

Jerry Brown and the Murder of California's Youth

by Robert Ingraham

Introduction

Jan. 7—As will be made clear in this report, the current state of youth culture in California represents an existential threat to the very existence of human civilization. Over a 40-year time span, the actual content of what it means to be a human being has been increasingly stripped from the minds and hearts of California youth. Mis-educated, corrupted, degraded, and discarded, California's youth are lost at sea, and no one has offered them a moral or intellectual compass to find their bearings.

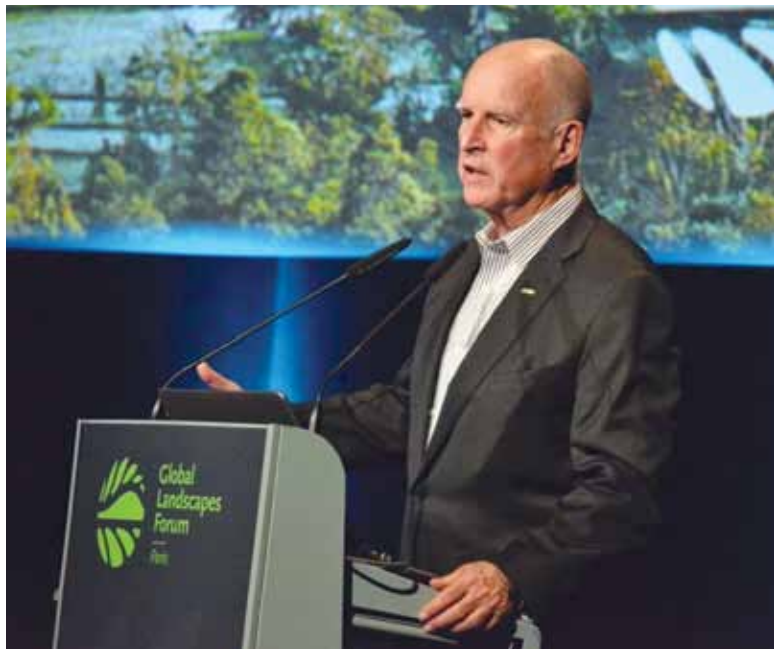
As for Jerry Brown, the following discourse is not intended as an in-depth personal profile of Brown; rather, it presents a dissection of precisely how his 41-year career has destroyed the State of California, and how it has produced two generations of mentally and morally crippled youth. There is no exaggeration in stating that the overriding constant throughout Brown's career has been his continuing outright Satanic view as to the nature of the human species. This outlook was first announced by Brown during the initial days of his first round as California Governor in 1975, and he has never wavered from this anti-human outlook down to the present day.

Brown first served as Governor from 1975 to 1983, following the two preceding Governors, Ronald Reagan (1967-1975) and Brown's father, "Pat" Brown (1959-1967). Brown returned to the governorship in 2011, and has now three years more to serve of his current term. It is also critical to note that the period from 1975 to 2016 included not only

13 years of Brown as governor, but also eight years of Arnold Schwarzenegger in the State House. Thus, for 21 out of the last 41 years—the last 13 years consecutively—California has been ruled not merely by incompetents, but by representatives of pure evil.

I. Jerry Brown's Hatred of Human Beings

In November of 2015, Jerry Brown, at the personal invitation of President Barack Obama, attended the United Nations Climate Change Conference (COP21) in Paris as a member of the U.S. delegation. This con-



Justin Catanoso

Jerry Brown speaking at a side-forum at the recent Summit on Depopulation in Paris, COP21, on Dec. 6.

ference, which followed by five months the release of Pope Francis' Malthusian encyclical *Laudato Si'*, has been the most aggressive effort to date by the British Monarchy to impose a global regime of mandatory human genocide.

Although the recruitment of the Vatican to the drive for mass-murder is a new development, Brown has been obsessed with a “defense of nature” against hated human beings throughout the last 41 years. During his first go-around as Governor, Brown was a leading advocate for the Carter Administration's (1977) Global 2000 policy, the first official U.S. government policy statement that called for national population reduction. In 1978, Brown appointed Huey Johnson as Director of Resources for the State of California. During that period, Johnson delivered a speech at the National Press Club, calling on California to adopt a population limitation policy, including tax penalties for large families, immigration restrictions, abortion legislation, and curtailment of low-income housing.

Between 1975 and 1983 Brown appointed a whole gaggle of pro-drug, pro-green freaks to leading positions in the California government, including Gregory Bateson, the husband of Margaret Mead, and Willis Harman from the Stanford Research Institute, both of whom were appointed to the Board of Regents of the University of California. Bateson, a British national, began his career as a student of Norbert Wiener's work in cybernetics, and developed his own theories claiming that schizophrenia and other mental aberrations were all the product of chemical and other physical-mechanical imbalances in the human brain, which could be corrected through the use of psychotropic drugs.

Bateson was also for many years on intimate terms with both counterculture gurus Aldous Huxley and Alan Watts. And in 1959 he was appointed Director of the MK-ULTRA LSD experiment at the Palo Alto Veterans Hospital, where Ken Kesey and others who would carry out the 1965-1966 “acid tests” in California were recruited to the drug culture.

One of the individuals who played a leading role with Bateson and Kesey, in the creation of the LSD-movement was Stewart Brand. In 1977 Jerry Brown appointed Brand as his “special advisor,” and from that position Brand played a leading role in promoting a green fascist agenda, including his advocacy of solar energy and his leading role in both successfully killing

the proposed Sun Desert nuclear plant, and attempting to shut down the Diablo Canyon nuclear plant. Brand, with Brown's backing, also endorsed a farm acreage policy to limit federal water consumption by state farmers.

