

## The Curriculum Creators – Part 8

Excerpts from Barbara M. Morris' 1979 book *Change Agents in the Schools: Destroy Your Children; Betray Your Country* are continued with a look at the *Humanist Manifesto II* contents:

The Humanist "Articles of Faith":

*Just as Christians accept the teaching of Jesus Christ and the Bible, so the Humanists have their "bible" in the Humanist Manifesto II. The first Manifesto was published in 1933 and was brought up to date in 1973 as the present Humanist Manifesto II. It's a very short document which can be understood by anyone of average intelligence. Upon reading it for the first time, anyone who has kept up with current events will immediately see the Manifesto as a "blueprint." To a great degree, the "articles of faith" expressed in the Manifesto have been worked into every facet of our lives: religion, politics, social and personal mores, and above all, in what is taught or promoted in the government schools. Let's take a look at the situation as it relates to the tenets of the Humanist Manifesto.*

On religion:

*"We believe . . . that traditional dogmatic or authoritarian religions that place revelation, God, ritual or creed above human needs and experience do a disservice to the human species . . . As non-theists, we begin with humans, not God. . . ."*

*How many Protestant denominations or Catholic churches have become totally man-centered, with Jesus Christ accorded no more veneration than would be due just another human brother? In how many ways has your church put "human needs" ahead of worship of God? And in the schools, children are no longer permitted to recite the Lord's Prayer or read the Bible. The schools do "begin with humans not God."*

*"Promises of immortal salvation or fear of damnation are both illusory and harmful . . . There is no credible evidence that life survives the death of the body."*

*How many Christians no longer believe sin is possible? How many Christians now believe that regardless of how they live in this life all will be forgiven at the end? As we shall see, Humanistic death education in schools and churches is helping people to accept death as a finality—helping them believe that this life is all there is and there is nothing to be hoped for or feared at death.*

On morality:

*"Ethics is autonomous and situational, needing no theological or ideological sanction . . . We strive for the good life, here and now."*

*Because government schools cannot teach or promote Christian morality, Humanist situation ethics is promoted. Many clergymen of all faiths no longer believe it is possible to commit a sin and they too preach and teach the use of situation ethics. Because sin is no longer recognized and because people now live by a personal code of morality, based on situation ethics, our society is in a state of moral anarchy and decline. Many people can no longer recognize right from wrong or good from bad and their confusion is reflected in their behavior and their toleration of uncivilized behavior. Young people taught to live by situation ethics are in a state of despair and alienation because they have no structure or standards to guide them. This is obviously a contributing cause of youthful suicides, but there is an unwillingness to admit it because the right to suicide is a Humanist belief that is accepted and promoted.*

On individual behavior:

*"We believe in maximum individual autonomy. . . ."*

*This Humanist belief is actively promoted in government schools and is responsible for the terrifying amount of youthful rebellion, alienation and violence. A child who is encouraged to exercise "maximum individual autonomy" uses situation ethics and he decides what is right or wrong behavior. Parents and other authority figures cannot influence a child who has been led to believe he has been liberated from laws, rules and regulations established by any authority higher than himself, including God.*

*"The right to birth control, abortion and divorce should be recognized . . . neither do we wish to prohibit by law or social sanction, sexual behavior between consenting adults . . . individuals should be permitted to express their sexual proclivities and pursue their life-styles as they desire."*

*Most parents know that sex education in the schools often extends from kindergarten through grade 12 and that it has caused a furor in many communities. Why do parents object to sex education? Not because it teaches the "facts of life," but because it inculcates Humanist attitudes about sex and sexual activity, which is contrary to traditional morality.*

*In most states, minors can obtain contraceptives, treatment for venereal disease and have abortions—all without parental consent or knowledge. Children can be directed to such services by a school counselor or by anyone in the school who by law is allowed "privileged communication" with students.*

*It's a full circle. Schools teach children they have a right to express their sexual proclivities—be they homosexual or heterosexual. If as a result of pursuing their "rights" they become infected with VD (many forms of which are becoming increasingly difficult to cure) or if contraception fails or is not used, then such "minor" problems can be fixed with "back-up" services and parents will never know. If this isn't destructive to family relationships, then what is?*

*"The individual must experience a full range of civil liberties. . . . This includes . . . recognition of an individual's right to die with dignity, euthanasia, and the right to suicide."*

*Ever wonder why so much legislation has been introduced into state legislatures to legalize "death with dignity", and why there is so much discussion of the merits of positive euthanasia or "mercy killing"? Or why the right to suicide is more openly discussed as a viable option for those who no longer want to live? The reasons are to be found in the beliefs stated in the Humanist Manifesto and promoted in the schools and in society at large. In the schools, these "civil liberties" are made acceptable in death education and through other anti-life indoctrination.*

*"All persons should have a voice in developing the values and goals that determine their lives . . . Alienating forces should be modified or eradicated. . . . People are more important than decalogues . . . ."*

*This particular "article of faith" is more devastating than realized at first glance. Schools across the country—be they government, church or private—are providing "values education," "values clarification," "moral development" and an assortment of other values-changing techniques. The purpose is to help children find their "own" values. In reality, these programs are designed to implement the Humanist belief that "all persons should have a voice in developing the values and goals that determine their lives." In essence, values education declares that parents are no longer permitted to instill their values in their children. If they attempt to do so, the school negates their efforts by teaching their children a process for deciding how they should behave and what they should believe. Values education and moral*

*development programs respond to the Humanist belief that "alienating forces [author's comment: the home and church]) should be modified or eradicated." Remember also, according to Humanist belief, "people are more important than decalogues." And what are those decalogues?*

*Why, the Ten Commandments, of course!*