefather, Benito Mussolini, "All within the state, nothing outside the state, nothing against the state."

The latest example of the left's drive to dominate is the recent ruling of the California 2nd. Appellate Court in Los Angeles. If allowed to stand, it would effectively ban home-schooling in the state.

The Court said that if parents want to home-school their children, they first have to graduate from a teacher's college and then be certified by the state.

The edict is so obscene that California Governor Arnold Schwarzenegger, not to be confused with Dr. Dobson, fumed: "This outrageous ruling must be overturned by the courts, and if the courts don't protect parents' rights, then, as elected officials, we will. Parents should not be penalized for acting in the best interests of their children."

Many parents have decided home-schooling is just that – in their children's best interests, which is why there are now an estimated 1.7 million to 2.1 million home-school families in the United States. Over the past two decades, their numbers have swelled by 7% to 15% annually.

Children who learn at home outperform their public-school counterparts on standardized tests. They're admitted to the best colleges and universities. They turn out happier, more productive and better-adjusted than the products of public education. There are no recorded instances of home-schooled kids going on murderous rampages with semi-automatic weapons.

The assault on home-schooling has nothing to do with academic standards. As Justice H. Walt Croskey, writing for the three-judge panel explained in his opinion, in the matter at issue, "keeping the children at home deprived them of situations where ... they could develop emotionally in a broader world than the parents 'cloistered setting.'"

That's the heart of the decision – which, not unexpectedly, was cheered by the California Teachers Association. Children must be forced into state schools to be "socialized." Total immersion in

liberal ideology is the order of the day. It's about indoctrination, not education.

The Appellate Court decision should be considered in conjunction with two other anti-parent rulings, that of the U.S. 9th Circuit Court of Appeals (also based in California) and the U.S. District Court of Massachusetts.

In 2005, another three-judge panel, this of the 9th Circuit (also known as the 9th Circus for its increasingly bizarre rulings) rendered a toxic decision, which said, in effect, that parental rights stop at the schoolhouse door.

Plaintiffs were the families of children in the first, third and fifth grades who were subjected to a questionnaire that could have been designed by former New York Governor Eliot Spitzer, asking them a series of intimate questions, including whether they thought about touching their private parts, touching other people's private parts, having sex, etc. (Who would want children deprived of such an emotionally enriching experience, the sort they'd never get in the "cloistered setting" of the home?)

Not Judge Stephen Reinhardt, celebrated by the left for his decision that "one Nation under God" in the Pledge of Allegiance constitutes an establishment of religion when recited by school children.

Writing for his colleagues, Reinhardt declared "... We hold that there is no free-standing fundamental right of parents 'to control the upbringing of their children by introducing them to matters of and relating to sex in accordance with their personal values and beliefs.' ... We conclude that parents are possessed of no constitutional right to prevent the public schools from providing information on that subject (*sex*) to their students *in any forum or manner they select.*"

In other words, if public schools in the 9th. Circuit want to have children practice “safe-sex” by putting condoms on bananas, or introduce them to the joys of sado-masochism, or ask 6-year-olds if they think about touching their genitals -- they have every right to do so, and parents have no “free-standing fundamental right” to stop them.

To give you an idea of just how far the educational establishment is taking this carte blanche, at a seminar last year at the Boulder, Colorado High School, a UCLA psychologist, advised students: “I am going to encourage you to have sex and encourage you to use drugs appropriately (*safe shooting-up?*).” Pervs in trench coats used to lurk around schoolyards. Now they run the schools.

When outraged parents besieged the school, administrators feigned shock and dismay at the shrink’s advice. Yeah, sure.

State-sponsored enrichment has consequences. Last week, the Centers for Disease Control reported that “at least one in four teenaged American girls has a sexually transmitted disease.” This after decades of sex education, condom distribution, “values clarification,” etc. Hooray for helping children to develop emotionally.

On the other side of the continent, there’s U.S. District Court Judge Mark L. Wolf. Sitting in Massachusetts (different state, same judicial goose-stepping), Wolf held a parent had no right to object to a school’s efforts to sexualize his six-year-old.

David Parker was dismayed over the decision of the Lexington, Mass elementary school to allow a kindergarten teacher to read the book “King and King” to his son. It’s the delightful

story of a king who falls in love with and marries another king – adding a new meaning to fairy tale.