‘Under 2 MOU’

In May of 2015, a new pro-genocide organization was created, based on an initial agreement between the State of California and the German State of Baden Württemberg. This organization is named “Under 2 MOU,”¹ and at its founding press conference, representatives of 12 local and regional governments—including California, Baden Württemberg, Vermont, Oregon, Ontario, British Columbia, Catalonia, Wales, and Baja California—released a statement which committed their local governments to a policy of reducing “greenhouse gas emissions” (including CO₂) to a level of 80% to 95% below 1990 levels by 2050.

From the beginning, Jerry Brown has been the initiator and leading organizer of Under 2 MOU. Working in conjunction with Papal advisor Hans Joachim Schellnhuber² of the Pontifical Academy of Sciences, Brown was able to elevate Under 2 MOU to a leading role at the COP21 Paris conference. On Dec. 5, 2015, during the Paris Conference, Brown held a press conference announcing 43 new signatories to the Under 2 MOU agreement, bringing the total number of signers to 123 separate jurisdictions. A partial list includes: the cities of New York, Vancouver, Seattle, Austin, San Francisco, Oakland, and Los Angeles; the states of New Hampshire, New York, Connecticut, Minnesota, Rhode Island, and Washington; numerous cities and provinces from Britain, France, Germany, the Netherlands, Portugal, Italy, Spain, Brazil, Mexico, China, Japan, and Canada; and other governments from Africa and South America.³

Although several sovereign nations have signed on to Under 2 MOU, the primary role of the organization is to bypass national governments, going directly to state and local agencies, for the purpose of implementing

1. MOU is an acronym for “Memorandum Of Understanding.”

2. The knighted Schellnhuber is notorious for demanding the [reduction of the world's population](#) to below one billion people, in complete agreement with the repeated statements of Britain's Prince Philip.

3. Brown was accompanied to Paris by Arnold Schwarzenegger, who heads up his own pro-genocide organization known as Regions of Climate Action (The R20).



Library of Congress

Anthropologist Gregory Bateson, with his wife Margaret Mead, at work in Papua, New Guinea in 1938.

genocide on a state and regional scale, and then pressuring national governments into acquiescing to the Malthusian demands of COP21. At his Paris press conference announcing the newest members of Under 2 MOU, Jerry Brown stated, “The real source of climate action has to come from states and provinces. We’re going to build up such a drumbeat that our national counterparts—they’re going to listen . . . after Paris, the real work begins.”

Brown is not waiting for others to act. In 2015, Brown signed an Executive Order which requires California to cut greenhouse gas emissions 40% below 1990 levels by 2030—the most ambitious target in North America. Brown announced that utilities would have to get 50% of their energy from “renewable” sources by 2030, and that California would seek to double efficiency savings from existing buildings. Industries will have to cut smokestack releases, and electric cars will have to become affordable enough to capture a huge portion of the market. Thankfully, even the usually supine and mentally-challenged California Legislature had the sense to defeat a bill that would have written Brown’s pledges into law. Brown has threatened to ignore the legislature and use the powers of the California Air Resources Board to implement the policy changes anyway.

Brown has made no effort to hide his commitment to population reduction, which is at the heart of his recent activities. Repeatedly and publicly blaming the

current California drought on “man-made global warming,” Brown, in a speech before the Board of the Metropolitan Water District of Southern California last June, stated, “It’s a very catastrophic existential threat that we have to take as seriously as though we were facing a military adversary. . . . We have wreaked havoc on our natural resources, including the water systems of this state. . . . At some point, how many people can we accommodate?”

In May of 2015, when Brown announced a mandatory 25% cut in statewide water consumption, he stated: “For over 10,000 years, people lived in California, but the number of those people were never more than 300,000 or 400,000. Now we are embarked upon an experiment that no one has ever tried: 38 million people, with 32 million vehicles, living at the level of comfort that we all strive to attain. This will require adjustment.” Compare Brown’s sentiments to the words of the royal mad-man Prince Philip, who has avowed, “You cannot keep a bigger flock of sheep than you are capable of feeding. In other words, conservation may involve culling in order to keep a balance between the relative numbers in each species within any particular habitat. I realize this a very touchy subject, but the fact remains that mankind is part of the living world.”⁴

The Demon Speaks

Lest one think that the charges leveled against Brown in the above section are exaggerated, it is necessary to go beyond Brown’s “official” policy statements, and to examine Brown’s personal beliefs. These are best gleaned from a series of informal one-on-one discussions which took place during the 1990s. From 1994 to 1998, during a period when he did not hold elective office, Jerry Brown hosted an Oakland-based syndicated radio show, titled “We the People.” The show consisted primarily of a series of interviews with his personally selected guests, almost all of whom represented “alternative” views.

