

LaRouche launches attack on fascist 'privatizers'

by H. Graham Lowry

In the wake of the recent U.S. elections, statesman Lyndon LaRouche has launched a major initiative against the so-called "Conservative Revolution's" top-down drive for fascism in America. In the Nov. 21 issue of the weekly newspaper *New Federalist*, LaRouche released a lengthy document designed to inform and rally the American people against the vicious scheme to destroy public education in the United States—the prerequisite to imposing a fascist state.

Entitled "Creativity in Science, School, and Song," LaRouche's 28,000-word treatise takes dead aim at the roots of school "privatization" and the mind-destroying program known as "outcome-based education." As LaRouche put it in a post-election radio interview for the weekly "EIR Talks" on Nov. 9, "the *idea* of privatization of schools, the *idea* of outcome-based education, comes from the same Conservative Revolution crowd which gave us Adolf Hitler back in the 1920s and 1930s. That is, Friedrich von Hayek's Mont Pelerin Society; that is, the admirers of Margaret Thatcher, with her fascist ideas; George Bush, with his fascist ideas; the ideas of Milton Friedman, and the ideas of Sen. Phil Gramm [R-Tex.]."

In his treatise on education, LaRouche also defines the higher principles at stake: "the idea of universal political equality of the individual personality before God" at the core of western Christian civilization—a concept which became a matter of state policy during the Renaissance of the 15th century. That notion of true republican freedom, dependent upon "the right of the citizen to become a qualified citizen, through a foundation in the needed form of Classical humanist education, is the only durable remedy for the ills of the existing political system." It is the "divine spark" of creativity in all human beings which the Conservative Revolution's fascists—like all their oligarchical predecessors—wish to snuff out, LaRouche emphasizes.

The background of the battle

LaRouche likens the current assault on U.S. public education to the 19th-century British "entrepreneurial practice," made infamous by novelist Robert Louis Stevenson, "of suffocating innocent victims to provide salable corpses to Edinburgh medical schools." This ghoulish business became known as "burking," after William Burke, one of the princi-

pals in the enterprise, executed in 1829.

The "burking" of public education in the United States, LaRouche notes, has already reached epidemic proportions. "The better part of \$1 trillion is spent annually for education budgets in the U.S. today. The size of this budget has attracted financial vultures still hungry from their 1980s looting of the nation's savings and loan institutions, and from their presently crisis-ridden derivatives swindle. A new, widespread educational policy of 'dumbing-down' the nation's pupils, often called 'outcome-based education' (OBE), has given these bandits the key to many a schoolhouse's bank deposit.

"Unless this epidemic of privatization is stopped before the end of this school year, many public school systems throughout the United States are doomed already to irreversibly long-term collapse. The virtually irreplaceable, maturing, and rapidly shrinking number of employed teachers which is competent to teach, is being levered out of the classroom, perhaps never to return. Already, over the past two decades of 'New Age' reforms, large chunks of the basic traditional curriculum have been uprooted."

LaRouche points to the oligarchical outlook behind the plot to destroy the U.S. educational system. "What is the psychology of people like those wicked wealthy families backing the late Friedrich von Hayek and Milton Friedman's Mont Pelerin Society in this attack upon education? Ask why the United States fought justified wars against the British monarchy; ask why Henry A. Kissinger's idol, the Holy Alliance's Prince Clement Metternich, hated our United States. There you will find why admirers of such anachronisms as the British monarchy and Metternich's Holy Alliance have hateful opposition to the right of every child to be educated up to a modern standard of literacy."

That hatred is particularly focused against the United States, LaRouche explains, because "the American Revolution changed the course of world history," ending the confinement of over 90% of humanity to a "condition of rural toil," and under the rule of "a relatively small number of powerful families, under an administration performed by the lackeys of those oligarchical families; those at the bottom of the heap lived as serfs, or even slaves.

"Our United States was created in struggle against the

forces of the oligarchical tradition in Europe, against not only the evil of the British monarchy, but also the tyranny of those so-called 'conservatives' typified by Prince Clement Metternich's Holy Alliance. Our pioneering in the effort to bring a Christian form of Classical humanist education to every child and maturing adolescent, beginning with the 17th-century Massachusetts Bay Colony, was perceived in Europe as the gage of defiance thrown into the bloody face of every oligarchical 'conservative' tyrant of this planet. . . . It was that struggle of our forefathers, for the freedom to practice scientific progress, and to provide Classical humanist education to all its citizens, which enraged the British monarchy and the Metternich 'Conservatives' more than anything else."

