



Conflict Management: Power Politics Emphasizes Change: Attack of the Frankfurt School on the Souls of Children: Eakman's *Cloning of the American Mind*

C. Conflict Management:

1. The solution to all problems in life is Bible doctrine on our part and reliance on the principle that Jesus Christ controls history.
2. The larger the pivot the greater the blessings to individuals and this carries over to greater prosperity to the client nation.
3. Power politics emphasizes change. This is the primary solution promoted by the progressives. They reject the idea that man has a sinful nature and thus anticipate perfection.
4. Nevertheless, in a client nation the sinful nature must be restrained by legal, cultural, and social disapproval of its manifestations.
5. By ignoring its existence, the progressives imagine that mankind can be molded into a perfectly behaved social animal. But this requires a complete inversion of Western thought regarding the essence of human life, specifically the existence of the soul, the presence of the sinful nature in the body, and the part free will plays in the dynamics of each. One of the pioneers of this inversion is Wilhelm Wundt, a nineteenth-century German physiologist, whose impact is described by:

Eakman, B. K. *Cloning of the American Mind: Eradicating Morality through Education.* (Lafayette: Huntington House Publishers, 1998), 110-111:

If today's professors at the schools of education in America's colleges and universities were being honest with young people seeking careers in teaching, they would stress the contributions of the forgoing list to modern educational thought and methodology. Noah Webster and Horace Mann, or even John Dewey and the Progressives, were not the roots of today's educational philosophy; much of American thought and culture were more profoundly influenced by the likes of Wilhelm Wundt \vunt\, A. S. Neill, Havelock Ellis, Robert Owen, Otto Gross, Wilhelm Steckel, Erich Fromm \fröm\, Wilhelm Reich, Theodor Adorno, \a-dör' nō\, Sigmund Freud, Karl Marx, Kurt Lewin, Herbert Marchse \mar-kü za\, Antonio Gramsci \grām shē\, John Rawlings Rees, Alfred Orage \awr' ij\, Brock Chisholm, Anatoly Lunacharsky \u-na-char' ski\, and Georg Lucacs \luk' ach\ (p. 110-111)

The major part of the groundwork was laid in 1879 at the University of Leipzig \līp' sik\, Germany, where experimental laboratories headed by Wilhelm Wundt advanced the then-radical notion of man as a neurochemical machine, a product solely of genetics and upbringing and not accountable for his conduct, which was said to be caused entirely by forces beyond his control. (p. 111)

6. Paolo Lionni wrote in his 1993 book *Leipzig Connection*:

According to Wundt's thinking, in a human being there is nothing there to begin with but a body, a brain, and a nervous system. Therefore, teachers must try to educate a person by inducing sensations in that nervous system. Through these experiences, the individual will learn to respond to any given stimulus, with the 'correct' response. Thus, a child's actions are thought to be preconditioned and beyond his control, because he is simply a stimulus-response system. (p. 110)

7. The conclusion one must reach from Wundt's reasoning is that the misbehavior of children may be directly attributed to his environment and the first influences from that environment are parents.



8. Consequently, parental influence must be removed so that the experts can more easily condition the children to think according to Utopian ideology.
9. This leads to an antiauthoritarian condemnation of parental authority which must be removed if the child is to be reeducated into a progressive. The objective is not to educate the child but to mold him into a social animal that is not affected by traditional restraints.
10. Wide application of this concept first occurred in Russia under Joseph Stalin's Anti-Parent Campaign:

Eakman, B. K. *Cloning of the American Mind*, 142-43:

Realizing that the family structure and ethnic cultures were in place, Stalin decided to take a more direct approach and turned the educational establishment directly against parents, encouraging youngsters to report on their parents' conversations and activities, their beliefs and anything that might be useful against them.

Russia's *Pravda* newspaper reported, in the summer of 1928, the case of a Young Pioneer [Soviet youth group] who reported his father as "a confirmed enemy and hater of the working people," and demanded the harshest penalty. Soon such reports were common, just as the child abuse claim suddenly is common in America today. Everyone of course, applauded these reports. (Konstantinovna) Krupskaya [krüp' ska-ya], Lenin's widow and former teacher, egged on the Young Pioneers when she told them in 1932: "Just look around yourselves, children. You will see that there are still many survivors of the property-owning past. It would be a good thing if you discuss them and make note of them."

The anti-parent campaign came to a head later that year when 14-year old Pavlik Morozov reported his father to agents. His father was promptly shot. Shortly thereafter, a group of his father's friends and relatives exacted the same vengeance on young Pavlik. The riotous mob, in turn, was shot by police. On Stalin's instructions, a propaganda campaign was conducted to make Pavlik Morozov into a legend. The Young Pioneer headquarters in Moscow was named after the boy and by 1934 the Young Pioneers boasted that they had "millions of Pavliks." (p. 142)

That same year, children were permitted to divorce their parents, simply by telling school officials that their folks weren't sufficiently enthusiastic about the revolution.

Amazingly, the entire sordid ordeal in Russia from 1918-1934 was fully supported in the West by the *New Education Fellowship* and its disciples. Bertrand Russell noted approvingly that "... education should aim at destroying free will so that after pupils are thus schooled they will be incapable ... of thinking or acting otherwise than as their school masters would have wished." (p. 143)

11. Eakman suggested that you keep these kinds of things in mind when you "next examine the numerous surveys and questionnaires distributed to American school children in class, most of which are examined or analyzed by psychologists."
12. The struggle for power between the Government Schools and the parents of its students presents a conflict between power politics and pivot politics.
13. Christian parents must resolve this conflict doctrinally. First of all, their foremost responsibility before God is to protect the souls of their children. Thus, their submission to the dictates of the Government Schools becomes a secondary consideration in resolving the issues in conflict.



14. However, the believer is also to avoid being motivated by crusader arrogance, a self-righteous conceit with strong or impulsive desires to superimpose one's opinion and principles on others without their consent. The person afflicted with crusader arrogance believes he is so right and his cause so just that he is justified in using any means to gain his objective.
15. Christian parents must not seek to resolve a problem regarding their child's soul by means of such tactics. Parents have divinely delegated responsibility for their own children's souls not those of others.
16. Therefore, you must develop an objective approach regarding those policies that you conclude are detrimental to your child. You never attack the policy as being wrong, inappropriate, or evil but rather that "I believe that it is not best for my child to be taught thus and so at this time."
17. Your mandate is not to change the world but to protect the soul of your child. It is advisable not to let on that your convictions are biblically based. Simply indicate that you don't believe the course content, the activity, or the reading material is best for your child at this time. You'll win some and lose some but this is better than apathy toward the problem.