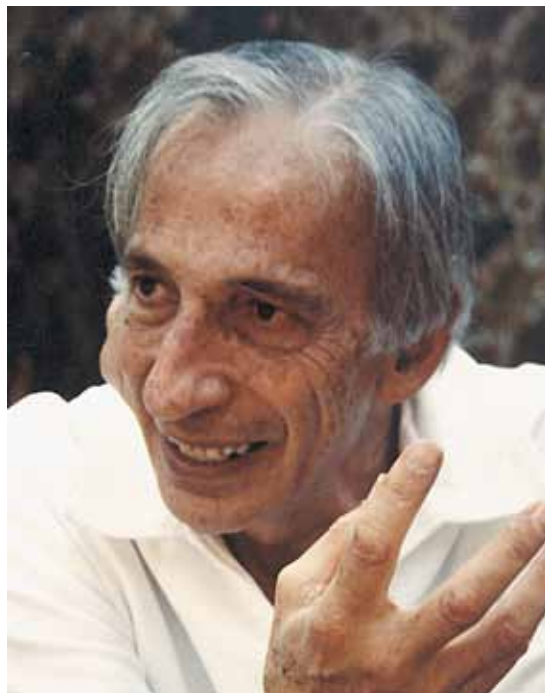
4. *The Genocidal Roots of Bush’s ‘New World Order’*, EIR Special Report, May 1992. The need for the ‘culling’ of the human ‘herd’ permeates Prince Philip’s interviews, writings, and speeches. As an example, see his book *Down to Earth*, The Stephen Greene Press, Lexington, Massachusetts, 1988.

Among those hosted by Brown were the eco-feminist and anti-development NGO agitator Vandana Shiva, author of *The Plunder of Nature*; the de-schooler Ivan Illich; the eco-terrorist Judi Bari; the beatnik poet Gary Snyder; Noam Chomsky; Susannah Sheffer, editor of the magazine *Growing Without Schooling*; David Korten, author of *The Mythologies of Global Development*; and Wolfgang Sachs, author of *The Design of a Sustainable Future*. A hand-picked selection of these discussions was published in 1998 under the title **Dialogues**.

Taken as a whole, these dialogues represent a massive attack on modern science, modern agriculture, and advanced human culture. Human civilization, including specifically human population growth, is attacked repeatedly both by Brown and his guests. A continuing theme throughout the interviews is the sacredness of “nature,” the destructiveness of human society, and the demand that mankind must find a “sustainable” co-relationship with Mother Earth.

In the interview with Vandana Shiva, a major focus of the discussion is an attack on the Indian Green Revolution (of modern agricultural methods and hybrid crops), and a demand to return to historical “indigenous” farming methods. Such an approach would require a drastic slashing of the human population.

In the interview with Ivan Illich, the Maoist Cultural Revolution in China is held up for praise, particularly the forced relocation of scientists and intellectuals into the countryside to engage in manual labor. In the interview with Gary Snyder, both Brown and Snyder engage in a lengthy attack on modern science and industrial civilization. At one point in the discussion, Brown states, “The Holocaust (against the Jews) was not a product of civilization gone off the track; it was an extension of civilization, which, by definition, socializes individuals against their own state of nature, their true nature.”



Ivan Illich (1926-2002), leader of the deschooling movement internationally.

II. The Destruction of California

It may come as a surprise to many people who associate California with Hollywood and surfing, that between 1940 and 2000 California was the leading state in the nation in both agriculture and industry, and that during that same period revenues from both agribusiness and the aerospace industry outstripped those of the Hollywood film “industry” by a very large margin.

Beginning in 1975, Jerry Brown announced that the pro-growth era of his father, the FDR-Democrat Pat Brown,⁵ was now over, that

California had now entered an “era of limits.” Over the next eight years, Brown unleashed an all-out assault against the advanced scientific-industrial heritage of California. This included attacks on California agriculture, the aerospace industry, and the nuclear power industry.

Earlier, Pat Brown had been a champion of nuclear power in California. It was during his governorship that the first nuclear power plant opened in the state. Later, under Governor Ronald Reagan in 1970, California adopted a Master Plan for the construction of eleven new nuclear plant sites, each site to contain multiple reactors, projected to increase the percentage of nuclear power-generated electricity from 2% to 50% by 1990. Once he took office in 1975, Jerry Brown scrapped all of these plans. No new plants were built, and Brown did everything he could to close the existing plants.

Water & Agriculture

As a result of the efforts of Franklin Roosevelt and Pat Brown, today California produces more than half of all of the fresh produce in the United States, including

5. The California Water Project, built by Governor Pat Brown, is the largest infrastructure project undertaken and completed by an individual state in American history.

84% of the country's fresh peaches, 94% of the country's fresh plums, 99% of the artichokes, 94% of the broccoli, and 94% of the tomatoes.

In response to the ongoing drought in California, last May Brown ordered a 25% cut in the state's water consumption, with the brunt of this to be borne by California farmers. Thousands of farmers simply found it impossible to obtain fresh water for irrigation, and this was on top of previous water cuts to farmers during the preceding five years. By the end of 2014, 500,000 acres of farmland lay fallow in California, costing the state's agriculture industry \$1.5 billion in revenue and 17,000 jobs. The figures are not yet in for 2015, but most experts believe the total acreage of fallowed farmland for 2015 could double.

There has already been a 20% decline in the rice crop, and a 35% drop in the cotton crop, both of which are the largest in the nation. Anyone driving down Interstate 5 recently has witnessed the sight of mile after mile of dead almond and peach orchards, killed by a lack of water.

Throughout all of this, Brown has squashed any proposals for developing new water resources, including desalinization facilities or new reservoirs. Instead, as he stated to one reporter, his view is that "It's a different world. We have to think differently. The idea of... getting lots of water every day, that's going to be a thing of the past."

Aerospace

It is estimated that in 1990, the aerospace industry accounted for 1.4 million direct and indirect jobs in California. Today this is down to about 500,000 jobs



The sleep of reason produces monsters, by Francisco Goya, no. 43 of his Los Caprichos, 1799. Goya's caption reads: "Imagination abandoned by reason produces impossible monsters: united with her, she is the mother of the arts and the source of their wonders."

