

Self-Liberation of School Slaves

No *Massa Lincoln* is going to free these slaves. Just as the adult slaves in these Enchained States of America found that legal "emancipation" and a War resulted in continued oppression by other, more subtle, means, so that they had to free *themselves* (and are still in the process of it today), so the enslaved children of North America and most of the world will have to liberate themselves. There is no freedom through appeal to the State, the slavemaster, merely softer whips and "reformed" abusive practices.

As in True Learning, one must teach oneself. Instructors are merely guides, providers of suggestions and tools. Sf author Ray Bradbury suggests the best way to learn (and the way that most of us who actually became literate) is to go to a library, any library, and start reading, following our interests wherever they lead. (Bradbury exhibited a Libertarian understanding of the State's fundamental attitude toward reading in his classic novel, *Fahrenheit 451*.)

Or one may choose, freely, one's own instructor, as many choose dance instructors, music instructors, language instructors, driving instructors, hiring and firing them on the basis of their competency at providing you with what you want. *That* is the method of the free market, advocated by libertarians. Now it has been driven underground, to become the Counter-Economy, defended by the Libertarian Left.

Parents concerned with ending public child abuse are already taking and keeping their children out of State day camps and even the "private" clones and sending them to the new Counter-Economic "independent schools" or teaching them at home. Teachers who cannot stand perpetuating the State child abuse are dropping out, some offering their services to the exciting new, experimental independents. And students stuck in their prisons? They will rebel...as they ought. In the high schools and colleges they may rally around cells and chapters of *Movement of the Libertarian Left* where they will teach themselves the depth of State oppression — and how to fight it effectively!

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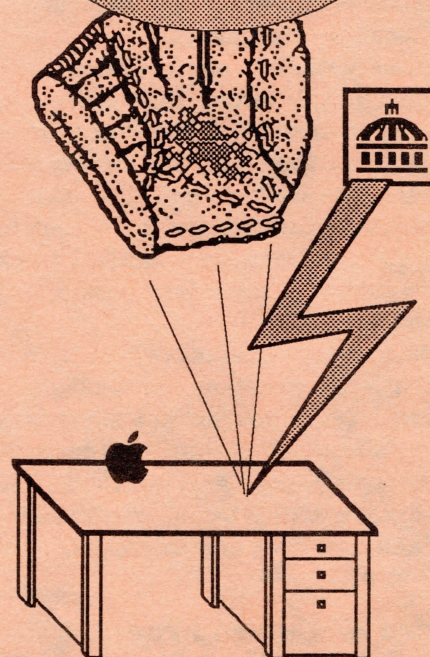
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Public Child Abuse: The Atrocities of Education Statism

MLL Issue Pamphlet #8



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Public Child Abuse:

The Atrocities of Education Statism

"Public" (State) education has nothing to do with learning or the exchange of information.

State educational institutions ("schools") are day camps — concentration camps — for children.

State education arose in bigotry, peaked in fascism, and thrives in parental apathy. It sustains itself by ruthless suppression of alternatives. It kills the natural curiosity of youth, poisons their real knowledge with misinformation and disinformation, and perpetuates illiteracy by camouflaging it with meaningless diplomas.

Those with a worthy desire to impart knowledge are forced into college "education departments" of continued non-learning and further crypto-illiteracy, trained in behavior control and the skills of a bureaucratic functionary, then sent to staff the youth prisons as guards ("teachers"), interrogators ("counselors"), and wardens ("principals").

You are declared outlaw — a criminal — if you attempt to escape your pedagogical penitentiary. Yet if you exhibit signs of individual initiative within cell-block walls ("classrooms") you are *expelled!* How did this social insanity begin, why does it continue, and how does one *successfully* free oneself from it?

Where It Comes From

The history of "public education" is well-known to historians and scholars, but the dirty little secret is kept out of the schools themselves. American public education was created in the colonial days to enforce the dominant religion in the area and force Dissenters to conform or at least pay taxes for schooling by the Established Church. To their credit, liberal Non-Conformists and

the ancestors of modern fundamentalists fought State education as *Establishment of Religion* — and they were completely right. (Today, it is the imposition of *ideology* — secular religion — which motivates the statisticians.)

After the American Revolution, free education flourished. The U.S. Civil War brought a wave of statism and the free schools were crushed, or regulated into the modern "private" schools, clones of the public ones but maintained for the elite. The motivation of the public educationalists was to suppress the Catholicism and Judaism of the waves of immigrants.

Finally, in the 1890s, John Dewey, the philosopher of the protofascist "Progressive" movement imported the Prussian school model to the United States. The purpose was — and is to this day — to turn American children into good little statisticians: subservient to authority, disciplined, unquestioning and eager to perpetuate and defend the system.

The system worked all too well in Germany by 1914 and was strongly supported by Adolf Hitler — and his American counterparts, "Progressive" Herbert Hoover and "New Deal" cryptofascist Franklin Roosevelt, who initiated massive *federal* state intervention into the local, somewhat decentralized system.

Fortunately, the process was incomplete in the American case; surrounded by a semi-libertarian society, in contrast to the totalitarian slave camp they inhabited, American children turned into sullen, resentful, passive resisters for 12+ years, or exploded into rebels (allegedly, "without a cause") and were called "juvenile delinquents/j.d.'s," "beatniks," "hippies," "punks," and post-punk name-calling of today.

1. Note the panic recently in Texas when the "teaching profession" were actually called upon to prove their minimal literacy in a simple test.

Why Does It Continue?

For the State, its education system turns its subjects ("citizens") into docile worker-termites, disciplined soldier-termites, drones (bureaucrats) but never queens. For the teachers themselves, they are either complicit¹ — or purged in a Stalinist frenzy if they show excessive sympathy for their prisoners or if they attempt to instruct them usefully or even if they exhibit the competence to instruct *usefully*. (The Khmer Rouge called their killing fields "reeducation camps" — properly.)

The case with parents — "guardians" of their children — is mixed. Some do keep their children away from public child abuse by paying several costs:

- *double* expenses of taxation plus "private school" tuition or free-market costs of self-teaching or a Counter-Economic instructor.

- harassment by State authorities — especially with "standards" of education whose enforcement on *public* education would close every school.

- social pressure and even ostracism by collaborator parents.

Parents who succumb or opt out of their chosen responsibilities are rewarded with "day care centers" for their troublesome offspring — out of sight, out of mind. Those who *actively* collaborate with the Neofascist Terror reigning over their children through "PTA" and "School Board" elections are granted "standing in the community."

As for the children themselves, there is nothing for them to gain in schools, save to learn to "adapt" to institutional repression, to become model prisoners, and to learn to perpetuate it on the next generation. Thus, the classic symptom of self-perpetuating child abuse appears on the mass, public scale: the abused child becomes the abusing parent.

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