Parker sued. Tragically, the case came before Wolf, who unreasoned, “Under the Constitution, public schools are entitled to teach *anything* that is reasonably related to the goals of preparing students to become engaged and productive citizens in our democracy.” Moreover, “it is increasingly evident that our diversity includes differences in sexual orientation” – which is why over 40 states have rejected gay marriage.

There you have it: An appreciation for sodomy (part of our glorious diversity), strengthens our democracy by making us better citizens.

The instruction which Wolf claims is essential to good citizenship does not take the form of an objective analysis of unnatural relations, including STD rates, whether the condition is innate or environmentally induced, promiscuity, pedophilia, etc.

In this regard, the molding of future citizens is entrusted to groups like the Gay, Lesbian and Straight Education Network (GLSEN), the al-Qaeda of homosexual activism and sponsor of the April 25 national “Day of Silence,” when students are forced to affirm the lifestyle.

Public-school brainwashing doesn’t end with homosexuality or sex education. Science classes show Al Gore’s fanciful “The Earth In Balance” as if it was, well science. Environmentalism pervades the curriculum.

Evolution is taught as if it was incontrovertible fact, rather than theory. Courts have held that intelligent design can’t be offered as an alternative thereto, since it too constitutes an establishment of religion. In reality, it rejects an important tenet of

the prevailing state religion (secularism) which permeates public education.

History and social studies are infected by multiculturalism, revisionism and anti-Americanism. Schools observe Black History Month, which invariably turns into a litany of white sins, and an indictment of ongoing and ubiquitous white racism.

The latest form of indoctrination to hit public education is instruction in Islam.

Since 1997, more than 4,000 teachers across America have used a lesson plan called “Muslim Holidays,” prepared for school children by the U.S.-based Council on Islamic Education. This is a highly sanitized, politically correct presentation of Islam, where jihad (holy war) becomes a struggle for self-improvement, and there’s no mention of honor killings, the status of women or the fate of infidels in Muslim states.

As part of its World History and Geography class, in 2003, one California school district had students role-playing at being Muslims, including memorizing verses from the Koran and praying toward Mecca. (“And this is the way we buckle on the dynamite belt, to kill the infidels, children.”)

Liberal fascism is at work throughout the public education system. In this regard, an activist judiciary has become a fascist auxiliary.

A fascist state demands regimentation. It can’t tolerate competition for the allegiance of the young.

Goldberg quotes Woodrow Wilson (who he views as the prototypical American fascist). When he was still president of Princeton, Wilson told an academic audience. “Our problem is not

merely to help students to adjust themselves to world life ... *(but) to make them as unlike their fathers as we can.*”

Judeo-Christian morality must be replaced by moral relativism, patriotism by internationalism, a belief in personal rights and individual achievement with conditional rights and collectivism.

Liberal fascists want Hillary’s proverbial village to raise your children – a community composed of the National Education Association, GLSEN, the Sierra Club, NOW, the Sex Education and Information Council of the U.S., Al Gore and Barack Obama’s Church of the Good Racist.

When most Americans think of fascism, they think of Germany in the 1930s and ‘40s. (Actually, fascism isn’t synonymous with Nazism.)

Germany bans home-schooling and persecutes home-schoolers, an ideological holdover from the Third Reich. In 2006, the ironically named European Court of Human Rights ruled it had every right to do so.

The tribunal agreed with German courts that: “Not only the acquisition of knowledge, but also the integration into and first experience with society (*a euphemism for inculcating the values of the ruling elite*) are important goals in primary school education.”

Hitler was more candid. In 1937, Der Fuehrer explained: “The youth of today is ever the people of tomorrow. For this reason we have set before ourselves the task of inoculating our youth with the spirit of this community of the people at a very early age, at an age when human beings are still unperverted and therefore unspoiled (*malleable*). ... And this Reich will give its

youth to no one, but will itself take youth and give to youth its own education and its own upbringing.”

In other words: Your children – who are the future – belong to us.

Spoken like H. Walt Croskey, Stephen Reinhardt and Mark L. Wolf.

One day, will we have to say: “When they came for the home-schoolers, I did nothing”?

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