(200,000 directly and 300,000 in supporting industries), a decline of 65%.

Not only is aerospace California's largest industry; with an average annual pay of \$81,536, aerospace manufacturing jobs pay 50% more than other typical manufacturing positions, and dramatically more than the minimum wage and other low-wage service sector jobs which are proliferating across the state. Additionally, the majority of the aerospace jobs that have been lost have been in Los Angeles County, leaving that area economically and culturally more and more at the mercy of Hollywood.

In 1960, 15 of the largest 25 aerospace companies in the United States were based in southern California. Despite cutbacks during the 1970s and 1980s, even as late as 1987, California accounted for one in four aerospace jobs nationally.

Today, all but a handful of these firms have closed their doors.

This out-and-out destruction of California's aerospace industry has escalated since the year 2000, during the administrations of the Hollywood actor Arnold Schwarzenegger and the anti-industry Jerry Brown. And this collapse is continuing to date. In 2015, the massive Boeing Long Beach plant, where the C-17 military cargo planes were built, closed permanently. Governor Brown made no attempt to keep the facility open.

While the skilled workforce and the advanced industry of California has been decimated, television filming in Los Angeles County increased 12% from 2013 to 2014; and in September 2014 Governor Brown signed a bill increasing the state's annual subsidy of the film industry from \$110 million to \$330 million.

III. Education

There is a great misunderstanding in the ongoing discussion of education in the United States. Often this comes in the form of ranking states in terms of how much money they are spending on education, or what the results from standardized tests show.

But there is a yardstick of far, far greater importance. What of developing the creative potentials of the students? Not un-rigorous artsy-fartsy masturbation mis-named as creativity, but the actual scientific creative potential of their minds. The study of Classical music, the study of great scientific breakthroughs from the past, the understanding of how human civilization has progressed over the recent millennia. What is actually being done in the schools today to prepare young students to develop into productive, creative citizens in the Twenty-first Century, to contribute to the future betterment of humanity?

Before turning to the heart of the matter, it should be said that dollars and cents are not unimportant, and, it must be noted that between 1975 and 1983, during Brown's first tenure as Governor, California dropped from fifth to forty-fifth place nationally in the funding of schools as a percentage of the total personal income of the people of the state. Apologists for Jerry Brown blame this collapse on Proposition 13,⁶ but it should be remembered that Brown enthusiastically endorsed Prop 13, signed it into law, and when he ran for re-election, he was strongly backed by Prop 13's author, the virulent "tax crusader" and budget cutter, Howard Jarvis.

6. The California ballot initiative which cut local property taxes, and thus led to the reduction of funding for the schools.



Might not the pupil know more? Caprichos no. 37, which Goya captions: "One cannot say whether he knows more or less; what is certain is that the master is the most serious-looking person who could possibly be found."

Today, California ranks at or near the bottom on almost all facets of primary and secondary education. For example, California ranks last in the nation as it has the worst ratio of number of students per teacher. The national average is 15.9 students per teacher; in California it is 24.9. In terms of class size, California ranks forty-ninth for elementary schools and fiftieth for secondary schools, with the average class size for both being about 30 students. This has worsened since Brown began his second tenure as Governor in 2011. In 1965, California ranked fifth in the nation in per-pupil spending. By 2012 it ranked forty-third.

Destroying Young Minds

Lyndon LaRouche has repeatedly denounced the influence of John Dewey over U.S. educational policy during the Twentieth Century.

And although Dewey's influence is a national phenomenon, nowhere were his methods more fully put into practice than in California.

This, of course, did not start with Jerry Brown. The Dewey educational approach was widespread in California beginning in the 1930s and 1940s. By 1950 it was hegemonic in a way which probably existed nowhere else in the United States. It came under attack during the Cold War years, but returned with a vengeance during the "counterculture" years of the 1960s and 1970s. Although, on the surface, the methods of Dewey were seemingly overturned with a return to basics, and the "standardized testing" brought in by George Bush's 2001 "No Child Left Behind" legislation, this is actually far from the truth. The core of the Deweyite approach remains dominant to this day.

John Dewey is famous for his many writings on

education, including *The School and Society* (1899), *The Child and the Curriculum* (1902), *Moral Principles in Education* (1909), *How We Think* (1910), and *Democracy and Education: An Introduction to the Philosophy of Education* (1916). What is less well known is that prior to writing one word on education, in 1888, Dewey authored a work titled *Leibniz's New Essays Concerning the Human Understanding: a Critical Exposition*. In this rather lengthy work, Dewey offers faint praise to Gottfried Leibniz, but then proceeds to attack all of Leibniz' key conceptions, including the notion of "sufficient reason," and Leibniz's views on God, the Monad, and human creativity. He praises Kant as the person who corrected Leibniz's errors. In particular, he takes great pains to disprove a relationship between the Monad and the Universal, thus denying any link between the individual human mind and the principle of Universal Creativity.

These core beliefs of Dewey's—that true human creativity does not exist, that universal truths are unknowable and probably non-existent, and that all learning is acquired through sense experience—are the axiomatic bedrock of all of his teachings. Everything which is draped over those key axioms, all of the trappings about the role of the teacher, attending to the physical needs of the students, promoting democracy and social consciousness—these are simply elaborations of his essential philosophy. And rather than get caught up in the mere facets of so-called "progressive education," it is essential to return again and again to the reality of Dewey's bestial view of humanity to be able to grasp the catastrophic damage his influence has produced.