During the 20th century, LaRouche argues, "that evil, against which our young republic's battles for freedom were fought, took the form of the so-called 'Conservative Revolution.' . . . The present international center of that Conservative Revolution movement is the World Wide Fund for Nature of the British Royal Consort, Prince Philip Mountbatten" (see *EIR*'s Oct. 28 *Special Report*, "The Coming Fall of the House of Windsor"). Within the United States, LaRouche declares, "that enemy is the American 'neo-conservative' movement represented by such ostensibly diverse specimens as the Anti-Defamation League, Prof. Charles Murray, and proto-fascist demagogues such as Virginia U.S. Senate candidate Oliver North."

True reactionaries

The Conservative Revolution's advocates are true reactionaries "in the literal sense of that term," LaRouche emphasizes. "They yearn for a bygone age, a lost age when knights could slaughter insolent members of the lower classes with relative impunity. . . . They yearn for a state of affairs in which your ancestors' features were suffused with an amiable quality of brutish, servile simplicity. They hate, and fear real Americans with as much passion as the ministers of King George III loathed that American insolent love for freedom which prompted our forefathers to beat back our British oligarchical oppressors, two centuries and more ago. They are 'reactionaries,' reacting against the heritage of our American Revolution."

In its battle "to win and keep a republic," the young United States drew upon the assistance of those European circles "which represented the highest level of culture existing throughout the world," LaRouche writes. "Just as the ante-bellum slaveholders made it a capital offense to teach an African-American slave to read, so those Americans devoted to a free republic rightly knew that a universal literacy up to the standard of European Classical humanism, was the precondition for preservation of individual freedom. . . . Conversely, the oligarchical 'conservatives' understood, then and now, that to restore and preserve an oligarchical system anywhere, the overwhelming majority of the popula-

tion must be reduced to a state of brutish ignorance and superstitions."

Hence, the drive to impose OBE. Fascism "is a natural outgrowth of a social policy consistent with OBE," LaRouche declares.

Time is running out

Although modern European civilization, sparked by the Golden Renaissance, improved the human condition more dramatically than "any earlier culture in any part of the world," the failure to free itself fully from the grip of ruinous, oligarchical traditions has permitted the past five centuries to become dominated by another long "dynastic cycle." Like those common to the fallen empires of the past, LaRouche argues, this modern dynastic cycle is now lurching toward early collapse—but on a global scale which could lead to a prolonged "new dark age."

To prevent "the worst calamity," we must defeat the forces "which are destroying the institutions most precious to our civilization," and "understand what it is we must defend, what we must save and revive." As for the required educational policy, LaRouche presents a thorough, scientific demonstration of how to develop the individual's powers of creative reason. (As the reader may have guessed, that involves a more rigorous elaboration than any descriptive summary could provide. The task is yours, to get your hands on the full document.)

"At whatever price," LaRouche emphasizes, "a Classical humanist secondary education must be made mandatory for all secondary-age pupils." That must involve "not only the principle of creative discovery in physical science, but also the same principle found in all great Classical forms of poetry, tragedy, music, and painting. . . . If we lack the will to pay that price, this republic, which we are near to losing, will not survive for long."

Yet the road to success is open. Though the forces of the Conservative Revolution had a "brief taste of victory" in the November elections, it will probably be "short-lived," LaRouche writes. "Come 1996-97, the majority of the U.S. population will be determined to have an economic recovery from the collapse brought on by a large dose of the Mont Pelerin Society's Thatcherism. The majority will demand all of the political conditions upon which economic recovery, and future national economic security depend. There will be no continued toleration for the thieves' banquet of 'privatization' of public education, social security, prisons, and what-not. . . ."

"Between now and then . . . we must work to halt the privateers' destruction of our public education system. . . . We must come to understand the quality of education needed to build and perpetuate a free society, freed of oligarchical parasites who have brought us now to the edge of chaos. To understand education, we must be willing to educate ourselves."