There are many things written about Dewey's educational approach, both pro and con, but almost all of these writings deal with the *structural form* taken by some of his methods, e.g., the relationship between teacher and student, or the emphasis on learning-by-doing. What they all ignore is that the key to Dewey's approach is in his concept of the human mind as he defines it in his critique of Leibniz. For Dewey, truth does not exist. Human intellect exists, but it is incapable of penetrating into the causality of universal principles. The world can only be perceived through experience, and learning consists of a succession of such sensory experiences.

Dewey's philosophy came to be known as *pragmatism*, or sometimes as *instrumentalism*, due to the emphasis it placed on practical experience, as opposed to



Library of Congress

Education destroyer John Dewey (1859-1952).

higher truths. For Dewey, the mind is conceived in purely mechanical terms. What is the mind? A tool for coping with the environment. What is "true?" Whatever is practical, whatever works within the environment.

In 1896, Dewey opened his own school, The Laboratory School, at the University of Chicago. This allowed him to put his theories into practice. The first thing to be jettisoned was the traditional approach to "Classical" education. No Classical music, no Cicero, no Aeschylus, no Shakespeare. Scholastic work was replaced with learning by doing. Truth, to the extent there is any truth at all, can only be learned through sense observation and experience. Teachers became guides; their role was not to teach but rather to guide the students to self-learn through their own experience. A high importance was placed on group learning and the development of socialization and group democracy.

Particularly condemned by Dewey was any notion of an "inner personality." Students were criticized for

wanting to study or reflect on their own; instead, they were strongly encouraged to socialize all of their learning with the larger group, and to submit to the democratic consensus of the group. Dewey was obsessed with the idea of democracy, but in practice, this became the democracy of the herd, and Dewey was explicit about using education to mold the beliefs and outlooks of the students. Dissent was not encouraged.

In 1917, Dewey left Chicago and helped to found the Lincoln School of Teachers College at Columbia University in New York City, “as a laboratory for the working out of an elementary and secondary curriculum which shall eliminate obsolete material and endeavor to work up in usable form material adapted to the needs of modern living.” Teachers College itself became a branch of Columbia University, while the subsumed Lincoln School developed as a separate laboratory school for children, modeled on, but going beyond, Dewey’s previous effort in Chicago. To this day, Teachers College remains both a bastion of Dewey’s influence as well as the leading institution of “educational theory” in the United States.

Beginning as early as 1920, several individuals who were trained by Dewey and his protégé William Kilpatrick at Teachers College began to operate in the State of California. With the publication by the state government of the *Teacher’s Guide to Child Development* in 1930, Dewey’s methods became hegemonic in California.⁷

On the surface, one might say that, during the ensuing decades, education in California was “dumbed down” in order to make it more “democratic,” but that would be a simplistic and ultimately erroneous description of what happened. More accurate would be to say that education became *pluralistic*, i.e., that neither scientific truth nor human progress were henceforth included in the educational experience. The student was presented with a series of life experiences, from which they were to draw their own conclusions. If there were “facts” “to learn” in order to pass tests, those so-called facts were to be memorized, with no thought given to their ultimate truthfulness or relevance.

During the Cold War years, Dewey’s methods came under attack, particularly after the 1957 launching of Sputnik by the Soviet Union. Nevertheless, they returned with a vengeance in the ’60s and ’70s through

the Free School Movement of Ivan Illich, Paul Goodman, and A.S. Neill. Best described as “Deweyism on hallucinogens,” this movement was quickly discredited but lives on today in dozens of Charter and “experimental” schools. It is this neo-Deweyism from the 1960s of which Jerry Brown has been an adherent throughout his career, and which he has promulgated during both of his tenures as governor.

Supposedly to correct the decades-long damage created by Dewey’s methods, in 2002 President George W. Bush signed into law the No Child Left Behind Act, federal legislation which mandated nationwide standardized testing, teacher and school board accountability, and mandatory levels of graduation and passing grades, among other things. In 2015, Barack Obama signed the Every Student Succeeds Act which replaced the Bush legislation. Passed with much fanfare, the Obama bill actually leaves in place almost the entirety of the “standardized testing” approach of the Bush Administration, with the one major change: that the enforcement of the intent of the legislation has now been handed over to the states. During the Civil Rights Movement of the 1960s, the Federal Government assumed more direct control over the nation’s schools, precisely because of the failure of many states to even minimally educate their students. Obama’s Every Student Succeeds Act has now returned the nation’s educational system to the pre-Civil Rights era status of control by the states.

Although the Deweyite content of education may have been terrible, the LBJ-directed imposition of national oversight over the nation’s schools was both necessary and in accordance with the 14th Amendment. It is in the interest of sovereign national government to ensure that all children have access to an excellent education. The more specific point is that, other than turning more control of the schools back to the states, Obama’s legislation leaves in place the entire approach of the Bush No Child Left Behind policy. Now Jerry Brown will have more control over California’s educational system, and if states, faced with massive budgetary problems, decide to slash educational spending, they will be free to do so.

So where does all this leave us? In truth, U.S. educational policy is now the worst of both worlds. The anti-human pragmatism of John Dewey still reigns supreme as the guiding philosophy of education. Even worse, Dewey’s intention to use education to mold the social and moral outlooks of young students has been fully

7. *Democracy and Schooling in California*, by Kathleen Weiler, Palgrave MacMillan, New York, N.Y., 2011

realized, as students are now routinely taught to hate scientific progress, to accept false theories like man-made global warming as self-evident truths and to be “non-judgmental” to the point of accepting any form of polymorphous perversity as normal.

On top of this witches’ brew has been grafted the standardized testing of Barack Obama and George W. Bush. The way in which this was described by one graduate of a California high school is that, “for most of the semester we were allowed to do pretty much what we wanted to do. Then for two weeks the teachers helped us cram for the exams.” It is a testament to the universal quality of the human mind that any student today survives a California education with even part of his mind or morality intact.

Dewey and Russell

Bertrand Russell’s influence over education is less apparent than that of Dewey, but given the emphasis that Lyndon LaRouche has placed on the paramount destructive role of Russell in the Twentieth Century, it should not be passed over.

Russell was 13 years younger than Dewey, and he did not release his first book on education until 1926, when he published *On Education, Especially in Early Childhood*. This was followed with *Education and the Good Life* in 1927, and *Education and the Social Order* in 1932. In 1927, Russell and his wife Dora opened their own experimental school for children, the Beacon Hill School in West Sussex, England.

The Beacon Hill School was based on the idea that children should not be forced to follow a strictly academic curriculum. The school was run on the principle that freedom would result in maturity and self disci-



Pretty teacher! Capricho no. 68, which Goya captions: “The broom is one of the most necessary implements for witches; for besides being great sweepers, as the stories tell, they may be able to change the broom into a fast mule and go with it where the Devil cannot reach them.”

pline. Cooperation rather than competition was emphasized. To teach the benefits of “democracy,” the school was run on democratic lines. Based on her experiences at the school, in 1932 Dora Russell published her own book on education, *In Defence of Children*.

There are definite differences between Russell and Dewey. Throughout his life, Russell continually belittled Dewey’s pragmatic philosophy, and the Beacon Hill School provided more actual scholastic instruction than anything Dewey established, primarily because Russell was concerned with the necessity to produce the next generation of the British aristocracy. In their denial of scientific truth, human progress, and creativity, however, the two men are identical. Both share the same bestial view of the human species.

California Case Studies

In preparing this article, the author has had the opportunity to interview more than a dozen individuals who graduated from public school in California. The earliest of these was someone who graduated from high school in 1962; the most recent was an individual who graduated in 2011, so this is almost a 50 year chronology. In addition several parents who currently have children in either middle or high school were interviewed, bringing the survey down to the present day.

The first thing to report is that it was already bad in 1962. A man who attended school through ninth grade in New York City, and then moved to California, reported that the most striking difference in California was the lack of discipline. “Skipping” school was common, and drug use was far more prevalent. He also

reported that in his poor New York school district he was able to play the cello in the school orchestra, where Classical pieces were performed, but in the affluent California high school to which he transferred, there was only a school band and no Classical music.

Another individual, this time a teacher at a California high school in the 1960s, reported that drug use by his students was so prevalent that he went to the principal and complained, "I can't teach these kids. They are all stoned." He was told, "Get used to it."

A woman who graduated from high school in 1969 reported her high school education to be "acceptable," but that when she then went to the State University, she was inundated with propaganda from her professors that human beings are destroying the environment.

She stated that her high school education included Shakespeare and Dickens, but that when her son went to school in 1990, Shakespeare had been replaced by modern existentialist novels, that the science curriculum was worse and largely environmentalist; and that her son and many other students were constantly being pressured by the school to seek more psychological counseling. At one point her son was even subjected to an experimental program to teach young students to read without learning the alphabet.

A now middle-aged man who graduated from high school in 1980 stated that his elementary education was uneventful, but that his middle school was definitely "Deweyite." "Everyone was free to come and go as they pleased, and everybody passed." He reported widespread use of marijuana in middle school (even more in high school), as well as a significant number of students forced into Ritalin use by school authorities, with the pressured consent of the parents. Music was



Bravo! Capricho no. 38, which Goya captions: "If ears were all that were needed to appreciate it, no one could listen more intelligently; but it is to be feared that he is applauding what is soundless."

available, but the band played mostly works by Irving Berlin and Johann Strauss, Jr.

The majority of those spoken with for the purpose of this report graduated from high school after the year 2000, and it is here that the true horror of the Schwarzenegger-Brown governorships becomes apparent. Some of those interviewed attended affluent, even premier schools; others came from lower income areas.

In none of these schools (middle and high schools) was music a required course. Several students reported that orchestra, band, and choral music did not even exist in their schools, even as an extra-curricular activity. Ritalin use occurred in every school, and one woman reported that every student who started as a Ritalin user moved on to the

use of ecstasy (MDMA). Widespread marijuana use was reported from every middle school (11- and 12-year-olds), with most individuals putting marijuana use at over 50% of the student body by high school. Many students came to school stoned, and drug dealing in the schools was common.

One or two respondents from low-income high schools reported horror stories of violence, gang activity, and high drop-out rates.

As to the curriculum, a few students at high-income or special charter schools read Shakespeare or other Classics. Most did not. Rabid environmentalism was taught in every instance. One student took part in a class trip to a nuclear power plant, and she and the other students were prepped by the teachers to make accusations to the plant officials about the dangers of nuclear power. Another student reports her class watching a documentary about the dangers of nuclear power in science class. Another young woman, who

insisted that she herself had received a “good” education, reported that her 10- and 13-year-old nieces are today being taught extreme environmentalism, and that this began as early as first grade.

One woman described a class outing where her elementary class was taken by teachers to sleep on the beach so as to experience “life like the Native Americans.” The freezing and miserable students had to be rescued in the middle of the night by their parents.

Sex education was, of course, available to all of these students, and in September of 2015 Jerry Brown signed into law AB329, making sex-ed mandatory for grades 7 through 12, the first state in the nation to do so. This new California sex education law mandates that “alternative” sexual practices must be taught as part of the required curriculum, including that “gay, lesbian, bi-sexual, and trans-gender activities must be affirmatively recognized as different sexual orientations, and that when discussing or providing examples of relationships and couples, shall be inclusive of same sex relationships.” This is now part of the California school curriculum.

The horror stories just pile up: the works of America-hater Howard Zinn mandated as required reading in U.S. history class; novels such as *Lord of the Flies* are required reading for middle-schoolers; history classes which contain reams of information about genocide against the Indians, but not a word about Alexander Hamilton; science classes with lectures on global warming. Almost none of the students were taught punctuation or how to spell, with the explanation that this would stifle their creativity. One student reports that his class was instructed in “creative spelling,” i.e., to spell as they wished.



Nanny's boy, Capricho no. 4, which Goya captions: "Negligence, tolerance and spoiling make children capricious, naughty, vain, greedy, lazy and insufferable. They grow up and yet remain childish. Thus is nanny's little boy."

This lunacy was aggravated in many of the schools by implementing a policy of building up the students' “self esteem.” The “self esteem” movement, which was dreamed up at the Esalen Institute, became at one point fairly widespread, and its effects linger to this day.

Nothing negative was ever to be uttered to any student; bad habits or behavior were never to be corrected. Several individuals report that this approach was rampant in their schools; others claimed ignorance of it, but it is likely that they have not yet fully recognized what they were subjected to. One student reports that her teachers were not even allowed to use a red pen to correct mistakes, lest it negatively affect the pupil's morale. She also reported that when she told her teacher she wanted to sit on the

floor for a class, the teacher answered, “go right ahead.”

Then, in 2001 and 2002, the standardized tests of the No Child Left Behind legislation arrived in the schools. Every person spoken with who went through that transition described it as nearly insane, with teachers drilling students in the correct answers for multiple choice tests. Often, the material related to the tests was not even taught. Rather, the *answers* to the most likely list of questions were presented to the students to be memorized.

Obviously, not all schools are as bad as what is reported above. The heroic efforts of some truly caring teachers must also be noted. Nevertheless, the people interviewed were chosen at random, from schools in areas as far apart as San Diego and Sacramento. The evidence of the crime that has been perpetrated is very, very clear.

IV. Californication

If the above description of the mental and moral murder of California's youth has upset you, get prepared, for there is worse still to come.

In his novel *Brave New World*, the LSD enthusiast Aldous Huxley states that the role of the state is to bring about a condition of "Universal Happiness." For the British Empire's Huxley, however, his proposed notion of happiness bears no resemblance to the philosophical *principle* of happiness defined by Gottfried Leibniz, which is enshrined in the U.S. Declaration of Independence.

Speaking before a Google-sponsored conference in 2010, British Prime Minister David Cameron announced that the primary goal of his government was henceforth to increase the "happiness" of the British people.⁸ Following this speech, Cameron implemented a policy of conducting national surveys to measure the happiness and "well-being" of the British people. Sample questions from the most recent official well-being survey include:

- How satisfied are you with your life nowadays?
- How happy did you feel yesterday?
- How anxious did you feel yesterday?
- To what extent do you feel the things you do in your life are worthwhile?

In *Brave New World*, Huxley has his own prescription for happiness. This includes:

- to abolish family life, so as to allow full sexual freedom.
- to legalize euthanasia, so as to remove the burden of dealing with the sick and elderly.
- to reduce the human population, so as to make the quality of life better for those who remain.
- to legalize drugs, so as to remove anxiety and suppress malicious bad tempers.

In a well-known quote from a 1962 lecture, Huxley said:

There will be, in the next generation or so, a pharmacological method of making people love their servitude, and producing dictatorship without tears, so to speak, producing a kind of painless concentration camp for entire societies, so that people will in fact have their liberties taken away from them, but will rather enjoy it, because



creative commons/Christopher Michel

Degeneracy on display at the yearly, drug-sodden Burning Man festival in the Nevada desert in 2015.

they will be distracted from any desire to rebel by propaganda or brainwashing, or brainwashing enhanced by pharmacological methods. And this seems to be the final revolution.⁹

Huxley named the drug that would self-enslave the population *soma*. Today, there is not one drug, but a cornucopia of legal and illegal drugs available to anyone, to produce the "happiness" which Huxley and Cameron proclaim.

In 2015, deaths from drug abuse in California were the leading cause of death, higher than cancer, heart attacks, murder, or accidents. California has the largest "medical marijuana" market in the United States, by a very wide margin. In recent years, when federal law enforcement agencies have attempted to move against either the marijuana clinics or growers, they have often been aggressively opposed by local elected officials.

8. Getting rid of the Queen and all her blood relations might be a start.

9. From a lecture entitled "The Ultimate Revolution," delivered on March 20, 1962 at the Berkeley Language Center, Berkeley, Calif.

In California today 10% of high school boys are on Ritalin;¹⁰ 23% of women, aged 40 to 60, are on anti-depressants;¹¹ 13% of the population uses opioids (heroin, oxycontin, etc.); the use of ecstasy and other designer drugs are rampant in the youth culture; meth-amphetamine use is widespread, particularly among poor whites and Mexicans; and it is anybody's guess what the level of marijuana use is. California is the largest marijuana producer in the United States, so that should give some indication of the problem.

In 2014, the voters of California passed Proposition 47, a measure which reduced the penalty for drug possession (all drugs, including heroin, etc.) for personal use from a felony to a misdemeanor, the first state in the nation to do so.

In October of 2015, Jerry Brown also signed California's first Right-to-Die law, thus legalizing euthanasia and fulfilling another of Huxley's requirements for human happiness.¹²

How is your anxiety? How is your Well-Being? Is it improving?

Music, Pornography, Gaming, Mob Democracy

It is frequently stated that youth, since the 1990s, have been the first generation to grow up "on the Internet." However, they also have achieved another first. They are also the first generation to grow up with access to hard core pornography on-demand 24 hours a day.

Pornographic movies were not legalized in the United States until 1969. Prior to that they were simply unavailable to the average American. Even during the '70s and '80s, the exposure of Americans to pornographic film was very limited. Most "porno" theaters were located in urban areas. Most were "seedy" and not heavily frequented, so even if the use of pornography spread, it was still nowhere near a universal phenomenon. That all changed with the Internet.

Today, 11-, 12-, 13-year-old children (and younger) can watch pornographic movies for free, any time of the day or night. All it takes is a few clicks of a mouse. By

the time most 17-year-olds graduate from high school, to describe them as sexually "jaded" would be an understatement. The phenomenon of "sexting" is simply one small indication of the situation which now exists. This is now considered simply part of "growing up." The pornography industry itself is based in Los Angeles County, with the largest producers, including Vivid Entertainment, Wicked Pictures, and Digital Playground all operating in the San Fernando Valley.

California was also the nexus of the drug-laced rave movement during the last 20 years. Recently, raves have given way to what are called Electronic Dance Music events, many still operating in rave-type locations, but there are others which have become among the largest "entertainment" events in the world. These include California's Coachella Valley Music & Arts Festival, which in 2013 had ticket sales of over \$85 million, and an attendance topping one-quarter million people. Then there is the annual celebration of nihilism known as the Burning Man Festival, which originated in San Francisco in 1986, before moving to the Nevada desert in the 1990s.

During the last 25 years, the leaders of Silicon Valley, together with their co-thinkers in Japan and elsewhere, have also brought to the youth of America the gift of digitalized video games. The "gaming industry" now accounts for over \$30 *billion* a year in revenues, up from \$9 billion in 2007. From the seemingly innocuous, like Candy Crush, to the point-and-shoot games emulated by many of the perpetrators of school massacres across America, millions of 15-, 25-, and 35-year-olds are literally spending *tens of millions of hours*... playing games(!), something that would have been inconceivable even one or two generations ago.

This is all Deweyite "democracy." Throw in the millions of hours that youth spend on social media, and what you see is massive pressure to conform to the accepted pleasure-seeking axioms of their peers and to the "democratic" consensus of the mob. "We are all trying to be nice people." "We are all accepting and non-discriminatory." "We all agree that human beings should stop destroying Mother Earth." Individuality is limited to what color you dye your hair, or what tattoo you get. Individual creative thinking is not even recognized to exist. There is no past worth studying and certainly no future to build.

How is your anxiety? How is your well-being? Is it improving?

10. Ritalin is a Schedule II psychostimulant drug used massively in the United States and Britain on children judged to have ADHD (Attention Deficit Hyperactivity Disorder). The U.S. FDA classification system includes such dangerous drugs as oxycontin and morphine as Schedule II.

11. Overall, anti-depressant usage is up 500% since 1995.

12. In signing the law, Jerry Brown stated that he was thrilled, since at some future date he might desire to kill himself.



Bon voyage, Capricho no. 64, which Goya captions: "Where is this infernal company going, filling the air with noise in the darkness of night? If it were daytime it would be quite a different matter and gun shots would bring the whole group of them to the ground; but as it is night, no one can see them."

V. Conclusion

It is a very sorry picture. And it is one that won't go away through wishful thinking. It is a massively pessimistic youth culture of conformity and other-directedness. Any real understanding of actual human history is non-existent. The culture and the schools work overtime to snuff out any individual expression of critical thinking at a very young age. It is most definitely a culture which engenders cowardice.

So what can be done? To answer that question, I would direct readers to the appendix accompanying this article which contains remarks by Lyndon LaRouche to a recent Manhattan Town Hall Meeting. The key to the solution lies there.

There are no "practical" solutions. Make no mistake; this is a war. The actual nature of human history and what it means to be a human being must be asserted and boldly defended. The evil of what Jerry Brown represents must be rubbed in the faces of both elected officials and the citizenry in general.

At the same time, in concluding this report, it must also be stated that there is no "California" solution to this catastrophe. Jerry Brown was personally invited to attend the genocidal COP21 conference in Paris by Barack Obama, the same Obama who, every Tuesday, picks the names of human beings to murder with drone attacks, the same Obama who is leading the world to World War III. This is a national fight. The lever to win it resides in the [Manhattan Project](#) of Lyndon LaRouche. Take heart! A true awakening of the human spirit can accomplish great things.

Material for this article was provided by Brian Lantz, Michael Billington, and numerous graduates from the California public school system.

Lyndon LaRouche: Educating Children For the Future

The following excerpts are from the Dec. 29, 2015 Town Hall Meeting with Lyndon LaRouche in New York City.

Question: Long story short: In my evaluating things from over the last 50 years in travel, seeing different cultures, measuring what I've learned from their interactions, the only basic thing that I see to achieve anything directly, to have an impact on the BRICS, which I was told existed from your development in concept, was to get an agenda to nationalize education. To me that is the core problem of economics and class. So, I think, my mentality, as it has been over the years, is to pursue that channel. Voting for whomever doesn't change anything because these people have their own networks, their own concepts, and this situation is creating a catastrophe throughout the world.

So to spend energy to remove an individual, to me,